

2022 Annual Report

Tarcutta Public School



3165

Introduction

The Annual Report for 2022 is provided to the community of Tarcutta Public School as an account of the school's operations and achievements throughout the year.

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

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School vision

We are building the future. We strive for excellence in academic growth, physical development, social success and emotional regulation where we empower all students to become confident, resilient, self-directed and successful learners. Teachers, parents and students work in partnership to maintain high expectations and a positive environment where every student is known, valued and cared for.

School context

Tarcutta Public School is located just off the Hume Highway, 48km from Wagga Wagga, halfway between Sydney and Melbourne. We have a student enrolment of 17 students in 2021. Our students live in the village of Tarcutta or on properties surrounding the area. Students come from a range of socio-economic backgrounds with 5% of students identifying as Aboriginal and 15% with a multi-cultural background.

Our dedicated, experienced teachers provide excellent educational programs which are tailored to guide and support students to achieve their best. Innovative technology programs engage our students and prepare them for their future. We have a school setting that is the envy of many with wide open spaces, a beautiful playground with equipment and logs to play on, two tennis courts, an all-weather COLA play area and a wide array of sports equipment. Students have access to the latest technology where every student has access to their own laptop for academic and skill development.

All students strive to achieve the core values of Respect, Responsibility and Excellence with quality teaching and learning practices evident in every classroom. The school has a talented, caring teaching staff, who are committed to an ethos of life-long learning. Collaborative and collegial practices contribute powerfully to a positive learning environment, where educational research, critical analysis and professional dialogue are highly valued within the school.

With a committed family spirit, the school works in close, highly professional and strategic partnership with the Community of Small Schools Network and Wagga Wagga High School, to deliver innovative as well as outstanding academic, sporting and social curricula for students across the learning community. Students engage with a variety of friends across the schools, who connect for extra-curricular activities, with specific programs for student leadership, sport, cultural development and public speaking.

The school is highly regarded within the community and students also enjoy performance opportunities for dance, choir and music. All school programs and initiatives are well supported by an active parent community and P&C. We feel a close connection with our local community groups including the CWA, Landcare, RSL, Memorial Hall and early childhood programs. While there is limited opportunity for community engagement, the school is working actively to build relationships with the local AECG. The school has been working with community groups to support cultural opportunity and engagement.

Staff, students and the parent community have worked collaboratively/collegially to use the findings of the situational analysis and external validation to identify the significant school improvement focus in extending our academic achievement in literacy and numeracy through instructional leadership and effective classroom practice.

Consultation processes included: community meetings at the park to discuss the results of the external validation which were then embedded in the situational analysis, P&C meetings, school vision development conversations and staff meetings.

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	2022 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Working towards Delivering
TEACHING: Learning and development	Delivering
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

To maximise the growth and attainment of literacy and numeracy for students we will embed whole school assessment practices to track student growth and achievement to inform teaching practice.

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.

- Assessment
- Data Driven Practices (Data Skills in Use)

Resources allocated to this strategic direction

AP Curriculum & Instruction: \$30,000.00

Summary of progress

The focus for student growth and attainment in order to improve student achievement, growth and performance in literacy and numeracy by embedding whole school assessment practices to track student growth and achievement to inform teaching practice. The development of refined data driven explicit teaching across two initiatives in 2021 was on:

Assessment

In 2022 the goal was to review and adapt practices to ensure reliable formative and summative assessment tasks are accessible across all stages to collect meaningful data. Staff embed data informed assessment practices as an integral part of daily instruction in every classroom. This involved embedding data informed formative assessment practices as an integral part of daily instruction in every classroom and reviewing and adapting practices to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and to report student achievement.

As a result processes and structures were embedded for staff to assess, mark and identify where students are up to in their learning by plotting against the literacy/numeracy progressions, and identify what needs to be taught next with a focus on 2 progressions to track in Creating Texts and Quantifying Number. There was a review of the assessment schedule which supported the creation of new assessment schedule for 2023. Professional learning in high quality formative assessment tasks and data informed practices, using Toni Glasson's research on Improving Student Achievement where assessment is part of everyday practice structured around Learning Intentions, Success Criteria as well as timely, relevant Feedback (What Works Best). Which supported the enhancement of building a pedagogical base for whole school assessment.

Data Informed Practices

In 2022 the goal was to ensure effective strategies for data collection, analysis and reflection to monitor student progress utilising data informed practices . High impact professional learning enhanced by instructional leadership utilised data to monitor student learning and track value added growth internally providing responsive curriculum delivery.

As a result staff participated in professional learning in using data in SCOUT, ALAN, Essential Assessment, Literacy and Numeracy Progressions - PLAN3. They created a monitoring tool using the National Literacy and Numeracy Progressions to monitor and track student achievement. Changes were made to teaching and learning programs to incorporate how they were using data to inform planning and programming. This supported the enhancement of students understanding their growth and attainment and setting their own learning goals. It built staff capacity in making data purposeful in their teaching and learning cycle by developing their skills and understanding in data literacy and understanding data to confidently and collaboratively analyse data.

