

# 2021 Annual Report

## Tarrawanna Public School



3820

# Introduction

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

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

## School contact details

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## School vision

### **Our school vision is to be:**

The best school delivering the best education.

We strive to achieve in an inclusive environment where every student maximises their potential and remains connected to each other through high expectations and strong community connections. We provide contemporary and future focused learning to provide success for all our students.

## School context

Tarrawanna Public School is located on the land of the Dharawal Nation, situated between the ocean and the escarpment. We respect the land of the Illawarra between the mountains and the sea and in particular the cedar that was once a feature of this land. We are grateful for our bush tucker garden, water dragons, animals and plants that bring life to our school. We are a school focused on students. Working together in harmony and reconciliation we will share our culture with friends, teachers and our community. Together we are safe, together we respect and together we will learn.

Our school is a diverse learning community with a total enrolment of 130 students with seven mainstream classes that are predominantly grade based. Classrooms are vibrant learning spaces where students are constantly challenged, extended and nurtured. Staff composition ranges from early career teachers to highly experienced teachers. The school prides itself on providing a range of extra-curricular opportunities for students including permaculture gardening, lego robotics, enrichment opportunities and sporting endeavours.

We have a Family Occupation and Education Index of 129 (2021). Currently 13% of our school population identify as Aboriginal and 8% of our students have English as a second language. School enrolment numbers have increased over recent years, with 2020 seeing the largest intake of kindergarten students in a decade. Our school is an Early Action for Success school. Our identified 2021 targets include a focus on whole school literacy and numeracy progress. We celebrate academic improvement and achievement, sporting success, creativity, collaboration and perseverance. A culture of trust, empathy and inclusivity inhabits every decision.

Through our situational analysis, we have identified the need for a continued emphasis on embedding quality teaching practices in literacy and numeracy. Using high impact teaching strategies will provide opportunities to improve teacher practice and ensure students achieve expected growth and attainment in their learning. This will be achieved through highly effective self-directed learning opportunities for all students and through staff collaboration to develop feedback strategies in order to deeply reflect on teaching and learning. There will be a strong focus on whole school knowledge, understanding and use of effective practices and strategies to support student wellbeing. We have identified the need to move towards deeper reflective practices based on quality data analysis. We will look to embed reflective practices not just in school planning, but also in all teaching and learning practices. This reflective practice will involve a deeper use of data to inform all processes and practices across the school.

## Self-assessment and school achievement

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

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

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

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

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

### Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	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	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

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In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

### Initiatives

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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 driven practices - 3 weekly cycles
- Evidence based initiatives

### Resources allocated to this strategic direction

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**QTSS release:** \$22,311.00

**Integration funding support:** \$80,431.00

**Literacy and numeracy intervention:** \$23,544.00

**Low level adjustment for disability:** \$67,546.69

**Literacy and numeracy:** \$3,037.00

**Early Action for Success (EAFs):** \$102,908.00

**Socio-economic background:** \$40,000.00

### Summary of progress

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In 2021, an Instructional Leadership focus to improve K-6 pedagogical practices in reading was continued. Teachers were guided in the analysis of PAT Reading data, Check-in assessment data and NAPLAN data to inform teaching programs. In Semester 1 2021, the Instructional Leader facilitated Year 3 and Year 5 target groups focusing on basic Literacy and Numeracy learning acquisition. The Instructional Leader supported teachers through collaborative teaching, modelling, coaching and mentoring and leading professional learning in evidence based, research informed best practice teaching of reading.

### Intervention

Many classes in Years 3-6 have implementing the Spell It model and have instigated a daily structured reading Fluency program. Toward the end of 2021, we commenced a focus on student comprehension (inferential and interpretive) and vocabulary through small group intervention in Stage 2. InitialLit Foundation was implemented in Kindergarten from Term 2, 2021. As a result of the successful implementation and results attained in Kindergarten from InitialLit Foundation, the school invested in InitialLit 1 (teacher professional learning and resources) which commenced in Term 3, 2021. InitialLit is an evidence-based whole-class literacy program providing all children with the essential core knowledge and strong foundations to become successful readers and writers. InitialLit is a Tier 1, whole class program, which is now delivered in all K-1 mainstream classes.

