

2021 Annual Report

Tirranna Public School



3222

Introduction

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

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

As the proud Reliving Principal of Tirranna Public School throughout 2021, our school, its students, families and staff, experienced the significant challenges of the COVID 19 pandemic, but came through this with a continued firm focus on delivering excellence in education. Undergoing 7 Weeks of Learning From Home was a challenge, however the whole school community worked together to embrace this change of routine. On return, our student attendance statistical data and wellbeing surveys indicated the return of all students and that students were extremely happy to return.

Throughout 2021 our school established a new 2021-2024 School Improvement Plan. After a thorough process of evaluation of practices and systems, including consultation with students, staff and families about our school's areas of strength and areas for growth, two Strategic Directions and milestone goals were established. Working closely within cross-school learning communities our hardworking and expert team worked tirelessly to improve and to deliver inclusive and high-impact teaching and learning for every student every day. Our student learning data shows a positive trajectory, with all students learning and improving in line with their Personal Educational Plans.

Priding ourselves on student leadership, our 2021 School Captains and the K-6 student cohort were each involved in leading successful curricular and co-curricular events throughout 2021. A significant initiative was the decision to incubate, hatch and keep chickens and ducks at Tirranna Public School to add to our current school-wide Wellbeing Programs. Additionally, we used significant school funds to improve physical learning spaces and school grounds, establishing a yarnning circle space and additional garden beds for seasonal planting and to support sustainability programs.

In 2021 the changing landscape and challenge of the pandemic altered how our school was able to engage our community. Maintaining and strengthening relationships required adaptability and flexibility from our school. We needed to do things a little bit differently to celebrate at the End of Year Assembly. Due to visitors not being able to be on our school site and restrictions on singing, our school adapted and learned a Makaton signing version of the song Cover Me in Sunshine to present via video recording. Our Annual Art Show needed to become a digital display that diarized the beautiful creations made by students during our fortnightly art making workshops, including vibrant tie dying, Notans, intricate origami, clay sculptor and observational drawings.

In 2021 our school had the pleasure of undertaking External Validation. This opportunity facilitated careful analysis and assessment of our school's progress against the School Excellence Framework. Our whole staff was involved in the compilation of four Evidence Sets. Our school was validated at Sustaining and Growing in 11 of the 14 areas and Excelling in the areas Wellbeing and Assessment..

Moving into 2022 as Substantive Principal of Tirranna Public School, this teamwork between students, staff and community will be prioritized and we will do all that we can to engage and grow continued success in the classroom and across all aspects of our school-wide learning community.

Ms Pryor,

Proud Principal

Tirranna Public School

School vision

At Tirranna Public School our students, staff and families work in partnership to inspire students to become confident and engaged life-long learners with the skills needed to thrive and flourish in an increasingly complex world.

Our teachers are committed learners who engage in ongoing robust, high impact professional learning that ensures the delivery of highly effective, evidence-based teaching and learning programs so that every student improves every year.

School context

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

Our current enrolment of 7 students, includes approximately 50% from diverse multicultural backgrounds and 35% identifying as Aboriginal and Torres Strait Islander. Our school has a Family Occupation and Educational Index (FOEI) of 152 which indicates a high level of need. Our school works closely with families to provide ongoing support to ensure equitable and inclusive access to a broad range of learning opportunities.

Our school is part of three professional collaborations including the Goulburn Community of Public Schools (GCoPS), Tablelands Rural Education Community (TREC) and the Bong Bong Executive Network (BEN). Through these collaborations, students are offered a range of curricular and co-curricular opportunities. The school has a strong culture of involvement in sporting pursuits, student leadership and excellence in the performing and creative arts. Technology is integrated across the curriculum, with commitment to ensuring that students develop the digital literacy skills required to actively contribute to and engage with a highly digitalised society.

The school's wellbeing initiatives include promoting living a healthy and active lifestyle and using the Positive Behaviour for Learning (PBL) model with a focus on being respectful, responsible and showing pride.

Our teachers are university trained educators who expertly deliver a highly differentiated curriculum to our K-6 cohort through a culture of establishing individual learning goals, ensuring that the individual learning needs of all students are met each day.

