

2021 Annual Report

Tucabia Public School



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Introduction

The Annual Report for 2021 is provided to the community of Tucabia 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

Tucabia Public School

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School vision

Sustain an inclusive environment where all students LIVE happily and LEARN successfully.

Expect that all students become life long learners, positive members of the community and have healthy, fulfilling lives.

Know that the school community values our commitment to holistic education and wellbeing practices.

School context

Tucabia Public School is a small, rural school in the Clarence Valley, with current enrolment trends of thirty-five students, which has fluctuated around this number for the past four years.

Aboriginal enrolments total 30% of the student population.

Tucabia has a significant number of students with high disability needs who require individualized, targeted interventions.

Tucabia Public attracts additional Low Socio-Economic funding to assist students learning.

Tucabia Public School offers a range of programs including leadership development, sustainability education, Inquiry based learning opportunities and the sustained embedding of technology into classroom practice. A high ratio of computers, laptops and iPads engage our students to think critically and creatively in acquisition of knowledge and the presentation of learning. Our students regularly participate in physical activities to develop life long healthy lifestyles.

Student centered decision making develop shared responsibility and a strong sense of belonging. Enthusiastic teachers who have a passion for education, utilize high impact, visible learning environments within flexible groupings and learning spaces.

Shared commitment to student success by all members of the school community ensures a genuine positive, caring culture for everyone.

Membership of the Clarence Valley Community of Small Schools enhances collaborative sharing, professional learning and student engagement.

Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
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	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

- Continually improve visible, student centered teaching and learning practices that enable all students and all staff to make optimal progress and develop self regulatory processes to critically evaluate their own development.
- Have inclusive, holistic student wellbeing processes so every student can thrive and be successful.
- Utilize quality collegial partnerships with like schools to effectively improve Quality Teaching, use high quality collective efficacy, have consistency in planning and assessment and have an unwavering focus on increasing student engagement and attainment.

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.

- Quality Teaching
- Student Centered Learning Processes
- Life Skills and Work Habits
- Interschool Partnerships
- Attendance

Resources allocated to this strategic direction

Socio-economic background: \$59,750.00
Low level adjustment for disability: \$32,000.00
Integration funding support: \$68,000.00
: \$52,000.00
Location: \$10,529.00
Aboriginal background: \$16,000.00
Early Action for Success (EaFS): \$25,567.00
QTSS release: \$5,270.00
Literacy and numeracy: \$4,032.00
Professional learning: \$3,000.00

Summary of progress

- **Quality Teaching** - Targeted professional learning, whole school procedures and personalised support networking saw staff skill and confidence grow throughout the year. Continuation and additions to these processes will further add to teacher pedagogy and efficacy.
- **Student Centered Learning Processes** - Extensive and targeted inclusive teaching practices, personalised interventions and quality school, class and small group differentiation results in significant point of need education. Further work on streamlined, efficient goal setting procedures and assessment for learning techniques will further enhance individualised support.
- **Life Skills and Work Habits** - Documentation and procedures have been developed. We need to implement, analyse and evaluate them to ensure they fit purpose and contribute to the development of skills in students.
- **Interschool Partnerships** - A commitment to develop quality school partnership was made but the success this year was limited. The collegiate has evaluated and identified reasons for the limited success and are attempting to address those in 2022. The collegiate are clear in the value of the partnership for staff, students and community and are keen to work towards greater success in the future.
- **Attendance** - Processes for maintaining and improving attendance have been assessed over the year. Small improvements to processes have been made. Key interventions and improvement plans have been hampered through Covid structures. We have committed to improving our documentation and establishing clearer partnerships for targeted planning in 2022.