### CILSP

Our Covid Intensive Learning Support Program (CILSP) funding has allowed our school to implement numerous evidence-based intervention strategies/programs in Literacy and Numeracy. In Literacy, our CILSP tutors delivered MiniLit (Years 1-2) and MacqLit (Years 3-6). MiniLit is an evidence-based, explicit and effective early literacy intervention program for teaching reading skills to children who are in the bottom 25% of the expected range for their age group in Year 1 or 2. MiniLit is a Tier 2 small group program within a Response to Intervention framework. MacqLit is an explicit and systematic reading intervention program for small groups of older low-progress readers. It provides teachers with a comprehensive sequence of lessons that includes all the key components necessary for effective reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension.

### Where to next?

\* Between 21.7% of Year 3 and 5 students will have achieved top two bands in NAPLAN and an uplift of 6% to achieve lower bound and 21% to achieve upper bound of Year 3 and 5 students achieve expected growth.

\* At least 90% of students completing Kindergarten will have achieved within Level 4 of the Phonological Awareness elements of the Progressions. Refer to PLAN data.

\* At least 90% of students completing Year 2 will have achieved within Level 6 of Phonological Awareness elements of the Progressions.

\* At least 82% of students in Years 2-6 will demonstrate a 0.4 growth when comparing start year to end year scale scores in the PAT in reading.

### 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><b>NAPLAN</b></p> <p>* Between 28.9% and 35.4% of Year 3 and 5 students, achieve in the top 2 bands in NAPLAN reading. (Network system-negotiated target).</p> <p>* 72% of students meet expected growth in Literacy and Numeracy in Naplan.</p>	<p><b>NAPLAN</b></p> <ul style="list-style-type: none"> <li>• 53.85% of students are now in the top two skill bands (NAPLAN) for reading indicating achievement and exceeding the annual progress measure.</li> <li>• 90% of students meet expected growth in reading in Naplan. Numeracy was 60% which is our agreed lower bound target</li> </ul>
<p><b>Progressions and PLAN</b></p> <ul style="list-style-type: none"> <li>• 70% Kindergarten students will achieve within the expected end of year progression for Phonological Awareness (4) in Literacy.</li> </ul>	<p><b>Progressions and PLAN</b></p> <ul style="list-style-type: none"> <li>• 70% Kindergarten students achieved within the expected end of year progression for Phonological Awareness (4) in Literacy</li> <li>• 70% Kindergarten students achieved Quantifying Numbers (4) and Additive Strategies (2) in Numeracy progressions.</li> <li>• 70% of Stage One Students achieved expected growth against literacy and numeracy progressions PLAN2 data.</li> <li>• 70% of student 3-6 showed progress in check - in assessments.</li> </ul>
<p><b>Self-Directed Learning</b></p> <p>* Seesaw used as a platform for sharing student goals and progress.</p> <p>* Learning Intentions, Success Criteria and personal learning goals are set using data from Lit/Numeracy Progressions and school assessment data with 3 weekly review.</p> <p>* Personal learning goals exist in all rooms for both Literacy and Numeracy.</p>	<p><b>Self-Directed Learning</b></p> <ul style="list-style-type: none"> <li>• 100% of teachers used seesaw as a communication tool throughout the year. Survey results confirmed the success of this.</li> <li>• 100% of year K-6 students have co-developed learning goals based on learning progressions, of which 100% have achieved or exceeded.</li> <li>• 100% of teachers used seesaw as a communication tool throughout the year. Survey results confirmed the success of this.</li> </ul>

## Strategic Direction 2: Where I belong

### Purpose

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To improve student wellbeing and engagement in learning through the implementation of inclusive, proactive and research-informed practices.

### Initiatives

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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.

- Proactive wellbeing & inclusion practices
- Our young leaders of tomorrow
- Cultural awareness and reconciliation

### Resources allocated to this strategic direction

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**Socio-economic background:** \$18,000.00

**Refugee Student Support:** \$2,203.00

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

**Aboriginal background:** \$12,611.00

**English language proficiency:** \$24,753.55

**Low level adjustment for disability:** \$1,000.00

### Summary of progress

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#### What did we do?

Our school implemented the Be You initiative amongst all teaching staff and students transitioning back on school site after learning from home due to COVID restrictions. Open and regular communication about the return to school process and expectations were transparent. Be You supports educators to develop a positive, inclusive and resilient learning community where every child, young person, educator and family can achieve their best possible mental health. The 'soft entry' implementation of SEL principles (social and emotional learning skills) was introduced and our school continued to monitor student wellbeing through the collection of rich data and analysis (EBS). Well-being data is analysed via the schools Learning and Support Team (this now includes the analysis attendance and appropriate follow up).