In 2023 our focus will be on developing a consistent process for the data analysis of assessment results to drive teaching and target both personalised student and whole school focus areas. This will further support improvement towards identifying learning gaps as well as areas of improvement for teacher practice.

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
Increase the number of students achieving expected growth in NAPLAN Reading to be trending at or above the lower bound target of 60%.	<ul style="list-style-type: none"> • Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Increase the number of students achieving expected growth in NAPLAN Numeracy to be trending at or above the lower bound target of 60%.	<ul style="list-style-type: none"> • Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Top 2 Bands (network target) Improvement in the percentage of students in the Gundagai Principals' Network achieving in the top 2 bands in reading.	<ul style="list-style-type: none"> • The school has continued to contribute to the Gundagai Principals' Network target of improving the percentage of students in achieving the top 2 bands in reading.
Top 2 Bands (network target) Improvement in the percentage of students in the Gundagai Principals' Network achieving in the top 2 bands in numeracy.	<ul style="list-style-type: none"> • The school has continued to contribute to the Gundagai Principals' Network target of improving the percentage of students in achieving the top 2 bands in numeracy.
The school will be displaying Sustaining and growing in the element of Data Skills and Use and Assessment.	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of Data Skills and Use while the element of Assessment has remained at sustaining and growing.

Strategic Direction 2: Wellbeing

Purpose

Our students will be part of a strong positive school culture which significantly influences student wellbeing. They will have positive and respectful relationships and experience a sense of belonging to their school and community.

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.

- Wellbeing

Resources allocated to this strategic direction

Aboriginal background: \$977.22

Summary of progress

The focus for wellbeing in order for our students to be part of a strong positive school culture in 2022 was to have positive and respectful relationships and experience a sense of belonging to their school and community. The development of a strong positive school culture which significantly influences student wellbeing has been through the initiative:

WELLBEING

In 2022 the goals was to establish clear and consistent high expectations for learning and behaviour, through targeted support and strategies that build a positive learning environment.

This involved:

- Reviewing current wellbeing processes, using the Wellbeing Framework, to establish focus areas around whole-school wellbeing reform.
- Updating whole-school approach to wellbeing processes to ensure monitoring, analysis and evaluation of student behaviour, attendance, wellbeing, learning and engagement data is evidenced.

As a result:

Whole school wellbeing practices were highlighted through weekly wellbeing sessions. The school purchased 3 new cubby houses for students to work on developing their social skills during play time. The management system SENTRAL was introduced to help monitor behaviour levels and attendance. A reward based behaviour system was utilised using DoJo Community based projects were designed and implemented which supported the enhancement of a heightened sense of belonging to their school and community and an increase in attendance rates.

Next year our focus will be on implementing the evidence-based welfare system; and continuing to develop strategies to proactively teach healthy coping strategies, resilience and self-regulation. Which will support further improvements towards strengthening a positive school culture. In addition, the school will continue to focus on the Restrictive Practices implementations.

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
The school will be displaying all characteristics of Sustaining and Growing in the area of Wellbeing.	<ul style="list-style-type: none">• Doubled the number of cultural awareness programs for both teachers and staff.• Tell Them From Me data shows an improvement of 14% of reported positive relationships, including a 1% increase in advocacy at school, 29% increase in sense of belonging and 2% increase in expectations of success and a 14% decrease in bullying.

<ul style="list-style-type: none"> • An increase in the percentage of students attending 90% or more to be at or above 85%. 	<ul style="list-style-type: none"> • The number of students attending school 90% of the time or more has increased to 70%.
<p>The percentage of students' positive reporting of Expectation for Success, Advocacy and Sense of Belonging at school from external and internal data sources is increasing.</p>	<ul style="list-style-type: none"> • Tell Them From Me data shows an improvement of 1% increase in advocacy at school and a 29% increase in sense of belonging.

Strategic Direction 3: Educational Leadership through Effective Classroom Practice

Purpose

To promote instructional leadership through effective classroom practice in literacy and numeracy with a focus on best practice pedagogy, curriculum planning and feedback.

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.

- Explicit Teaching and Feedback
- Educational Leadership

Resources allocated to this strategic direction

Professional learning: \$6,373.00

Socio-economic background: \$36,022.29

Low level adjustment for disability: \$22,984.00

Summary of progress

The focus for Educational Leadership and Effective Classroom Practice was to promote instructional leadership through effective classroom practice in literacy and numeracy. The development of best practice pedagogy, curriculum planning and feedback is supported through two initiatives:

Educational Leadership:

In 2022 the goal was to collaborate with colleagues to plan, develop and revise teaching and learning programs.