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
• All staff members will identify and	• The evidence shows that explicit teaching has been a school-wide focus

<p>develop quality teaching and learning strategies as part of PDP process.</p>	<p>leading to an increase in explicit teaching and individualised teaching and learning. Teachers and students are both confident in what is being taught and why, leading to greater student engagement.</p> <ul style="list-style-type: none"> • We have identified a need to develop processes to maintain explicit teaching strategies so that new staff can develop the skills and to increase opportunities for more individualised teaching and learning through team teaching practices. • We will maintain successful planning and lesson observation strategies focused on visible learning (learning intentions and success criteria) and add Feedback as the next targeted area of teaching pedagogy.
<ul style="list-style-type: none"> • All staff will assist students to routinely set and evaluate aspirational learning goals. • Growth Targeted and Aboriginal students is discussed every 5 weeks to staff and students. • All staff will assist students to share these goals with parents or carers. 	<ul style="list-style-type: none"> • The data shows that most students (including Aboriginal Students) are achieving expected outcomes. Those students that are not have been identified and are receiving targeted intervention. • Students are showing growth as a result of quality teaching practices, particularly explicit teaching but we have found it difficult with current measures to ascertain amount of growth based on expected growth. We need to modify our assessments and data gathering to give clearer information. • Data shows that students value goal setting and staff indicate they would like to do goal setting better. It also indicates that goal setting appears to be inconsistent and varied in how it is completed and when it is monitored. • <p>As a school an audit of goal setting needs to be completed to look at formatting, teacher knowledge, timetabling and expectations. There needs to be research completed to investigate how other schools are doing goal setting and find best practice. From here we need to document formalised and consistent goal setting processes and procedures. From this timetabling, evaluating and celebration of goals can be standardised and regulated.</p> <ul style="list-style-type: none"> • <p>There are extensive processes to cater for the individual needs of the students at school and the school consults with families and outside agencies consistently when planning and evaluating interventions for students. The school needs to evaluate, streamline and centralise inclusive, wellbeing and behaviour strategies to ensure that processes are uniformly followed, transparent to students and community and transferable to new staff.</p>
<ul style="list-style-type: none"> • Develop interschool collegiate and establish common goals. • Engage in shared Professional Learning. • Establish processes for sharing resources. • Engage in shared student learning activities. 	<ul style="list-style-type: none"> • Pre planning and initial commitment was developed for an inter-school partnership to work together on a common project but it was not maintained. Students and staff saw the value of the collegiate and would like to have another go at making it successful. • A firmer commitment to planning, completing tasks and meeting commitments will be needed for ongoing success so school calendars and programs need to be set early and maintained. AP-CI will assist in keeping on task. School planning will need to commit greater time and money to collegial planning, staff programming and inter school projects.
<ul style="list-style-type: none"> • Establish targeted attendance monitoring structures and staff communication processes. • Create attendance plans for students who require them. 	<ul style="list-style-type: none"> • The evidence shows that steps have been taken to improve monitoring and processes for attendance though COVID interrupted the ability of the school and the Department of Education to follow-up with some of the absence concerns. The school worked with HSLO, students and families on targeted attendance improvement but identified that there are families that could be better addressed with interventions. • The school needs to formalise the documentation of school Attendance processes so they are transparent and followed easily by existing and new staff. The school also needs to negotiate and develop clearer ways to engage at risk students and families to improve attendance.

Strategic Direction 2: Data Driven Decision Making

Purpose

- Have embedded whole school processes so evidence of student progress and impact of interventions are quantified and qualified as part of regular practice.
- Have quality, usable documentation that demonstrates the systematic collection, analysis and evaluation.
- Have clear processes where data informs targeted teaching, the modification of interventions and the tracking of student progress over time.
- Have a whole school community culture where the discussion of needs, progress and achievements are informed by data.

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 Processes
- Data Usage
- Data in Management

Resources allocated to this strategic direction

Professional learning: \$2,000.00

Socio-economic background: \$5,000.00

Low level adjustment for disability: \$550.00

School support allocation (principal support): \$3,000.00

Summary of progress

Data Processes - Clearer processes for the collection and analysis have begun. Greater focus on the discussion of results and the implications for individual, class and school trends need to be established. The rigorous evaluation of current assessment tools, their effectiveness and value highlights the improved perceived importance of quality data. The trialling of alternative assessment tools will aim to increase data usage.