#### Leadership

Our new student centred leadership model promotes competence, confidence, character and connectedness. All Stage 3 students have opportunities to develop skills in self selected areas of interest which include:- Wellbeing, Environment, Aboriginal Education, Sport, Technology and Communication/Community. Students develop empathy for others and our environment as they develop their understanding of the responsibility that comes with being part of a local and global community. Leadership at Tarrawanna Public School is all about attitude, education and experience. Due to the COVID-19 pandemic, our schools ability to authentically engage with our community was dramatically affected. Implementation of this leadership model was delayed until 2022.

#### Where to next?

\* Increase the percentage of students attending > 90% of the time to be at or above the lower bound system negotiated target of 91.1%.

\* Expectations of learning and behaviour continually reviewed and refined with all students, staff and community.

\* Regular monitoring exists for behaviour and attendance plans are refined

\* Increase the wellbeing measure above 2020 baseline of 82% to improve upon the lower bound system negotiated target of 86.9%.

\* To improve Sense of Belonging 78% to State Govt norm 81%, student voice will be addressed with more opportunities for student leadership.

### Progress towards achieving improvement measures

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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"> <li>• Increase the percentage of students attending &gt; 90% of the time to be at or above the lower bound system negotiated target of 91.1%.</li> <li>• Expectations of learning and behaviour continually reviewed and refined with all students, staff and community.</li> <li>• Regular monitoring exists for behaviour and attendance plans are refined.</li> </ul>	<ul style="list-style-type: none"> <li>• Delay in implementing attendance initiatives have required this work to be postponed to 2023. To date there has been a decrease students attending 90% of the time to 56.61% directly impacted from COVID conditions. By November 4, 100% of students have returned to school after stay at home orders.</li> <li>• Annual progress measure: 100% of teachers utilise Be You professional learning modules to ensure a smooth transition back to school, including reviewing and refining individual learning and behaviour plans.</li> </ul>
<p>Increase the wellbeing measure above 2020 baseline of 82% to improve upon the lower bound system negotiated target of 86.9%.</p>	<ul style="list-style-type: none"> <li>• Annual progress measure: Proportion of students reporting a positive sense of wellbeing has increased to 91.18% (an increase of 4%).</li> <li>• Annual progress measure: Proportion of students reporting a positive sense of belonging has increased to 85.29% (an increase of 22% over the last 4 years).</li> <li>• Trial of the new Student Leadership Model.</li> </ul>

## Strategic Direction 3: Aspirational differentiated curriculum

### Purpose

To ensure a learning culture of high expectations that enables students to create, receive feedback and achieve their learning goals to become the best learner and person they can be.

### Initiatives

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

- Personalised curriculum learning
- Innovative Practices

### Resources allocated to this strategic direction

**Socio-economic background:** \$84,668.65

**Professional learning:** \$22,993.00

**Per capita:** \$28,102.90

### Summary of progress

At the beginning of the year teachers used Growth Mindset metalanguage to establish their classrooms and expectations for behaviour. All children have learning goals for literacy, numeracy and engagement which are regularly updated. All parents were invited to have meetings with classroom teacher and student to collaboratively write PLPs in term one. Teachers integrate success criteria into their practice to assist with developing student capacity for individual goal-setting. All students regularly achieve personal learning goals which are communicated to parents through Seesaw. Delay in implementing initiatives in providing a culturally responsive curriculum experience for Aboriginal and Torres Strait Islander students in 2021 have required this work to be postponed to 2022.

### Literacy and Numeracy

All literacy & numeracy teaching and learning experiences will be targeted, individualised and specific to the needs and abilities of our students. Evidence-based, research informed and collaboratively developed programs will be embedded, K-6. Our school will professionally develop two more teachers in a targeted speech pathology program and MiniLit literacy intervention. Additionally, our Supported Learning Class teachers will participate in this program.

### Where to next?

Curriculum Syllabus documents will be the key reference point for decisions about student learning, progress and achievement. NSW Education Standards Authority (NESA) requirements will be adhered to with staff, parents and students understanding how, why and when learning occurs. A major focus in this initiative will be the implementation of the new K-2 English & Mathematics syllabuses along with the creation and implementation of scope and sequences aligned with NESA. A whole school Curriculum Implementation Plan will be developed to ensure all staff are equipped to deliver the new curriculum content. Staff will be well-supported through high-quality Professional Learning, accessing the Department released micro-learning at various points throughout the year.

