

2021 Annual Report

Tangara School



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Introduction

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

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

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Message from the principal

2021 was a year of change and one which called upon a resilient school community to rise to some challenging times.

Throughout the year however, we remained focused on improving student outcomes through the delivery of a balanced curriculum that offered dynamic, engaging learning opportunities. COVID-19 impacted us all in many ways, testing our wellbeing daily. Parent feedback was positive, with most parents stating that teacher check-ins with families was much appreciated and needed. On students return to the school environment, it quickly became evident that our main focus be on the re-adjustment of returning to school routine. Wellbeing through this was paramount. Tangara staff were outstanding in their efforts to ensure every child was known, valued and cared for. They were reflective and compassionate in their recognition of our students struggles with interrupted learning and the ability to adjust and adapt is to be commended for both staff and students.

The beginning of Term 4, we experienced the sad, unexpected loss of one of our high school students, Hayden. The impact of his passing was felt greatly by all. Our thoughts and condolences went out to his family, friends and all that worked with him during his 9 years at Tangara School. The beginning of Term 4 also saw us say farewell to our school principal of five years, Sarah Hillyer, who went on to a role within Inclusive Education. We thank her for her innovation, and commitment to student and staff improvement throughout this time.

Whilst much loss, change and challenge came with 2021. Challenge and change has also facilitated a time of real reflection in all we do well and all we can improve upon to best serve our student's life long learning.

It is a privilege to be leading and representing the Tangara School community, one with such dedication and commitment for student learning growth and wellbeing. We enter the new school planning cycle with excitement and readiness for all we can strengthen and build.

School vision

Our vision is to create a school where students have brave hearts, creative minds, are curious learners and our community connected.

At Tangara School we prepare students for quality life long learning and inspire them to be independent, responsible, and socially appropriate members of the community. We do this through developing strong community connections. Our teaching prioritises development of both social and academic skills so students successfully manage their social and behavioural needs.

At Tangara every student is known, valued and cared for. Using a strength based approach we will nurture creative minds and curious learners.

School context

Tangara School is a vibrant and diverse learning community. Our students have moderate to severe intellectual disabilities, in addition to other complex needs. Tangara School has a small ratio of students to teachers, averaging 6 students per class, with a classroom teacher and learning support officer. Our beautiful grounds are situated in the Southern Highlands just outside Sydney. Our 5 acres of land offers opportunity for flexible learning spaces and a nature based aspect to our balanced curriculum.

Tangara School has students from the age of 4 to the age of 18, from Kindergarten to Year 12. Currently, 18% of our students identify as Aboriginal.

Tangara School's Strategic Improvement Plan has been informed by the situational analysis and in consultation with community and includes shared values and high level aspirations for ongoing improvement. Aligning with department priorities., the school has a focus on deep learning, Literacy and Numeracy and believe that by instilling a sense of curiosity and wonder, we create a community of life-long learners. We engage our students using visible learning, formative assessment, inquiry-based learning programs and K-12 cross-curricular Scope and Sequences designed to meet our curriculum requirements. We have a flexible approach to development of Personalised Learning and Support Plans, and include allied health services in order to best serve the interest of the individual students. We develop learning goals formulated by accurate assessments of every student's skills in Reading, Writing and Maths, based on the NSW Literacy and Numeracy Progressions. In addition, we include personal goals that address communication and self-regulation.

We have a small, active P&C, with plans to encourage growth in numbers and invaluable parent input in 2022.

Tangara School has flexible learning spaces indoors and outdoors, a small Hydrotherapy Pool, a Makerspace with industrial kitchen, art making and STEM equipment, a Library and purpose-built Sensory Space. These spaces aid engaging learning opportunities with a wellbeing focus.

Currently sitting at 6 classes, by the end of 2022, we will aim to have 7 classes, two of these classes will have a specialised focus on Autism Spectrum Disorder. We aim to address our need to strengthen community connections and transition to work programs. opportunities, ensuring our students are ongoing active members within their local community.

Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

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

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

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes and to build strong foundations for academic success, we will focus on improving pedagogy across all KLAs with a particular focus on mathematic instruction and consolidate literacy instruction.