This involved embedding time for teachers to work collaboratively together and with the APC&I to revise current teaching and learning program structures, creating new programs, trialing the new K-2 English and Mathematics syllabuses. The APC&I worked with teachers on different teaching approaches that impact on student learning. Teachers were given time to use data to inform planning and programming.

As a result we have built a strong professional learning community which is focused on seeking professional learning opportunities to share and gain expertise in evidence-based teaching practice and the continuous improvement of teaching and learning. Which supported the enhancement of teachers regularly participating in structured lesson observations that focus on how different teaching approaches impact on student learning; and the dedicated time for working with colleagues to plan, develop and refine teaching and learning programs based on the teaching and learning cycle.

In 2023, our focus will be teachers working in partnership with colleagues to achieve shared collaboration goals which will support further improvements towards a school-wide collective responsibility for student success.

Effective Classroom Practice

In 2022 the goal was to embed a learning culture where teachers prepare for explicit teaching, using evidence-based best practices, monitor student progress and provide students with detailed and specific feedback about what they need to do to achieve growth as a learner.

This involved high impact professional learning on the use of the teaching and learning cycle and the literacy and numeracy progressions to personalise learning by building teacher capabilities and collective pedagogical practice.

As a result teachers expertly used student assessment data to reflect on teaching effectiveness and provide individualised, explicit, differentiated and responsive learning opportunities. Which supported the enhancement of teachers routinely reviewing learning with each student ensuring all students have a clear understanding on how to improve.

In 2023, our focus will be reflecting on staff teaching practices and how they are impacting student results. Also, increase meaningful and relevant feedback to students regarding their learning in order to create immediate impact on student understanding and learning goals. In addition, staff will be developing a range of measurable techniques where students can demonstrate content knowledge to teachers via exit passes, how I feel about my learning, smiley faces, thumbs up/down as well as setting and successfully utilising learning intentions and success criteria. Thus allowing teachers to

tailor specific content rich teaching and learning cycles that are relevant to students' point of need, thereby increasing student results.

In 2023 the Educational Leadership initiative will be absorbed in the Explicit Teaching and Feedback initiative as these elements overlapped and instructional leadership is a key component in supporting teaching staff in explicit teaching.

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
The school will be maintaining delivering and displaying some characteristics of sustaining and growing in the element of Explicit Teaching and Feedback in Effective Classroom Practice in the Teaching Domain.	<ul style="list-style-type: none">• Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the theme of Explicit Teaching and delivering in the theme of Feedback.
The school will be maintaining delivering and displaying some characteristics of sustaining and growing in the element of Educational Leadership.	<ul style="list-style-type: none">• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of Educational Leadership.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$17,626.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Tarcutta Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of SLSO four days a week for four hours a day to provide learning support for students in literacy and numeracy. <p>The allocation of this funding has resulted in the following impact: All eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: To formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$36,022.29</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Tarcutta Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Educational Leadership <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 [name] program implementation. • Providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: Splitting the Infants and Primary into two classes to enable greater explicit instruction through the employment of additional staffing. Providing additional support to students learning by subsidising activities. Numeracy NAPLAN results achieving above statistically similar school groups (SSSG)</p> <p>After evaluation, the next steps to support our students will be: To continue with two classes to ensure small class sizes and better explicit teaching.</p>
<p>Aboriginal background</p> <p>\$977.22</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Tarcutta Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>Aboriginal background</p> <p>\$977.22</p>	<ul style="list-style-type: none"> • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Creation of school literacy resources embedding local language and building cultural safety. <p>The allocation of this funding has resulted in the following impact: Numerous resources were purchased with this funding. In particular books for the library that have an Aboriginal perspective. Some funding was used for NAIDOC Week activities. Increase student understanding in cultural safety and local significant Wiradjuri sites with Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic, as a result of the welcoming and informal setting. Tell Them From Me data indicated 100% of Aboriginal students feel like their culture is valued at school and that they are treated with fairness and respect by their teachers in regards to their cultural background.</p> <p>After evaluation, the next steps to support our students will be: To focus more on our local Wiradjuri language knowledge and development across the school.</p>
<p>Low level adjustment for disability</p> <p>\$28,177.58</p>	<p>Low level adjustment for disability equity loading provides support for students at Tarcutta Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Educational Leadership • 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 teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in the following impact: The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students will be: To further expand the impact of the learning support program, the school will provide additional support for identified students through the employment of additional teachers.</p>
<p>Location</p> <p>\$16,349.77</p>	<p>The location funding allocation is provided to Tarcutta Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Subsidising student excursions to enable all students to participate • Additional staffing for teaching principal release <p>The allocation of this funding has resulted in the following impact: Increased subject opportunities and choices for students so that everyone can access activities Employment of teaching staff to ensure smaller class sizes with great focus on improving literacy and numeracy results</p>