### 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
Growth Mindset is embedded in the metalanguage within all classrooms to enable students to identify and reach their personal learning goals (intrinsic). Students learn in a safe and supportive learning environment that supports greater challenge, risk taking and student resilience.	<ul style="list-style-type: none"><li>• 90% of students report via Tell Them From Me that they understand that there are clear rules and expectations for classroom behaviour. 90% of students report that teachers set clear goals for learning, establish expectations, check for understanding and provide feedback.</li></ul>

<p>All Aboriginal students are identified and have PLPs to ensure they reach their potential. Tracked through PLAN2, whole school data wall and PAT and NAPLAN assessment data.</p>	<ul style="list-style-type: none"> <li>• 100% of Aboriginal students have PLPs written in conjunction with students, teacher and parents. Their progress is monitored during CTJ sessions.</li> </ul>
<p>Teachers programs aim to provide a culturally responsive curriculum experience for Aboriginal and Torres Strait Islander students resulting in increased engagement and better educational outcomes.</p> <p>Teaching and learning programs show evidence of opportunities for teachers to engage all students in respect and recognition of the world's oldest continuous living cultures.</p>	<ul style="list-style-type: none"> <li>• Delay in implementing initiatives in 2021 have required this work to be postponed to 2022.</li> </ul>

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$2,203.00</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Proactive wellbeing &amp; inclusion practices</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• release time to engage staff in targeted professional learning</li> <li>• employment of additional staff for targeted student support</li> <li>• additional staffing for targeted interventions to support student learning</li> <li>• strengthening orientation and transition program for identified students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Supporting teachers to differentiate teaching and learning through EAL/D professional learning that focuses on refugee education.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to identify and target support for refugee students. Focusing on mentoring, peer support, leadership development, bilingual support and provision of essential equipment to facilitate active participation in school activities.</p>
<p>Integration funding support</p> <p>\$80,431.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Tarrawanna Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data driven practices - 3 weekly cycles</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for targeted professional learning around Initia Lit</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Engaging additional teachers and school learning support officers to assist with personalised learning and support for students in their classrooms.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to support eligible students with disability in mainstream classes who require adjustment. Continue to provide relief for classroom teachers to undertake professional learning to plan adjustments with parents and carers and other school staff.</p>
<p>Socio-economic background</p> <p>\$142,668.65</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Tarrawanna Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised curriculum learning</li> <li>• Proactive wellbeing &amp; inclusion practices</li> <li>• Data driven practices - 3 weekly cycles</li> </ul>

<p>Socio-economic background</p> <p>\$142,668.65</p>	<ul style="list-style-type: none"> <li>• Our young leaders of tomorrow</li> <li>• Cultural awareness and reconciliation</li> <li>• Innovative Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement smaller class sizes to support identified students with additional needs</li> <li>• supplementation of extra-curricular activities</li> <li>• engage with external providers to support student engagement and retention</li> <li>• professional development of staff to support student learning</li> <li>• staff release to increase community engagement</li> </ul> <p><b>The allocation of this funding has resulted in:</b> meeting the additional learning needs of students from low socio-economic backgrounds at our school by employing a teacher to improve student outcomes.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> continue to reduce class numbers, mentoring identified students with literacy and numeracy support, providing funding to ensure engagement in whole school activities, including extra- curricular activities including school laptops and excursions.</p>
<p>Aboriginal background</p> <p>\$12,611.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Tarrawanna Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Cultural awareness and reconciliation</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level</li> <li>• employment of specialist additional staff (LaST) to support Aboriginal students</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> a positive impact demonstrated by an uplift towards our literacy and numeracy targets for Aboriginal students. 100% parents came to PLP meetings.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> A cultural goal will be added to our PLPs in 2022.</p>
<p>English language proficiency</p> <p>\$24,753.55</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Tarrawanna Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Cultural awareness and reconciliation</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional bilingual staff to support communication</li> <li>• employment of additional staff to support delivery of targeted initiatives</li> </ul>