Through our situational analysis we identified the need to ensure that the most effective, evidence-based teaching practices are used by all staff and that monitoring of learning is strengthened to ensure that all students demonstrate growth.

High expectations and aspirations will underpin a strategic and planned approach to wellbeing supporting students to connect, succeed, thrive and learn.

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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Excelling
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

In October 2021 our school engaged in External Validation. The panel validated our school in line with our on-balance judgements and self evaluations in 13 of the 14 areas. Our school was validated at Sustaining and Growing rather than Excelling in the area Management practices and processes. This demonstrates that our school's on-balance judgements and self evaluations against the School Excellence Framework were accurate.

It was noted by the panel that our school is already conducting the necessary work towards soon achieving Excelling in various areas.

Strategic Direction 1: Student growth and attainment

Purpose

A whole school approach will ensure that the most effective, evidence-based teaching methods are identified, promoted, modelled and are used by all staff. Student learning will be monitored through ongoing data analysis to ensure that all students demonstrate growth.

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
- Effective classroom practice

Resources allocated to this strategic direction

Professional learning: \$2,440.00
School support allocation (principal support): \$13,604.80
Literacy and numeracy: \$2,594.51
QTSS release: \$3,139.30
Low level adjustment for disability: \$16,174.57
Socio-economic background: \$9,646.43
Per capita: \$2,218.66

Summary of progress

Professional learning: \$2,240.00
School support allocation (principal support): \$13,604.80
Literacy and numeracy: \$2,594.51
QTSS release: \$3,139.30
Low level adjustment for disability: \$16,174.57
Socio-economic background: \$9,646.43

Our school consolidated funds for Strategic Direction 1 to support a variety of initiatives.

A two-class model was established. An additional teacher 0.8 FTE enabled effective classroom practice K-6. This increased student/teacher ratios allowing for individualised programs for students K-6 and facilitated small group Learning Support intervention with a focus on spelling and reading. This model has been successful and will continue in 2022.

Professional Learning funds provided release for teachers to attend professional learning as part of Goulburn Learning Communities. LANCA-delivered training and corporate training in aspects of literacy (Vocabulary, Reading) led to improvements in the explicit teaching of vocabulary and reading outcomes K-6.

Funds facilitated operation of a corporate planning model focused on the improvement of literacy and numeracy programs through ongoing targeted Instructional Leadership in the areas data skills and use and effective classroom practice. A change in staff redirected our focus towards implementing effective formative assessment practices and staff participated in Number Talks. These areas of focus have led to increase in identifying and teaching to the point of need K-6.

Literacy and Numeracy funds were used to resource classroom programs. Subscriptions to resources and the purchase of additional reading resources, including an Indigenous home reading library, supported K-6 learning programs.