Initiatives

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

- Quality Teaching within an SSP
- A focus on Maths and data collection in goal attainment and skill acquisition

Resources allocated to this strategic direction

School support allocation (principal support): \$2,361.00

school operational funding: \$5,000.00

SSP Supplementary Funding: \$226,941.50

QTSS release: \$12,613.00

Literacy and numeracy: \$2,000.00

Professional learning: \$4,563.40

Location: \$1,000.00

Summary of progress

During 2021, all teaching staff participated in Quality Teaching Rounds. Teachers trialled using the SWIVL resource within their classrooms to reflect on and receive feedback on their teaching practice. Executives led observation discussions using Quality Teaching Model vocabulary and criteria to assist teachers to guide the planning of classroom and assessment practices. Teachers have reported an increased willingness to use the Quality Teaching Framework as part of their reflective practice and in 2022 our mentoring agendas will remain focused on promoting the ongoing improvement of teaching and learning.

A focus of the school's work in curriculum was on Mathematics. A Number and Algebra scope and sequence was designed and implemented by all teachers. Professional learning supported teachers to use student progress and achievement data to inform their own practice and planning, to promote consistent and comparable judgement of student learning and to inform whole school improvement planning. The school's executive developed and trialled the Window to Maths program with full implementation planned for 2022.

Delays in implementing some of the school's activities in 2021 and feedback we received from the External Validation process has led us to review our plans for 2022. The new School Improvement Plan (SIP) has been developed to successfully deliver ongoing, measured improvement in student progress and achievement.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
All teachers are teaching from a shared maths scope and sequence, in Number and Algebra. Staff will have workshops discussing strategy and reflection of what works well.	Curriculum team established and led by executive. Number and Algebra scope and sequence written collaboratively for odd years. Currently working on completing even year. 100% of staff planning and teaching from a shared scope and sequence in number and algebra. 100% of staff participated in analysis of data PL and all have requested to participate in the roll out of our explicit number and algebra program; 'Window to Maths' supporting the new scope and sequence.
All teachers will undertake targeted and	100% teachers participated in PL for Quality Teaching Rounds.

<p>relevant evidence-informed professional learning, driven by teacher and student needs. Teachers will begin to use the SWIVL and choose which lesson they have filmed to show to the group for feedback. We will complete one round, including every teacher.</p>	<p>100% of teachers participated in SWIVL training.</p> <p>One teacher using SWIVL to lead and model instruction for other teachers. All teachers participated in a collaborative process of observing and analysing classroom practice using lead teachers filmed lesson. Our mentoring agendas remain focused on promoting ongoing discussion around Quality Teaching Model.</p>
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Strategic Direction 2: Connect, Succeed, Thrive and Learn: We all have a voice.

Purpose

Using a strength based approach to create positive and safe learning environments. In particular, increase student-voice, through a whole-school communication strategy and a positive behaviour for learning framework called the Tangara 5.

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.

- Every student will use their 'voice', through whole-school communication strategies
- Wellbeing and self-regulation through the Tangara 5

Resources allocated to this strategic direction

School support allocation (principal support): \$2,333.37

Professional learning: \$5,400.00

school operational funding: \$5,750.00

Socio-economic background: \$43,388.37

QTSS release: \$9,563.00

Flexible Funding for Wellbeing Services: \$1,560.00

SSP Quality Teaching Support: \$7,034.54

SSP Supplementary Funding: \$5,208.90

: \$5,208.90

Summary of progress

During 2021, Tangara School staff completed Augmentative and Alternative Communication (AAC) professional development. Staff deepened their understanding of AAC strategies and techniques to maximise individual students' communications skills. All students have a communication goal in their personal learning and support plans to meet their particular needs.

The Positive Behaviour for Learning program continue to be implemented at Tangra School to promote consistent expectations of positive behaviour. All teachers are consistently utilising sensory ALERT kits as part of their classroom practice. A three-tiered positive behaviour support strategy, Tangara 5, was designed and implemented across the school. Tangara 5 is aligned to the new NSW Department of Education behaviour strategy and is embedded in everyday classroom practice across all classrooms. This has been shared with the school community through school signage, class mission statements and school communication platforms promoting a school-wide approach to effective and positive classroom management.