<p>English language proficiency</p> <p>\$24,753.55</p>	<ul style="list-style-type: none"> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Those students identified as 'Beginning' and 'Developing' through the EAL/D Learning Phases supported with weekly intervention in basic Literacy acquisition</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> In 2022, our EAL/D allocation has dropped. In 2022, we will employ an EAL/D Teacher whom will support our EAL/D students (identified as 'Beginning' and 'Developing') through the EAL/D Learning Phases (0.1FTE)</p>
<p>Low level adjustment for disability</p> <p>\$68,546.69</p>	<p>Low level adjustment for disability equity loading provides support for students at Tarrawanna Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data driven practices - 3 weekly cycles</li> <li>• Cultural awareness and reconciliation</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• employment of LaST and interventionist teacher</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>• Employment of a Learning and Support Teacher (1.4FTE)</li> <li>• Learning and Support Teacher coordination of WPS Learning and Support Team</li> <li>• Flexible funding has enabled the employment of School Learning Support Officers (SLSO) to deliver Quicksmart (small group numeracy intervention) and MultiLit (small group Literacy intervention)</li> </ul>
<p>Literacy and numeracy</p> <p>\$3,037.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Tarrawanna Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data driven practices - 3 weekly cycles</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• online program subscriptions to support literacy and numeracy</li> <li>• staff training and support in literacy and numeracy</li> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> <li>• targeted professional learning to improve literacy and numeracy</li> <li>• resources to support the quality teaching of literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b> In 2020 we began small group phonics intervention for K-2 students and whole class teaching of systematic and explicit phonics. This involves students learning letter sounds(phonemes) and names (graphemes) and how to blend them together to read decodable texts. Years 3-6 students were also targeted in reading intervention programs using covid intervention</p>

<p>Literacy and numeracy</p> <p>\$3,037.00</p>	<p>funding.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  In 2022, we will be using this funding to ensure all members of the Executive team are 'off-class' to work 'shoulder-to-shoulder' with teachers in their ability to cater for the diverse Literacy and Numeracy needs of learners in their classes</p>
<p>Early Action for Success (EAfS)</p> <p>\$102,908.00</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Tarrawanna Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data driven practices - 3 weekly cycles</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of Instructional Leader to support literacy and numeracy programs</li> <li>• lead analysis of student performance data with whole school and stage teams</li> <li>• employment of Instructional Leader EAfS to train staff and assist with data analysis in Literacy and Numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  This year our year 3 and 5 students participated in Naplan again after no testing in 2020 due to COVID. It was a great opportunity to see individual and whole school results after a change in the way we teach reading. Our Naplan results this year have Tarrawanna as the lead school for student growth in Wollongong North.</p> <p>In 2020 we began small group phonics intervention for K-2 students and whole class teaching of systematic and explicit phonics. This involves students learning letter sounds(phonemes) and names (graphemes) and how to blend them together to read decodable texts. Years 3-6 students were also targeted in reading intervention programs using covid intervention funding.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  All teachers participate in evidence based professional learning in the teaching of Numeracy. Internal data will show student progress.</p>
<p>QTSS release</p> <p>\$22,311.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Tarrawanna Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data driven practices - 3 weekly cycles</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• additional teaching staff to implement quality teaching initiatives</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  -Greater capacity for class teachers to work collaboratively  -Greater capacity to coach and mentor Beginning Teachers</p>

<p>QTSS release</p> <p>\$22,311.00</p>	<p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>-In 2022, we will be using this funding (0.7FTE) to ensure all members of the Executive team are 'off-class' to work 'shoulder-to-shoulder' with teachers in their ability to cater for the diverse needs of learners in their classes</p>
<p>Literacy and numeracy intervention</p> <p>\$23,544.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Tarrawanna Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data driven practices - 3 weekly cycles</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices</li> <li>• implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan</li> <li>• employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>This year our year 3 and 5 students participated in Naplan again after no testing in 2020 due to COVID. It was a great opportunity to see individual and whole school results after a change in the way we teach reading. Our Naplan results this year have Tarrawanna as the lead school for student growth in Wollongong North.</p> <p>In 2020 we began small group phonics intervention for K-2 students and whole class teaching of systematic and explicit phonics. This involves students learning letter sounds(phonemes) and names (graphemes) and how to blend them together to read decodable texts. Years 3-6 students were also targeted in reading intervention programs using covid intervention funding.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Continuing small group phonics intervention for K-2 students and whole class teaching of systematic and explicit phonics. Continuing Years 3-6 students were also targeted in reading intervention programs.</p>
<p>COVID ILSP</p> <p>\$92,433.15</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups]</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area]</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Improved Naplan results this year have Tarrawanna PS as the lead school for student growth in reading in Wollongong North. In 2021 Tarrawanna has 53.85% of students in the top two bands for Reading. 90% of students met</p>

COVID ILSP

\$92,433.15

expected growth and internal check in assessments also match these results. K-2 students have also made good progress with more students leaving Kindergarten with achievement of phonological awareness skills.

