

# 2021 Annual Report

## Tarro Public School



4263

# Introduction

The Annual Report for 2021 is provided to the community of Tarro 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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Tarro Public School  
Eastern Ave  
Tarro, 2322  
<https://tarro-p.schools.nsw.gov.au>  
[tarro-p.school@det.nsw.edu.au](mailto:tarro-p.school@det.nsw.edu.au)  
4966 1255

## School vision

Tarro Public School strives to support the social, emotional and academic growth of all learners through the facilitation of a high expectations culture. We work hard to build connected community partnerships with a focus on transparency and inclusion.

## School context

Tarro Public School is located on the fringe of Hexham Wetlands and adjacent to the Hunter River. The school is located close to Maitland and has an enrolment of 140 students from diverse socio-economic backgrounds including 26% Aboriginal students.

At Tarro Public, a dedicated team of qualified staff is committed to improving educational outcomes for all of its students. Tarro Public is a proud member of the Gateway Learning Community of partner schools comprising of 6 primary schools, 1 School for Specific Purposes and 1 high school.

Our school has 6 permanent teacher positions which included 2 executive positions, 4 classroom teachers, and various part-time specialist support teachers and support staff. Our Family Occupation and Education Index (FOEI) currently sits at a value of around 158. All teaching staff meet the professional requirements for teaching in NSW public schools.

The school has a focus on 'Visible Learning' across all KLA's, encompassing effective feedback, high expectations and creating a culture of learning and growth. Tarro Public also caters for a broad range of activities from performing arts, cultural, leadership, sporting, environmental and academic pursuits. At Tarro Public School our mission is to "Create Opportunities" from Kindergarten to Year 6. The school works closely with all families to discover and develop the potential of every child beginning before students start school with our school readiness transition program - Joeys.

Tarro Public is a part of the Early Action for Success program, a member of the Maitland Aboriginal Educational Consultative Group (AECG); is an active participant in Newcastle City Council and Maitland City Council initiatives. The school is proudly supported by both Beresfield and Hexham Bowling Clubs.

Through our Situational Analysis, we have identified the need to continue to develop our formative and summative assessment practices and strengthen our understanding of how to use data to move learning forward. The school is concentrating on developing consistent data collection practices that will enable staff to engage in professional dialogue, reflective of student need.

System negotiated targets in Reading and Numeracy ensures that the school is concentrating on improving the number of students in the top two bands. To support this improvement, staff will engage in professional learning that fosters a culture of high expectations through quality feedback and strong collaborative practices. The impact of this will be closely monitored through rigorous data collection procedures. Intervention and targeted support will be embedded as a provision for students not demonstrating expected growth or progression.

The wellbeing and engagement of our students remains a high priority. All staff will engage in professional learning based on trauma informed practice to ensure that the social and emotional needs of each student is being met, alongside the academic needs. Tell Them from Me (TTFM) surveys will continue to provide valuable data related to student and community voice, which can be used in conjunction with school based data collected throughout the year. Attendance will continued to be closely monitored and strategies put in place to support students and their families to ensure system negotiated targets are met.

## 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	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Delivering
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

In order to maximise the learning outcomes for every student, all staff will regularly use student assessment data to identify achievement, progress and to understand the learning needs of individual students and inform future school directions.

### Initiatives

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

- Data Skills and Use
- Effective Classroom Practice

### Resources allocated to this strategic direction

**Socio-economic background:** \$45,000.00

**Professional learning:** \$4,013.00

### Summary of progress

Our focus for Strategic Direction 1 has been to maximise the learning outcomes for every student and provide all staff opportunities to engage in data analysis. This has been achieved through identifying individual student achievement, tracking progress and understanding the learning needs of individual students. Staff were involved in professional learning focusing on effective data tracking, consistent use of summative and formative assessment, ensuring there were high expectations of all learners.

The key outcomes of this initiative have been the implementation of a whole school impact wall that represents student data and progress in Writing, Reading and Numeracy. Teacher programs demonstrated that staff cater for individual student needs and showed evidence of the effective use of data to forward plan. All staff participated in professional learning around data skills and use and effective classroom practices. Systems are embedded to ensure that feedback is regularly sought and used to improve practices across the school.