Continuing to develop our whole school wellbeing processes so that our students can connect, succeed, thrive and learn will be a feature of our strategic direction, Connected Communities, in 2022.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
All students have a personalised communication goal in their PLSP	100% of students have a communication goal in their Personalised Learning and Support Plans (PLSPs).
Speech therapist recruited, and introduced to working at the school, plan made of what will work for us in this context, some professional learning for staff.	Speech therapist recruited and attending site once a week in Terms 1 & 2. and part of Term 3. All staff opted to participate in communication PL with therapist. 100% of teachers utilising learning intentions and success criteria in their lessons in order to establish explicit, challenging and achievable learning

<p>All students have a personalised communication goal in their PLSP</p> <p>Speech therapist recruited, and introduced to working at the school, plan made of what will work for us in this context, some professional learning for staff.</p>	<p>goals for all students in communication.</p> <p>53% of students have achieved their communication goal.</p>
<p>Implement the Tangara 5 across the school, explicitly teaching the components to every student. Consolidate the ALERT strategies.</p> <p>Introduction of Social emotional learning programs</p> <p>School Excellence Framework self-assessment Survey for 2021 indicates that within the learning domain theme of a 'planned approach to wellbeing' the school is assessed as just in 'sustaining and growing'</p>	<p>100% of teachers using Tangara 5 as part of the morning meeting routine and are embedded into their daily routine through personalised class videos and photos.</p> <p>One class has created a Tangara 5 mission statement video, modelled for other classrooms. Classes beginning to develop their own mission statements. Rewards are awarded to students fortnightly with a focus on each positive behaviour theme.</p> <p>Self-assessment against the School Excellence framework shows the theme of A Planned Approach to Wellbeing to be sustaining and growing.</p>

Strategic Direction 3: Connected communities.

Purpose

In order to develop student understanding that they are valuable contributors to our community, and increase the options available to them post-school, we will foster partnerships across the broad community.

For our teachers across our network and the wider NSW coalition of Special Education teachers, we will establish Tangara School as a centre of excellence, expertise and a resource hub through a newly established website.

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.

- Fostering our partnerships across the community
- Building recognition of the school as a Centre of Excellence

Resources allocated to this strategic direction

6101 Consolidated Fund Carry Forward: \$112,000.00
School support allocation (principal support): \$7,000.00
SSP Supplementary Funding: \$3,000.00
Professional learning: \$2,000.00

Summary of progress

In 2021, Tangara Public School aimed to foster positive partnerships across the community and to build recognition as a centre of excellence. We continued to train staff to develop best practice while maintaining strong relationships with our P & C. The local and school community were able to use our school grounds through the Share Our School initiative.

Plans to redesign our school website as a resource hub were impacted by the Learning from Home period. Design of our Window to Maths program has led to connections with staff from Mary Brooksbank SSP to further develop our professional learning community. All staff provided feedback on what the website should include, while a review of School for Specific Purposes websites identified additional elements to be included. Executive staff undertook professional learning in how to manage the school's website in order to better meet the needs of our parent/caregiver and professional communities. This work will continue to be implemented in 2022.

Building upon the positive relationships we have with our school community we will look to further strengthen those in 2022 by creating more opportunities for school community members to connect with the school and each other through structured school activities.

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
Create a parent social committee, developing opportunities for parents to connect and meet socially at school. Participation in the Share our Space initiative.	Parent social committee is yet to be firmly established. P & C relationship strengthened and assisted facilitating a strong link between home and school. We continue to plan and develop opportunities for parents to connect and meet socially at school. Tangara participating in Share Our Space initiative.
Teachers and executive will undergo training in how to develop and contribute to the school website.	Assistant Principals participated in PL on developing the school website. with SAO completing website training All staff provided feedback around what our website should include. Executive team identified successful elements of SSP school websites.

Teachers and executive will undergo training in how to develop and contribute to the school website.

Feedback from P & C has been requested.