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
<p>Reading</p> <p>A minimum of 20% of students will achieve at or above expected growth in reading.</p>	<p>Term 2 Check-In Reading data: Cohort 30% SSSG 45% State 55%</p> <p>Term 4 Check-In Reading data: Cohort 52% SSSG 50% State 59%</p> <p>Cohort data improvement of 22% compared with 5% SSSG and 4% State</p> <p>Students are achieving expected growth</p>
<p>Numeracy</p> <p>A minimum of 20% of students will achieve at or above expected growth in numeracy.</p>	<p>Term 2 Check-In Numeracy data: Cohort 47% SSSG 53% State 63%</p> <p>Term 4 Check-In Numeracy data: Cohort 54% SSSG 56% State 57%</p> <p>Cohort data improvement of 7% compared with 3% SSSG and 4% State</p> <p>Students are achieving expected growth</p>
<p>NAPLAN Targets</p> <p>NAPLAN value-add is maintained at Delivering for K-3, 3-5 and 5-7</p>	<p>In 2021 our school participated in External Validation. Evaluation against the School Excellence Framework resulted in validation at Delivering in Student Performance Measures. Delivering has been maintained. Progress in being made towards achieving Sustaining and Growing in the themes Value-Add, NAPLAN, Student Growth and Internal and external measures against syllabus standards.</p>
<p>SEF-SaS</p> <p>In the SEF-SaS domain of Teaching in the areas of Data-skills and Use and Effective Classroom Teaching school evaluation will maintain Sustaining and Growing.</p>	<p>In 2021 our school participated in External Validation. Evaluation against the School Excellence Framework resulted in validation at Sustaining and Growing for Data-skills and Use and Effective Classroom Teaching.</p>
<p>Top Two Bands</p> <p>Top two top bands Reading: shared Network target</p> <p>Increase the proportion of students achieving in the top 2 NAPLAN Reading bands by a minimum of 5%</p>	<p>100% of students in 2021 achieved in the middle to high range in Band 3 or Band 4 in the area of Reading. This is value-added growth up from Band 5. We have not reached the target of achieving a minimum of 5% of students achieving in the top 2 Reading bands.</p>
<p>Top Two Bands</p> <p>Top two top bands Numeracy: shared Network target</p> <p>Increase the proportion of students achieving in the top 2 NAPLAN Numeracy bands by a minimum of 5%</p>	<p>100% of students in 2021 achieved in the middle to high range in Band 4 in the area of Numeracy. This is value-added growth up from Band 3. We have not reached the target of achieving a minimum of 5% of students achieving in the top 2 Numeracy bands.</p>

Strategic Direction 2: High expectations and engagement

Purpose

To maximise the learning outcomes for every student, our school will develop effective whole school community partnerships between students, staff and families to establish high aspirational expectations and collective responsibility for student learning and success. Students, staff and families will work together to motivate students to deliver their best and continually improve.

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.

- Aspirational learning community
- A planned approach to wellbeing

Resources allocated to this strategic direction

Aboriginal background: \$5,668.01

Socio-economic background: \$11,211.69

Teaching principal Operational funds: \$1,708.45

Professional learning: \$1,932.37

Location: \$1,049.89

Summary of progress

Employment of a 0.1 FTE classroom teacher supported whole school Wellbeing initiatives. This allowed our school to operate programs that were validated as Excelling during External Validation. Wellbeing check-ins were conducted with all students in Weeks 3, 6 and 9. Each student was involved in establishing and monitoring Individual Learning Plan goals in collaboration with staff and families. All students participated in weekly wellbeing lessons utilising the evidence-based programs, Smiling Minds and Life Skills Go. Analysis of collected data has determined significant impact moving our school from Delivering to Excelling on the School Excellence Framework. We will continue to support this program in 2022 if funds are available.

Funds were used to support student engagement in curricular and co-curricular activities. Community survey data (student, family, staff) was used to inform whole school practices. Our school was unable to use Flexible Equity funds to facilitate inclusion through funding a school camp in 2021 as planned due to the pandemic. These funds contributed towards day excursions, incursions and school-based student engagement programs. Funds were used to deliver a variety of quality co-curricular programs. Our school participated in the Hatching Chicks program, a history excursion focused on the local area and K-6 participated in an online Writing Festival, Little Scribes with a partner school. Art materials were purchased to facilitate delivery of quality fortnightly creative arts workshops. Funds were used to implement a self-sustaining garden program.

Our school evaluated our school's wellbeing programs to identify gaps in whole school systems and practices with the view of identifying targets for improvement. To inform the design of an evidence-based, data-informed whole school approach to wellbeing, staff collected, compared and analysed student wellbeing data. Staff engaged with What Works Best 'Wellbeing' element to self-assess whole school and individual teaching practices. Staff engaged in evidence-based professional learning focused on Trauma-informed practice. This professional learning explored key roles associated with supporting the wellbeing needs of students, understanding how to implement and use a collaborative and wraparound framework to support students and reflecting on and strengthen our own wellbeing practices. As a result of this professional learning our school Wellbeing Policy systems and practices were improved, creating a consistent whole school approach to incorporating Trauma-informed practices school-wide.