Data Usage - The collection and availability of data has increased. The way this formative assessment informs teaching and learning is a focus for 2022 and how this data is transparently used in teaching and learning programs. Another priority is to then have processes where the growth data is then formally shared and celebrated with staff, students and community.

Data in Management - Management processes have begun to record the decision making processes and share those with key stake holders. This will continue to be made more routine and transparent in 2022.

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
<ul style="list-style-type: none">• Teaching staff engage in Professional Learning on Data Literacy and Data Analysis.• Evaluate methods of tracking data and processes and trial methods.	<p>Staff have indicated they are more confident in their collection and use of data in their teaching and learning. There is a larger amount of data being collected and available to be used but there is little reference to data and how it is informing teaching and learning in programming.</p> <p>We will continue to prioritise Data Literacy in Professional Learning as a whole school focus and investigate and evaluate processes where the data analysis from formative assessments is transparently identified in teaching programming and therefore how growth data is a result of targeted teaching.</p>
<ul style="list-style-type: none">• Teaching staff engage in Professional Learning on Data Use.• Establish processes and schedules to	<p>There are clearer assessment schedules and assessment processes in place. The upcoming tasks are discussed as a weekly meeting agenda item and expectations of their completion formalised. Assessment results are</p>

<p>ensure data from formative and summative assessments are used to develop teaching and learning programs.</p> <ul style="list-style-type: none"> • Establish processes where DET Targets are addressed in teaching and Learning programs and data is assessed. • Establish processes where student needs and growth are openly and routinely discussed. • Establish processes to discuss data with students to formulate learning goals. 	<p>informally discussed but no formalisation of data trends or growth analysis is completed as a whole school. Formative assessment is inconsistently used and it is not clear how it informs teaching and learning.</p> <p>Current assessments have been evaluated at the end of 2021 and some key issues have been identified. Alternative assessments are to be trialled in 2022 to attain better, more informative information that staff and students can use with greater confidence.</p> <p>Clearer guidelines for the discussion, analysis and use of data to be established. Formalisation of how data analysis will be presented in teaching and learning programs will be developed. Data tracking processes will also be streamlined to show student growth based upon targeted interventions.</p>
<ul style="list-style-type: none"> • School management investigate like schools and perform trials to gather data and make judgements regarding the effectiveness of resource management decisions. 	<p>Meeting minutes for finance and management have begun but there is no consistency with finance, management or resourcing meetings. A more formalised meeting structure is needed for finances and management where minutes are completed with greater detail.</p> <p>Staff indicate that there is little transparency on how finances are allocated. Staff meetings to have a regular report based upon management meetings to keep staff up to date on decisions that are relevant to them.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$68,000.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Tucabia Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Teaching <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning around Autism and Early Intervention • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in: Individualised and targeted support for students with high needs. Students have detailed integration plans, risk plans and behaviour plans. Targeted interventions have seen each individual make progress on learning goals, receive the individualised care and support they require and have allowed parental satisfaction with the quality of education supplied for their child.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuation of individualised support for very high needs students. Some students have had a significant adjustment in the style of support required as their school based skills have improved and they are able to manage their own performance with greater confidence and success.</p>
<p>Socio-economic background</p> <p>\$64,750.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Tucabia 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"> • Quality Teaching • Student Centered Learning Processes • Life Skills and Work Habits • Interschool Partnerships • Attendance • Data Usage <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement playground support to support identified students with additional needs • equitable access to specialist resources • deliver targeted interventions to support the identified learning needs of the students from this community. <p>The allocation of this funding has resulted in: Targeted teaching and learning programming has seen an increase in skills of students across all year groups. Staff are more confident in their delivery of explicit learning to their students and students are clearer in in what they are learning, why they are learning it and how to be successful. Whole school processes and staff skill have improved in the gathering and use of assessment data to drive student learning. There is a greater breadth in learning success and student satisfaction. Inter-school partnerships have begun and look positive for the future.</p>