Funding sources	Impact achieved this year
<p>Literacy and numeracy</p> <p>\$2,000.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Tangara School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • A focus on Maths and data collection in goal attainment and skill acquisition <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • targeted professional learning to improve literacy and numeracy • resources to support the quality teaching of literacy and numeracy • online program subscriptions to support literacy and numeracy <p>The allocation of this funding has resulted in: The research based Window to Maths program and program being collaboratively developed and ready for implementation in 2022. Collaborative processes have promoted a whole school approach to measuring student skill acquisition through linking literacy and numeracy progressions to student's individual goals, providing teachers with information around what students have learnt, how they have learnt and where to next.</p> <p>After evaluation, the next steps to support our students with this funding will be: The implementation of Window to Maths program in classrooms to support teachers in explicit math instruction.</p>
<p>Professional learning</p> <p>\$11,963.40</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Tangara School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • A focus on Maths and data collection in goal attainment and skill acquisition • Every student will use their 'voice', through whole-school communication strategies • Wellbeing and self-regulation through the Tangara 5 • Building recognition of the school as a Centre of Excellence <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Classroom release time for all teachers to complete professional learning with Assistant Principals around learning progressions and moderating assessment tasks. • Wellbeing professional learning for teachers x 2 'Traffic Jam in the Brain'. <p>The allocation of this funding has resulted in: A consistent, whole-school approach to assessment through building teacher capacity to understand learning progressions. Teachers are analysing data patterns and variables in learning and how they employ best practice in planning and delivery and content. Student learning being better understood through a sensory, wellbeing lens.</p> <p>After evaluation, the next steps to support our students with this funding will be: to embed assessment practice and amplify student voice through consistent use of Kid Speak goals. Learning journals will be developed to record student progress and to facilitate reflective practice.</p>

<p>Socio-economic background</p> <p>\$43,388.37</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Tangara School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing and self-regulation through the Tangara 5 • Every student will use their 'voice', through whole-school communication strategies <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through to support student learning • employment of additional staff to support learning and wellbeing program implementation. • resourcing to increase equitability of resources and services • engage with external providers to support student engagement and retention <p>The allocation of this funding has resulted in: Students early understanding around Tangara 5 themes. Assisting student self-regulation with consideration to meeting the needs of our new Autism Spectrum Disorder classes, both junior and senior. Professional learning and associated resources to support teachers in facilitating student sensory needs with decrease in reported classroom behavior incidents. Students using TEACCH system in most classrooms to assist with consolidating skills in literacy and numeracy. Increased independence in completing tasks. An improvement in classroom management.</p> <p>After evaluation, the next steps to support our students with this funding will be: to embed the Tangara 5 through the development of visual class mission statements and to amplify opportunities for student voice through body mapping and photo voice. Increase opportunities for parent and community input into school programs.</p>
<p>Aboriginal background</p> <p>\$3,700.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Tangara School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency <p>The allocation of this funding has resulted in: Improved student engagement in literacy and numeracy tasks through the employment of a School Learning and Support Officer (SLSO). Students are able to access a place to calm and quieten through the creation of a bush tucker garden, informed by advice from the local community and land council.</p> <p>After evaluation, the next steps to support our students with this funding will be: To seek Aboriginal Education Consultative Group (AECG) input into</p>

<p>Aboriginal background</p> <p>\$3,700.00</p>	<p>authentically embedding a Yarn Circle and Bush Tucker Garden into classroom programs for improved student outcomes.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Tangara School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in: Students demonstrating increased engagement in literacy, especially in the focus area of reading.</p> <p>After evaluation, the next steps to support our students with this funding will be: To fund additional SLSO time in classrooms during the literacy block to continue to build on reading skills, with a specific focus on comprehension.</p>
<p>Location</p> <p>\$1,000.00</p>	<p>The location funding allocation is provided to Tangara School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • A focus on Maths and data collection in goal attainment and skill acquisition <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Teacher off class to support developing data collection tools, travelling to other SSPs to look at their methods of collecting formative and summative data for students with additional needs. <p>The allocation of this funding has resulted in: A class teacher and Assistant Principal collaborating on math data collection processes and frameworks with another SSP to improve student outcomes.</p> <p>After evaluation, the next steps to support our students with this funding will be: To increase opportunities for greater access to community and off-site sports programs.</p>
<p>Flexible Funding for Wellbeing Services</p> <p>\$1,560.00</p>	<p>The flexible funding for wellbeing services allocation is provided to support student wellbeing at Tangara School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing and self-regulation through the Tangara 5 <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staffing release for case conferences and developing intervention strategies <p>The allocation of this funding has resulted in: Training for executive in trauma informed practice. Utilising this professional learning to support teaching staff in developing behaviour response plans for students with consideration to trauma informed practice.</p> <p>After evaluation, the next steps to support our students with this</p>