Our next steps will be to consolidate on the strategies delivered through professional learning to ensure that there is consistency across the school in terms of data collection and consistent teacher judgement. We will continue our focus on implementing Visible Learning strategies in all classrooms, with attention on the consistent use of learning intentions, success criteria and feedback. Staff will continue to engage in reflective practices such as data discussions, mentoring sessions and observations to improve delivery of content and enhance student engagement in learning.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
More than 24% of students perform in the top two bands in NAPLAN reading.	More than 24% of students perform in the top two bands in NAPLAN reading has not been achieved with 13.5% achieving this target
More than 18% of students performing in the top two bands NAPLAN numeracy.	More than 18% of students performing in the top two bands NAPLAN numeracy has not been achieved, with 5.56% achieving this target
An uplift of 4% achieving expected growth in NAPLAN reading from 63.4% to 67.4%.	An uplift of 4% achieving expected growth in NAPLAN reading from 63.4% to 67.4% was not achieved, with 26% achievement since 2019
An uplift of 5% achieving expected growth in NAPLAN numeracy from 57.8% to 62.7%	An uplift of 5% achieving expected growth in NAPLAN numeracy from 57.8% to 62.7%. was not achieved, with 16.5% achievement since 2019
Equal to or greater than 16% of	Equal to or greater than 16% of Aboriginal students in the top 3 bands for

<p>Aboriginal students in the top 3 bands for numeracy.</p>	<p>numeracy was not achieved, with 14% of Aboriginal students achieving in the top 3 bands for numeracy.</p>
<p>Equal to or greater than 70% of students will achieve expected growth and/or benchmarks in school identified focus areas.</p>	<p>Equal to or greater than 70% of students will achieve expected growth and/or benchmarks in school identified focus areas was not achieved, with the result being 57% of students achieving identified growth. This data was collected through the use of PLAN2 and the progressions in the areas of Quantifying Numbers, Creating Texts and Understanding Texts.</p>

## Strategic Direction 2: Engaged Educators: Leaders of Learning

### Purpose

All teachers are committed to identifying, understanding and implementing explicit teaching strategies. A shared responsibility for student achievement is underpinned by evidence-based strategies.

### 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 Pedagogy
- Collaborative Practices

### Resources allocated to this strategic direction

**Socio-economic background:** \$20,000.00

**Professional learning:** \$4,900.00

### Summary of progress

In Strategic Direction 2 our focus was on building teacher capacity through professional learning and collaborative practices. This involved staff engaging in quality professional learning around literacy and numeracy, with purposeful reflection opportunities given to ensure all staff were at the same points of understanding. Stage based planning days were used to support professional learning and provided the scaffold for all staff to engage in rigorous discussions around the implementation of syllabus documents into classroom practice.

Key outcomes have been the introduction of purpose dialogue into classrooms, observable changes in teacher programs, reflective of professional learning and the establishment of regular buddy observations on self identified areas of development.

Our next steps will be to further embed Challenging Learning processes in all classrooms, to ensure that dialogue is used as a tool to increase student vocabulary and meta-cognitive thinking. The continuation of planning days with a K-6 focus across literacy and numeracy will ensure there is consistency and continuity from kindergarten to year six in teacher understanding of content as well as student engagement in content. To continue our collaborative approach to professional learning that includes both teaching and non teaching staff to provide an opportunity for all staff to engage in learning and support student need and engagement.

### 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
Students are motivated and interested in lessons at least 60% of the time.	Students were motivated and interested in lessons more than 60% of the time. This was evident through the collection of student feedback, classroom walk through data, staff feedback/reflection and lesson observations.
Collaborative practices are evident across the school with staff engaged in planning and evaluative practices on a regular basis.	Collaborative practices were evident across the school with observations that staff were engaged in planning and evaluative practices on a regular basis. This is true of both teaching and support staff with the implementation of SLSO's leading small intervention groups.

## Strategic Direction 3: Community Connections: Authentic Partnerships

### Purpose

A collaborative relationship exists to provide ongoing development and improvement of systems to maximise learning opportunities for all students.

### 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.

- Individual Case Management - Including Attendance
- Wellbeing Systems
- Collaborative Partnerships

### Resources allocated to this strategic direction

**Socio-economic background:** \$57,809.00

**Professional learning:** \$5,200.00

**Aboriginal background:** \$10,000.00

**Low level adjustment for disability:** \$25,480.00

### Summary of progress

In Strategic Direction 3, the purpose for our focus was on the improvement of whole school well being practices through collaborative partnerships and development of authentic relationships to support all students. This involved a determined and relentless focus on improving attendance through the introduction of strategies to support students and their families. All staff engaged in professional learning around the Berry St Education Model as a means of introducing a more student centred well being focus to the school. Engagement of services to provide weekly support to students and their families through the facilitation of programs such as speech therapy, occupational therapy, playgroup and transition were introduced.

Key outcomes have been a more measured approach to student well being, whereby students and staff engage in Morning Circle routines to begin each day on a positive note. A narrow focus on attendance and providing direct support to individual students and their families through incentive programs, check-ins and regular phone calls was introduced. The continued collaboration between quality services and the school ensured that families are met and supported at their current point of need.