<p>Socio-economic background</p> <p>\$64,750.00</p>	<p>After evaluation, the next steps to support our students with this funding will be: Continue to focus on high impact professional learning and best practice in classrooms. Develop stronger links with like schools to enable greater efficacy. Continue to develop data skills and usage to establish, maintain and celebrate areas of growth and success.</p>
<p>Aboriginal background</p> <p>\$16,000.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Tucabia 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"> • Quality Teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in: The employment of additional staffing allowed for individualised, targeted support for Aboriginal students whose PLPs could be monitored with greater detail and efficiency. Personalised learning goals were established with greater regularity.</p> <p>After evaluation, the next steps to support our students with this funding will be: A greater customisation of goal setting processes and formalised methods of celebrating success to be developed. Continued attempts to establish partnerships with local community focusing on student learning as well as culture.</p>
<p>Low level adjustment for disability</p> <p>\$32,550.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Tucabia 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"> • Quality Teaching • Data Usage <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in: Targeted teaching and learning programming has seen an increase in skills of students across all year groups. Staff are more confident in their delivery of explicit learning to their students and students are clearer in in what they are learning, why they are learning it and how to be successful. Whole school processes and staff skill have improved in the gathering and use of assessment data to drive student learning. There is a greater breadth in learning success and student satisfaction.</p>

<p>Low level adjustment for disability</p> <p>\$32,550.00</p>	<p>After evaluation, the next steps to support our students with this funding will be: Continue to focus on high impact professional learning and best practice in classrooms. Develop stronger links with like schools to enable greater efficacy. Continue to develop data skills and usage to establish, maintain and celebrate areas of growth and success.</p>
<p>Location</p> <p>\$10,529.00</p>	<p>The location funding allocation is provided to Tucabia 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"> • Quality Teaching <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • incursion expenses • technology resources to increase student engagement <p>The allocation of this funding has resulted in: Funding was used throughout the year to subsidise school activities, particularly transport for swimming and sporting activities. Additional computers were purchased to support learning from home initiatives.</p> <p>After evaluation, the next steps to support our students with this funding will be: We will continue to use the location funding to ensure students do not miss out on accessing activities that transportation costs would otherwise make difficult.</p>
<p>Literacy and numeracy</p> <p>\$4,032.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Tucabia 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"> • Quality Teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Allocation of additional teaching time to create greater explicit teaching time. <p>The allocation of this funding has resulted in: Targeted teaching and learning programming has seen an increase in skills of students across all year groups. Staff are more confident in their delivery of explicit learning to their students and students are clearer in what they are learning, why they are learning it and how to be successful. Whole school processes and staff skill have improved in the gathering and use of assessment data to drive student learning. There is a greater breadth in learning success and student satisfaction.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to focus on high impact professional learning and best practice in classrooms. Continue to develop data skills and usage to establish, maintain and celebrate areas of growth and success.</p>
<p>Early Action for Success (EAfS)</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Tucabia Public School through targeted support in</p>

<p>\$25,567.00</p>	<p>the lowest quartile of NAPLAN performance in literacy and numeracy.</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"> • Quality Teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of Instructional Leader to support literacy and numeracy programs • lead professional learning opportunities available through the Numeracy Strategy • lead analysis of student performance data with whole school and stage teams • employment of Instructional Leader to facilitate and support K-2 teachers in building the capacity of teachers to explicitly teach, assess and implement quality literacy and numeracy learning opportunities for all students <p>The allocation of this funding has resulted in: The Instructional Leader led professional learning and the analysis of growth data particularly in the K-2 area. This saw clear growth data in most strands for most students. Beginning teachers were supported at point of need, therefore student learning was impacted through quality teaching.</p> <p>After evaluation, the next steps to support our students with this funding will be: Not continuing.</p>
<p>QTSS release</p> <p>\$5,270.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Tucabia 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"> • Quality Teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in: Increased staffing has resulted in increased ability to differentiate classroom instruction and set personalised learning targets.</p> <p>After evaluation, the next steps to support our students with this funding will be: Increase focus on data driven goal setting.</p>
<p>COVID ILSP</p> <p>\$25,570.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy focused on creating texts and quantifying number <p>The allocation of this funding has resulted in:</p>