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
System Negotiated Attendance Targets	Student attendance is being maintained above 90%. Our school's attendance rate 93.3% is slightly above the state average 92.4%

Student attendance (90% or more) is maintained at or above 90%.	
Individual Learning Plans 70% of students have an Individual Education Plans created in partnership with students, teachers and families.	More than 70% of students have an Individual Education Plans and these have been created in partnership with students, teachers and families.
Tell Them From Me TTFM Wellbeing data (advocacy, belonging, expectations) increases to be at or above 80%.	Cohort size did not allow us to participate in the Tell Them From Me Survey in 2021 Term 4. When anonymously surveyed 100% indicated a strong sense of Belonging while at school.
SEF-SaS In the SEF-SaS in the areas of Wellbeing, Learning Culture and Educational Leadership school evaluation will maintain at Sustaining and Growing.	In 2021 our school participated in External Validation. Evaluation against the School Excellence Framework resulted in validation at Sustaining and Growing for Learning Culture and Educational Leadership and Excelling in Wellbeing.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$20,858.12</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Tirranna 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"> • Effective classroom practice • Aspirational learning community <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Release for engagement in professional learning within Professional Learning Communities • Staff release to increase community engagement • Employment of an additional teacher to improve collaborative practices and maximise student learning outcomes • Employment of Community Engagement Officer <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - Socio-economic Background funds were used to support a two-class model. Targeted individual instruction improved for all students due to employment of an additional Classroom Teacher (0.6 FTE) and SLSO (0.3 FTE). A two-class model facilitated improved individual instruction in the delivery of effective literacy and numeracy programs. - Release for corporate planning and data handling practices increased data-driven teaching and learning practices. Visibility of improvement monitoring shared with students, staff and families, supported the growth of an aspirational learning community. Student performance data collected throughout the year, including Check-in assessment data and PAT data indicated that our strategic use of these resources has been effective. - Engagement in professional learning within Professional Learning Communities facilitated training in Understanding Texts and Focus on Vocabulary. - Community Engagement Officer effectively established positive whole school PR systems, supported students with regular wellbeing check ins, engaged the school community in monitoring learning goals and Individual Education Plans, delivered positive wellbeing programs and oversaw systems for acknowledging success. <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>In 2022 Socio-economic funds will be used to support a two-class model and we will strategically plan a staffing model that facilitates the necessary corporate planning model used in 2021. The initiative, employing a Community Engagement Officer was highly effective and this funding model will continue in 2022.</p>
<p>Aboriginal background</p> <p>\$5,668.01</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Tirranna 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"> • Aspirational learning community • A planned approach to wellbeing <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 literacy and numeracy programs

<p>Aboriginal background</p> <p>\$5,668.01</p>	<ul style="list-style-type: none"> • Equity support for uniforms and curricular/co-curricular activities • Employment of Community Engagement Officer • Supporting Aboriginal students with PLPs <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - Equity support facilitated inclusivity and equitable access to all school programs. This contributed to a whole school culture of belonging. - Aboriginal Background funds were used to support a two-class model. Targeted individual instruction improved for all students due to employment of an additional Classroom Teacher (0.6 FTE) and SLSO (0.3 FTE). A two-class model facilitated improved individual instruction in the delivery of effective literacy and numeracy programs. Student Personal Learning Plans indicate that all Aboriginal students achieved their personal, cultural and academic goals. - Community Engagement Officer effectively established positive whole school PR systems, supported students with regular wellbeing check ins, engaged the school community in monitoring learning goals and Individual Education Plans, delivered positive wellbeing programs and oversaw systems for acknowledging success. <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Our school will continue to strategically plan to fund a two-class model using Flexible Equity funds and will continue to provide equity support to ensure inclusive whole school practices are maintained. The initiative, employing a Community Engagement Officer was highly effective and this funding model will continue in 2022. In 2022 to improve our whole school approach to Aboriginal education, additional staff release will be allocated so that we have a planned approach to creating, monitoring and reviewing Personal Learning Plans.</p>
<p>Low level adjustment for disability</p> <p>\$16,174.57</p>	<p>Low level adjustment for disability equity loading provides support for students at Tirranna 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"> • Effective classroom practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Engaging additional staff to work with individual students and in a case management role within the classroom/whole school setting <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - Low level adjustment for disability funds were used to support a two-class model. Targeted intervention programs were implemented within both the Junior and Senior Classes in the areas of Reading, Writing, Spelling and Numeracy. - An additional Classroom Teacher (0.6 FTE) and SLSO (0.3 FTE) collaborated to facilitate a case management approach to providing individualised support in literacy and numeracy. <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>In 2022 our school will continue to fund a two-class model and continue providing SLSO support to work with individual students to facilitate a case managed approach within the classroom/whole school setting.</p>
<p>Location</p> <p>\$1,049.89</p>	<p>The location funding allocation is provided to Tirranna 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"> • A planned approach to wellbeing