Our next steps will be embedding regular analysis of school attendance data, with all staff, with the focus moving from student incentives to supporting families understand the importance of regular attendance. Staff will further engage in professional learning with the Berry St Education Model to strengthen our well being practices and create a school culture where every student can identify a staff mentor.

### 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
Equal to or greater than 70% of students attending school 90% of the time (105 students).	This target has not been reached, with an average of 46.3% of students attending school 90% of the time.
Equal to or greater than 93% of students surveyed identifying a <i>Positive Sense of Belonging (TTFM)</i> .	73% of students indicated they felt a sense of belonging. There was a 5% increase from Semester one to Semester two in relation to this data.
Increase parents attending goal setting meetings by 5% to 75%.	This goal has been surpassed, with approximately 85% of parents engaging in Semester One goal setting meetings. Due to COVID restrictions and learning from home, Semester Two goal setting meetings were unable to be held.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$159,679.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Tarro 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>• 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 staff to provide additional support for students who have high-level learning needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Students supported to engage in learning five days a week</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to use additional school funds to supplement the Integration Funding support to engage student with additional needs in learning.</p>
<p>Socio-economic background</p> <p>\$311,138.80</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Tarro 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>• Individual Case Management - Including Attendance</li> <li>• Wellbeing Systems</li> <li>• Quality Pedagogy</li> <li>• Data Skills and Use</li> <li>• Other funded activities</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>• professional development of staff through Literacy and Numeracy Planning Days to support student learning</li> </ul> <p><b>The allocation of this funding has resulted in:</b> staff have a greater understanding of how to analyse data and plan forward from this analysis. Staff engagement in professional learning around writing and mathematics was high, with the impact of this professional learning evidenced in all classrooms.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> the continuation of Literacy and Numeracy Planning Days. The focus of the planning days will revolve around phonics instruction for Literacy and authentic assessment for Numeracy.</p>
<p>Aboriginal background</p> <p>\$56,689.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Tarro 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>• Wellbeing Systems</li> <li>• Other funded activities</li> </ul>

<p>Aboriginal background</p> <p>\$56,689.00</p>	<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 specialist additional staff (SLSO) to support Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Aboriginal students and their families being supported both culturally and educationally. The employment of an Aboriginal SLSO to work with students in the classroom and playground has allowed the students to work closely with a positive male role model who supports the students to be the best they can be.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To continue to provide students with Aboriginal role models (SLSO'S) to work them and their families to create cultural connections and aspiration educational goals.</p>
<p>Low level adjustment for disability</p> <p>\$81,537.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Tarro 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>• Collaborative Partnerships</li> <li>• Other funded activities</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>• targeted students are provided with an evidence-based intervention phonics program to increase learning outcomes</li> <li>• employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students</li> <li>• employment of an Occupational Therapist to provide intervention programs that support student needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Identified students receiving weekly speech therapy intervention through an external provider employed by the school. All students in Kindergarten and Joeys (P-K transition program) receiving weekly OT intervention through an external provider employed by the school. Students in K-2 receiving daily phonics intervention provided by a training SLSO</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue intervention for students in K-2. In 2022 this will also incorporate mathematics for targeted students. Upon evaluation of the speech program, this will be incorporated into the phonics intervention, as the impact of one day a week was not reflected positively in the data. Due to the unavailability of the OT, this program will cease in 2022, with a view to resuming it once a quality replacement is found.</p>
<p>Literacy and numeracy</p> <p>\$17,887.85</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Tarro 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>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p>

<p>Literacy and numeracy</p> <p>\$17,887.85</p>	<ul style="list-style-type: none"> <li>• employment of an additional Learning and Support intervention teacher</li> <li>• purchasing of literacy resources such as quality picture books for guided and shared instruction</li> </ul> <p><b>The allocation of this funding has resulted in:</b> quality intervention for students K-2 over four mornings a week. This has allowed targeted students the opportunity to engage, at an individual level, with direct and data based intervention to support their areas of need.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> continued to be used to support intervention for students K-2 to ensure we are making gains with targeted students prior to them entering Stage Two.</p>
<p>Early Action for Success (EAfS)</p> <p>\$137,210.40</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Tarro 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>• Other funded activities</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 build capacity of K-2 staff to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on: improving pedagogy and teaching practice; high-impact literacy and numeracy strategies; data collection and analysis; curriculum delivery; and differentiation</li> </ul> <p><b>The allocation of this funding has resulted in:</b> an Instructional Leader being employed four days a week. This involved K-2 staff receiving quality professional learning opportunities, mentoring time and individual instruction in best practice in Literacy and Numeracy</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> withdrawn from 2022 as the Department of Education has reallocated this funding.</p>
<p>QTSS release</p> <p>\$28,477.97</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Tarro 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>• Other funded activities</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>• assistant principals provided with additional release time to support classroom programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Assistant Principals being afforded the time to work shoulder to shoulder with teaching staff. This allowed for the development of genuine relationships, mentoring conversations and collegial conversations about where to next.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to provide Assistant Principals with additional time to support colleagues to engage students in high expectations in classrooms and provide mentoring support to teaching staff.</p>
<p>COVID ILSP</p>	<p>The purpose of the COVID intensive learning support program is to deliver</p>