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

In 2021 we began small group phonics intervention for K-2 students and whole class teaching of systematic and explicit phonics. Years 3-6 students were also targeted in reading intervention programs with Covid ILSP funding. This will continue in 2022.

# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	58	45	52	61
Girls	69	64	62	64

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	89.7	91.2	92.7	92
1	89.5	88.7	90.3	90.3
2	91.2	89.8	85.9	86.6
3	92.3	91.7	89	86.1
4	92.7	92.8	93.6	93.1
5	91.1	94.7	88.8	87.4
6	89.3	94.7	95	82.4
All Years	90.8	92.1	91	88.6
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

## Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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

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

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

## Management of non-attendance

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Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	12.38
Literacy and Numeracy Intervention	0.21
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.2
School Counsellor	1
School Administration and Support Staff	1.71

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

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

## Workforce ATSI

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

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

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

## Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

## Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

# Financial information

## Financial summary

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

	2021 Actual (\$)
<b>Opening Balance</b>	50,825
<b>Revenue</b>	3,168,810
Appropriation	3,149,593
Sale of Goods and Services	1,572
Grants and contributions	17,580
Investment income	66
<b>Expenses</b>	-3,099,423
Employee related	-2,894,844
Operating expenses	-204,580
<b>Surplus / deficit for the year</b>	69,387
<b>Closing Balance</b>	120,212

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

## Financial summary - Equity loadings

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

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	82,634
<b>Equity Total</b>	248,580
Equity - Aboriginal	12,611
Equity - Socio-economic	142,669
Equity - Language	24,754
Equity - Disability	68,547
<b>Base Total</b>	1,193,682
Base - Per Capita	28,103
Base - Location	0
Base - Other	1,165,579
<b>Other Total</b>	1,407,505
<b>Grand Total</b>	2,932,402

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

## School performance - NAPLAN

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

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

## Parent/caregiver, student, teacher satisfaction

In 2021, students from Years 4 to 6, parents and teachers participated in the Tell Them From Me Surveys. These surveys were shortened due to COVID interruptions to the school year. Participants were asked questions incorporating a variety of aspects of schooling such as school culture, teaching and learning strategies and social-emotional wellbeing.

Student Survey results indicated the following:

- Students feel they are supported and encouraged by teachers, with results exceeding the NSW Government Norm.
- 85% of students believe they display positive behaviour at school and do not display disruptive and inappropriate behaviour (NSW Govt. Norm is 83%).
- Students scored higher (90%) than the NSW Government Norm (75%) when rating explicit teaching practices and feedback. They noted teachers at Tarrawanna establish expectations, check for understanding and are providing timely feedback.

Questions in the Parent Survey addressed perceptions about learning support, school inclusiveness and safety, as well as asking how parents support learning at home. The results showed:

- 94% of parents feel welcome at school (NSW Govt. Norm is 74%), and they believe the physical environment is easy to access and the grounds are well maintained.
- The majority of parents believe the school supports their child's learning, with an increase over 10% from previous years and 87% agreeing they would recommend the school.
- Parents also indicated that are well informed about their child's progress
- 90% of parents agreed that the school supports positive behaviour and that school rules are well understood (NSW Govt. Norm is 74%).
- 50% of parents strongly agree that the school provided enough home learning resources during remote education.

An analysis of our teacher evaluation found 80% of teachers are embedding explicit phonics instruction into their lessons everyday. Most of our staff focused on building the capacity to teach reading in all content areas.

When asked to describe our school culture and the ways in which it contributes to student learning and student achievement, 100% of teachers describe building relationships and student wellbeing as key factors to ensuring engagement and high expectations are met during learning.

Our school implemented a Student Voice Survey via Google Forms at the end of 2020. An analysis of the results indicated that most students did not value the current leadership system. Staff reviewed possible leadership models as a result of this data.

In 2022 we are trialling a new leadership model which centers around student responsibility in areas of interest.

# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

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

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.