<p>Location</p> <p>\$1,049.89</p>	<p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Subsidising student excursions and incursions to enable all students to participate <p>The allocation of this funding has resulted in:</p> <p>- Location and Per Capita funds were allocated to support equitable access to school camp which needed to be rescheduled due to policy restrictions during the pandemic preventing schools from attending excursions and camps. Location and Per Capita funds were used to fund alternate programs that supported a planned approach to wellbeing, including participation in Little Scribes Writing Festival, purchasing student subscriptions to Life Skills Go, purchasing additional sporting equipment and undertaking the Hatching Chicks program.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>In 2022 our school hopes to be able to use Location funds to attend school camp.</p>
<p>Professional learning</p> <p>\$4,372.37</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Tirranna 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"> • Data skills and use • Effective classroom practice • A planned approach to wellbeing <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Staff participated in professional learning on Trauma Informed Practice • Teachers focused on professional learning in the areas of Reading and Numeracy • Engagement in professional learning within Professional Learning Communities <p>The allocation of this funding has resulted in:</p> <p>- Staff engagement in professional learning on Trauma Informed Practice resulted in a collaborative approach to reviewing our Wellbeing and Welfare Policy to incorporate Trauma Informed practices and processes.</p> <p>- Engagement in professional learning within Professional Learning Communities facilitated training in Understanding Texts and Focus on Vocabulary. The allocation of this funding has resulted in increased capacity of all teachers to embed effective practices in the explicit teaching of reading, resulting in improved internal student results.</p> <p>- Professional Learning in the area of Reading involved analysis of NAPLAN, Check-in and internal data. In the area of Reading, Vocabulary was identified as a focus area. Implementation of Focus on Vocabulary involved moving to implementing a model of delivering explicit vocabulary lessons daily. In the area of Numeracy teachers engaged in Number Talks professional learning and mathematics sessions were restructured to facilitate time for warm-ups, improving literacy knowledge of NAPLAN-style questions and including a planned approach to students' reflecting on learning.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>In 2022 our school will undertake professional learning within a Small School Learning Community with a focus on Writing and Assessment practices. Teachers will collaborate to track and monitor student improvement in writing using PLAN 2. Instructional Leadership will also focus on improving assessment practices through applying evidence-based Feedback and Formative Assessment strategies.</p>

<p>School support allocation (principal support)</p> <p>\$13,604.80</p>	<p>School support allocation funding is provided to support the principal at Tirranna Public School with administrative duties and reduce the administrative workload.</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"> • Effective classroom practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employment of SASS staff 0.2 FTE to support principal with administration for whole school systems <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - Delegation of WHS tracking and monitoring and other administrative tasks freed up the principal to undertake alternate administrative tasks, including in 2021 undertaking External Validation. <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>In 2022 our school will continue to employ a SAO (0.2 FTE) to undertake administrative tasks that support effective and efficient whole school systems.</p>
<p>Literacy and numeracy</p> <p>\$2,594.51</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Tirranna 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"> • Effective classroom practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Purchase of literacy and numeracy classroom resources to ensure evidence-based classroom practice is supported <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - Literacy and Numeracy funds were used to purchase learning resources that could be accessed by students while at school and while Learning From Home during lockdown mandates due to the COVID-19 pandemic. This included subscriptions to Reading Eggs, PM Reader online, Mathletics and purchase of School Magazines. This effectively supported consistency of school programs during Learning From Home. - In 2021 our school continued to purchase PAT Testing licences for diagnostic and summative assessment in the areas Mathematics and Reading. Tracking and monitoring of internal data and external data (PAT Tests, Check-ins, NAPLAN) resulted in targeted teaching in Reading in the area Vocabulary. In 2021 100% of kindergarten students achieved the end of year reading PM benchmark Level 10. <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>In 2022 we will continue to use Literacy and Numeracy funds to purchase classroom resources. We will ensure evidence-based classroom practice is supported by engaging an Assistant Principal, Curriculum and Instruction with our new executive entitlement allocation. This new, permanent leadership role will share the broader educational imperatives of the assistant principal position but with an explicit focus on the leadership of effective, evidence-based literacy and numeracy teaching and assessment practices for improved student learning outcomes across the curriculum.</p>
<p>QTSS release</p> <p>\$3,139.30</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Tirranna Public School.</p>