<p>Flexible Funding for Wellbeing Services</p> <p>\$1,560.00</p>	<p>funding will be: Seeking PL for staff in photo voice and body mapping to provide opportunity for student voice.</p>
<p>QTSS release</p> <p>\$22,176.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Tangara School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Teaching within an SSP • A focus on Maths and data collection in goal attainment and skill acquisition • Every student will use their 'voice', through whole-school communication strategies • Wellbeing and self-regulation through the Tangara 5 <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in: All teaching staff completed professional learning in quality teaching rounds. Teachers shared recorded lessons (use of Swivl resource) to support collegial discussion around best practice. All teaching staff released to work collaboratively in completing a 2 year cycle scope and sequence for an integrated unit with adjustments made for K-12. Adjusted, engaging programs with resources created to support scope and sequences. Staff developed a goal bank to support student PLSPs, linking with progressions in both literacy and numeracy to consistently measure student learning growth.</p> <p>After evaluation, the next steps to support our students with this funding will be: A greater emphasis on measuring student learning growth which provides a matrix around student learning engagement. More relevant and differentiated program content for building student capacity in life skills to support post school life. Professional learning to support student wellbeing through positive behaviour for learning practices and procedures.</p>
<p>COVID ILSP</p> <p>\$22,242.52</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing staff to provide online tuition to student groups in literacy with a focus on reading and viewing. <p>The allocation of this funding has resulted in: Increased student engagement in literacy time, skill acquisition increase, analysis and greater insight into how students learn not just what they have learnt. This has informed teacher planning and practice.</p> <p>After evaluation, the next steps to support our students with this</p>

COVID ILSP \$22,242.52	funding will be: Continuing targeted and explicit literacy instruction.
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	18	17	16	24
Girls	14	12	9	7

Attendance

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	4.58
Teacher Librarian	0.2
School Administration and Support Staff	8.02

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

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

Workforce ATSI

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

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

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

Financial information

Financial summary

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

	2021 Actual (\$)
Opening Balance	331,067
Revenue	2,258,511
Appropriation	2,246,344
Grants and contributions	12,133
Investment income	34
Expenses	-2,195,822
Employee related	-1,890,143
Operating expenses	-305,679
Surplus / deficit for the year	62,689
Closing Balance	393,756

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

Financial summary - Equity loadings

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

	2021 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	38,108
Equity - Aboriginal	4,958
Equity - Socio-economic	30,750
Equity - Language	2,400
Equity - Disability	0
Base Total	1,696,837
Base - Per Capita	16,492
Base - Location	1,803
Base - Other	1,678,542
Other Total	404,445
Grand Total	2,139,389

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.

Parent/caregiver, student, teacher satisfaction

Parent/Carer Feedback Survey

Responses were limited with only 6 feedback forms returned out of a possible 38.

What are Tangara's strengths?

Parent/carer response was positive and included statements such as: 'Friendly, supportive and professional staff', 'good communication each day', 'empathetic, caring, amazing', 'providing a nurturing learning environment for my child every day', 'always positive and supportive and 'really knowing my child'.

1 parent/carer response left this question blank

What would you like to see us improve on at Tangara?

Some Parents/carers included 'nothing' or 'unsure' in their responses.

Some Parent/carers included increased student- therapist interaction in their responses

Some Parents/carers included communication in their responses

What would you like to see happening at Tangara to strengthen our school community?

Some Parent/carers included more parent involvement/ interaction' in their response.

Some Parent/carers included more school/allied health involvement in their response.

Staff Feedback Survey

Responses were 18 out of a possible 22.

What makes you proud to work at Tangara?

84% of staff included positive staff culture in their response.

28% of staff included the professionalism of staff in their response.

33% of staff included curriculum focus and programs in their response.

(Some teachers indicated more than one area in their response.)

What are the challenges of working at Tangara?

66% of staff included behaviours in their response

7% of staff included workload and paperwork in their response.

27% of staff listed understanding students sensory needs in their response.

Do you enjoy coming to work?

77% said yes

16% said mostly

7% said no

Student Feedback

Responses were limited to 10 out of a possible 38.

What do you like about Tangara?

All students included the helpfulness and kindness of staff in their response.

Some students included community access in their response, specifically bowling and library.

Some students included playground and the equipment in their response.

Some students included their classroom pet in their response.

some students included friends in their response.

Some students included learning activities in Science, History, and English in their response.

(Some students indicated more than one area in their response.)

Some students included the 'Playground Program' in their response.

What do you not like at Tangara?

Some students included 'no equipment for older kids to relax' in their response.

Some students included 'hard to make friends' in their response.

Some students included Maths and English in their response. (Some students elaborated and said it was either too hard or too easy at times.)

Some students included that they 'do not like desk work' in their response.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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