<p>COVID ILSP</p> <p>\$25,570.00</p>	<p>The data collected from the small group tuition cycles showed improved literacy and numeracy skills, particularly in narrative writing skills. The program increased the use of data to target teaching and differentiate learning. Students enjoyed the small group learning and there has been increased student confidence and engagement in writing activities.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continue small group instruction with the focus on creating texts (including grammar, punctuation and vocabulary). Teaching staff will undertake professional learning focused on creating texts. Teaching staff will focus on consistent teacher judgement in assessing writing, and on using the learning progressions in target/focus areas to identify group and individual learning needs. Teachers will use the data to discuss and set learning goals with students in individual writing conferences.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	20	23	15	20
Girls	16	17	12	16

Student attendance profile

School				
Year	2018	2019	2020	2021
K	88.8	92.8	69.6	87.4
1	90.1	93.9	95	82.5
2	92.8	93.2	98.6	94.9
3	90.4	94	82.4	92.1
4	94	90.8	95.6	87.7
5	92	93.4	95.9	94.2
6	90.9	95.5	95.9	91
All Years	91.1	93.3	89.8	90.2
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)	1.4
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	192,513
Revenue	817,969
Appropriation	806,141
Grants and contributions	11,751
Investment income	76
Expenses	-830,580
Employee related	-730,283
Operating expenses	-100,298
Surplus / deficit for the year	-12,612
Closing Balance	179,902

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	67,485
Equity Total	109,692
Equity - Aboriginal	16,525
Equity - Socio-economic	59,853
Equity - Language	0
Equity - Disability	33,313
Base Total	505,769
Base - Per Capita	6,656
Base - Location	10,529
Base - Other	488,584
Other Total	47,572
Grand Total	730,517

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

School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

Parent/Carer - Parent satisfaction data was gathered face to face and focused specifically on how the school catered for the individual social, emotional and academic needs of their own children and the needs of all students within the school. Most parents indicated that staff know their students very well and care for their own children's needs. It was unanimously recognized that Tucabia provides an inclusive environment where students with high needs are catered for and these students thrive and succeed. While the majority of parents recognized the extensive variety of opportunities provided for students at Tucabia a small percentage of parents indicated a need for greater options for extension activities in academics and creative arts (music specifically).

Student - We gathered data about Visible Learning teaching strategies and Vocabulary delivery in class. Most students indicated that they usually understood what they were learning in lessons and they knew how to be successful in their learning. Most students thought we had a caring learning environment and they enjoyed coming to school. Most students valued goal setting processes and only 2 students indicated that Tucabia did not teach skills that will help them be successful in life after school.

Teacher - We gathered data from teachers regarding confidence in Explicit Teaching strategies, delivery of vocabulary lessons and ability to teach problem solving skills. All teachers believed that they had improved their teaching skills and were confident in utilizing learning intentions and success criteria to explicitly teach skills. Teachers believed they had improved their knowledge of vocabulary teaching but needed more time and support to become proficient. At the same time teachers recognized the value of problem solving skill development but were not confident in their ability to deliver quality instruction. Teachers were also asked about data collection and processes at Tucabia. Staff agreed that data was more thoughtfully gathered and we need to work on processes and professional development to utilize the gathered data more effectively to inform teaching and learning.

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.