<p>QTSS release</p> <p>\$3,139.30</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"> • Effective classroom practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Contributed to garden and sustainability program <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - QTSS funds were used to purchase equipment and resources for a Kitchen Garden and Sustainability program <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>This program will continue in 2022. Additional funds will be allocated to expand the program to include additional sustainability practices, including a recycling program and developing a bush tucker and wildlife nature walk.</p>
<p>COVID ILSP</p> <p>\$11,799.98</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"> • COVID Intensive focus on improvement in Spelling and Reading • Internal school data will be used to track and monitor student progress in PLAN 2: • Synthetic Phonics assessments (K-6) • PAT Spelling (K-6) • South Australian Spelling Assessment (2-6) • Year 1 Phonics Screening Check (3-5) • Best Start (K) • Phonics Diagnostic (2-6) <p>The allocation of this funding has resulted in:</p> <p>Learning From Home weeks 6 to 10 Term 3 due to COVID 19 Pandemic impacted our ability to conduct planned mid-year internal school assessments (PAT Spelling, Lipi Assessment, Phonics Diagnostic Assessment). The COVID Intensive continued throughout Learning From Home with students receiving all sight word lists to support extension. Teachers continued to check in with students and assess to track improvement. Triangulation of Semester 1 and Term 3 student improvement data indicated that conducting daily intensive sessions that incorporate explicit phonics instruction (Synthetic Phonics) and explicit guided instruction in learning sight words with focus groups has improved student spelling knowledge. The significant improvement seen in sight word knowledge, shown by students passing new lists, correlated with work samples and observations made in guided reading sessions and during writing sessions, indicating retention and transference into these areas of literacy. Comparing our 2021 spelling data with 2020 spelling data, shows that students achieved each sight word level more rapidly in 2021 than in 2020. We attributed this impact to the increase in explicit instruction and small group teacher-led guidance. Our Term 4 assessments indicated significant growth in Reading Levels (up to ten levels per student- above expected growth) and the delivery of our intensive phonics program supported growth, although not as much as we hoped. This program was impacted by Learning From Home between Weeks 6 and 10 Term 3 and Weeks 1 & 2 Term 4. Our 2022 Scope and Sequence will need to be modified to cover content scheduled for 2021.</p> <p>After evaluation, the next steps to support our students with this</p>

<p>COVID ILSP</p> <p>\$11,799.98</p>	<p>funding will be: If COVID Intensive funds are available in 2022 our end of year data indicates that funds need to be used to target improvement in Writing.</p>
<p>Teaching principal Operational funds</p> <p>\$1,708.45</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Tirranna 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"> • Aspirational learning community <p>Overview of activities partially or fully funded with this allocation include:</p> <ul style="list-style-type: none"> • Funds contributed towards employment of Community Engagement Officer (0.1 FTE) <p>The allocation of this funding has resulted in: - Community Engagement Officer effectively established positive whole school PR systems, supported students with regular wellbeing check ins, engaged the school community in monitoring learning goals and Individual Education Plans, delivered positive wellbeing programs and oversaw systems for acknowledging success. This role positively impacted whole school engagement, contributing to homework and home reading rates increasing from near zero to consistent participation rates of 75% or above.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022 Teaching Principal Operational funds will be used to employ a Community Engagement Officer.</p>
<p>Per capita</p> <p>\$2,218.66</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Tirranna 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"> • Effective classroom practice <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Subsidising student excursions and incursions to enable all students to participate <p>The allocation of this funding has resulted in: - Location and Per Capita funds were allocated to support equitable access to school camp which needed to be rescheduled due to policy restrictions during the pandemic preventing schools from attending excursions and camps. Location and Per Capita funds were used to fund alternate programs that supported a planned approach to wellbeing, including participation in Little Scribes Writing Festival, purchasing student subscriptions to Life Skills Go, purchasing additional sporting equipment and undertaking the Hatching Chicks program.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022 we hope to be able to use Location and Per Capita funds to attend school camp.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	13	8	2	3
Girls	11	12	7	5