\$135,698.00

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.

**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**

- Other funded activities

**Overview of activities partially or fully funded with this targeted funding include:**

- employment of teachers/educators to deliver small group tuition
- Small group tuition included providing targeted, explicit instruction for student groups in literacy/numeracy across year 3-6 with a specific focus on Creating Texts, Understanding Texts (Literacy) and Quantifying Number (numeracy focus)
- During lockdown the COVID ILSP tutors continued to provide tuition to students via online lessons. Tutors maintained the same focus in Literacy and Numeracy.
- employing staff to supervise and monitor progress of student groups engaging in online tuition.
- development of resources and planning of small group tuition
- covid ILSP coordinator led professional learning for COVID educators
- Training in giving and analysing IFSR Assessments
- Collaboratively working with CT's to identify point of need.

**The allocation of this funding has resulted in:**

Improved student outcomes for those students involved in the COVID TUTOR ILSP Program. As outlined in the evidence snips, some students achieved targets whilst others exceeded targets. All students showed growth. Staff were up-skilled in the use of data collection and analysis. The Covid tutors developed their knowledge in how to use assessment to guide their teaching and learning cycle.

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

We will continue this model of small group intervention as it showed that teaching was targeted to student need and therefore resulted in all students attaining growth in their learning. As we are having a turnover in Covid Tutors, a full hand over will be given. The new Covid Tutors will undergo PL in assessment implementation, collation and analysis.

# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	76	74	61	65
Girls	82	90	90	83

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	93.3	93.5	90.1	91.8
1	93	90.6	94.1	87.6
2	90.5	91.8	93	87.7
3	91.3	91.4	95.1	87.3
4	90.6	92.9	94.3	88.8
5	92	89.4	93.7	87.1
6	86.1	92.5	93.4	88.7
All Years	90.9	91.7	93.5	88.4
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)	2
Classroom Teacher(s)	4.91
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.4
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>	128,259
<b>Revenue</b>	2,451,327
Appropriation	2,317,017
Sale of Goods and Services	12,891
Grants and contributions	121,112
Investment income	306
<b>Expenses</b>	-2,495,036
Employee related	-2,237,000
Operating expenses	-258,037
<b>Surplus / deficit for the year</b>	-43,710
<b>Closing Balance</b>	84,549

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>	159,679
<b>Equity Total</b>	449,370
Equity - Aboriginal	56,690
Equity - Socio-economic	311,139
Equity - Language	0
Equity - Disability	81,541
<b>Base Total</b>	1,303,255
Base - Per Capita	37,224
Base - Location	0
Base - Other	1,266,031
<b>Other Total</b>	220,908
<b>Grand Total</b>	2,133,213

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

During 2021 Tarro Public School gathered feedback on a wide variety of school initiatives. This involved students and parents completing the Tell Them From Me (TTFM) Surveys. Key findings from these surveys included: Results of the Parents/Carer TTFM were pleasing. Overall, the survey reported very strong parent satisfaction with the school. Overall parents indicated satisfaction with:

- \*School encourages students to achieve their best.
- \*Teacher expectations for behaviour
- \*All students being included in school activities.
- \*Parents support Learning at Home

Areas for future focus may include:

- \*Informing parents about children's social and emotional development
- \*Informing parents of opportunities concerning children's futures

Overall, students reported positive opinions about school. They reported the following as particular strengths:

- \*Students that value schooling outcomes.
- \*Students try hard to succeed in their learning.
- \*Students felt they have someone who provides encouragement and advice.

Based on the TTFM survey results, the following may be future focus areas:

- \*Student motivation to learn.
- \*Student participation in extra-curricular activities.

In 2021, teaching staff also participated in internal school surveys. They reported the following as particular strengths:

- \*Inclusivity of the school.
- \*Positive learning culture is evident
- \* Collaboration amongst staff and stage teams
- \*Parent involvement across the school.

Based on the survey results, the following may be future focus areas:

- \*Technology
- \*Consistency

# 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.