<p>Location</p> <p>\$16,349.77</p>	<p>After evaluation, the next steps to support our students will be: Continuing to employ staff and increase our technology options to increase student engagement.</p>
<p>Professional learning</p> <p>\$6,373.00</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 Tarcutta Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching and Feedback <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Engaging a teacher to unpack evidence-based approaches to teaching mathematics and explore modelled, interactive, guided and independent mathematical concepts. <p>The allocation of this funding has resulted in the following impact: Increased capacity of all teachers to embed effective practices in the explicit teaching of writing, resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students will be: Personalised and targeted professional learning in the form of mentoring and co-teaching.</p>
<p>QTSS release</p> <p>\$3,217.79</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Tarcutta Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <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 <p>The allocation of this funding has resulted in the following impact: Improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p>After evaluation, the next steps to support our students will be: Employing a specialist to lead improvement in an area where teachers need support, such as literacy or numeracy.</p>
<p>COVID ILSP</p> <p>\$14,160.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in the following impact:</p>

<p>COVID ILSP</p> <p>\$14,160.00</p>	<p>The majority of the students in the program achieving significant progress towards their personal learning goals</p> <p>After evaluation, the next steps to support our students will be: To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>
<p>AP Curriculum & Instruction</p> <p>\$30,000.00</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Assessment <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Engage APC&I to lead collaboration with classroom teachers to build capability in meeting the literacy and numeracy needs of identified students <p>The allocation of this funding has resulted in the following impact: Differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage. This intensive approach has resulted in improved engagement in learning. Evidence can be seen in a combination of reading assessment, writing samples, teacher observation and NAPLAN data.</p> <p>After evaluation, the next steps to support our students will be: Continued engagement of additional teaching staff using other flexible funding to teacher capabilities in improving the literacy and numeracy goals of our students.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	7	9	4	4
Girls	10	15	9	10

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.9	88.2	83.5	94.1
1	93.2	94.8	91.4	
2	90.3	86.2	96.2	86.6
3	93.2	92.0	93.3	95.2
4	95.8	93.3	98.9	90.4
5	92.3	87.4	91.4	96.9
6		93.1	86.0	91.3
All Years	93.4	90.5	91.2	92.3
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6		91.8	91.5	86.3
All Years	92.9	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	0.2
Classroom Teacher(s)	1.28
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	1.03

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	114,472
Revenue	842,453
Appropriation	690,971
Sale of Goods and Services	1,667
Grants and contributions	148,413
Investment income	1,401
Expenses	-904,833
Employee related	-629,290
Operating expenses	-275,543
Surplus / deficit for the year	-62,381
Closing Balance	52,091

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.

	2022 SBAR Adjustments (\$)
Targeted Total	17,626
Equity Total	65,177
Equity - Aboriginal	977
Equity - Socio-economic	36,022
Equity - Language	0
Equity - Disability	28,178
Base Total	492,558
Base - Per Capita	3,285
Base - Location	16,350
Base - Other	472,923
Other Total	63,105
Grand Total	638,466

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

School performance - NAPLAN

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

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

Parent/caregiver, student, teacher satisfaction

In 2022, the school sought the opinions of parents, students and teachers in a variety of ways. These included surveys, questionnaires, meetings and direct feedback from staff, parents and students.

Tarcutta Public School has a close knit community that is very interactive within the school setting. The school have an active P&C who positively engages with the school to create meaningful opportunities for the students and broader community members.

Parents have indicated through surveys, P&C meetings, interviews and open school opportunities; a high level of satisfaction with the school overall. Through the use of data analysis it was demonstrated that parents feel strongly about many aspects of their child's schooling and are happy with their child's overall academic achievements. The results demonstrate the parent body has a positive attitude towards the school, the wider school community, programs offered and the values we promote.

Parents felt they were welcome at the school, felt happy to speak with staff and their concerns were listened to and actioned when necessary. They also indicated they felt well informed by teachers and office staff of various aspects of the schools operations as well as participation in various extra-curricular initiatives; through the wide range of written and multi-model methods information was dispersed by the school. They felt the information received was valuable, relevant and highly informative.

Students indicated they were beginning to become more aware of what and why they are learning, that they feel their teachers understand them as learners as well as individuals. They are happy to come to school, have positive social attachments and feel safe within our school environment. Students can identify an adult they can turn to in times of need.

Teachers have been supported with the addition of an AP C&I in staffing who has assisted them building overall confidence, improving their knowledge of the curriculum as well as further develop their skill set to deliver relevant, needs-based, high impact teaching and learning sequences. Staff expressed they feel motivated and supported to continue their professional development of the new curriculum and development of internal strategies for observation and feedback of student achievements.

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.