Student attendance profile

School				
Year	2018	2019	2020	2021
K	89.5	85.9		97.3
1	89.7	86.5	81.9	
2	90.8	92.7	72.3	100
3	74.5	93.7	73.7	96.8
4	93.4	69.5	78	93
5	89.1	90.1	43.7	100
6	88.2	96.1	66.7	79
All Years	87.7	88.8	67.8	93.3
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1		92.8
1	93.4	92.7	91.7	
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	91.9	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	0.88

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 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	55,539
Revenue	415,740
Appropriation	399,042
Sale of Goods and Services	1,226
Grants and contributions	15,424
Investment income	48
Expenses	-409,750
Employee related	-363,504
Operating expenses	-46,246
Surplus / deficit for the year	5,990
Closing Balance	61,529

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	42,701
Equity - Aboriginal	5,668
Equity - Socio-economic	20,858
Equity - Language	0
Equity - Disability	16,175
Base Total	304,780
Base - Per Capita	2,219
Base - Location	1,050
Base - Other	301,512
Other Total	22,474
Grand Total	369,955

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 cohort size is too small to report on school performance in NAPLAN

Parent/caregiver, student, teacher satisfaction

COMMUNITY SATISFACTION

75% of our school community responded to the 2021 School Satisfaction Survey.

In the area of CREATING AN ASPIRATIONAL LEARNING CULTURE: Student achievement and successes are recognised and celebrated (e.g. verbal acknowledgement, in the newsletter and through awards/rewards). 100% of responses strongly agreed with this.

In the area of CREATING AN ASPIRATIONAL LEARNING CULTURE: Students are encouraged to work hard and try their best. 100% of responses strongly agreed with this.

100% of responses would recommend Tirranna Public School to other families.

In 2021 we gained 3 new students from families based on parent recommendations.

Survey comments from community members:

"In the two years that my child has attended Tirranna Public School, the quality of education and learning provided was second to none. We noticed improvement each term and I conveyed this to the teachers who were happy to receive feedback. I would recommend the school to families moving into the area. "

"We are really impressed with the school. The principal and her staff have been welcoming and supportive to us and our child. The transition from a large school to the intimacy of Tirranna has been seamless and our child is looking forward to the next two years. I think this school is the unsung hero of the region."

STUDENT SATISFACTION

Responding to 2020 Student Satisfaction Data our school increased cross-school collaboration in 2021. 2021 Student Satisfaction Data showed that:

85% of students agreed that opportunities for socialising and making new friends had increased

85% of students enjoyed learning with students from another school

75% of students agreed that visiting a different school was fun

85% of students agreed that working with the visiting experts and participating in incursions provided learning opportunities

STAFF SATISFACTION

75% of staff responded to the 2021 Staff Satisfaction Survey

In the area 'All the people I work with are consistently friendly' all staff strongly agreed

In the area 'Reasonable deadlines and expectations are in place' all staff either strongly agreed or agreed

In the area 'I am provided with the tools/equipment I need to be able to do my work well' all staff strongly agreed

In the area 'I encourage, support and acknowledge the successes of my colleagues' all staff strongly agreed

In the area 'Our workplace is free from unkind behaviour and bullying' all staff strongly agreed

In the area 'I don't like where I work because of staff culture and feel stuck' all staff strongly disagreed

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.