

# 2022 Annual Report

## Tirranna Public School



3222

## Introduction

The Annual Report for 2022 is provided to the community of Tirranna 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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## Message from the principal

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### Message from the principal

As the successful candidate after a merit selection process in November 2021, I proudly continued leading Tirranna Public School as the substantive Principal in 2022.

Following our successful External Validation late in 2021, our school was able to commence 2022 with a clear pathway for improvement. In 2022 our whole staff focus was on data literacy and improving writing, reading and numeracy results.

Our small school size and high staff ratio ensured that each student received a highly individualised and differentiated learning program in 2022. We are proud to report that each student achieved significant success in their individualised learning programs. One example of this is that while the State results declined in NAPLAN Check-in Reading 2022, our cohort achieved a 50% increase in achievement in comparison to their 2021 scores.

The survey data we collected from staff, students and community indicates that we are a dynamic and effective school that is both welcoming and highly focused on excellence in the classroom. Throughout 2022 however, community and staff feedback led to making changes to our welfare policy and Positive Behaviour for Learning system. After a highly consultative, evaluation-driven process, our school now operates with the core values Integrity, Leadership and Aspiration, and prides itself on moving away from explicitly teaching desired behaviours to creating opportunities for skill development. Following implementation, the very significant change we saw was the sharp decrease in behaviour concerns and the increase in students creating opportunities for teamwork and leadership, for example, by establishing student-led 'clubs' (Music Club, Engineering Club).

We pride ourselves on being a little school achieving big things. In 2022 we had significant success in PSSA Sport with students being selected for the PSSA Soccer and PSSA Netball teams. A Year 3 student participated in the Premier's Regional Spelling Bee after progressing through 6 Rounds in our Small School Network finals. Students participated in PSSA Regional events in Cross Country and Athletics and in District Swimming. Specialised sporting coaches worked with K-6 weekly each term in the areas of tennis and football. Our school focused on improving our Creative Arts programs. We acquired a drum kit and 6 guitars and a Green Screen to support our visual literacy program. We continued to work closely with The Hume Conservatorium of Music to develop a strong music program. We continued to employ a specialist Creative Arts teacher to work with K-6, culminating in our annual art show. We were also gifted a bass guitar and an electric guitar. Our Senior Students formed a school band 'The Discombobulators'. A senior student was nominated and selected for The Mighty Playwrights program, creating the opportunity to work alongside highly celebrated authors and playwrights to write, direct and perform in their own stage production.

Aboriginal Education was an area of focus in 2022. Our school participated in an Acknowledgement of Country workshop and we continued to build up our resource library.

In 2022 we were pleased to employ a substantive Assistant Principal Curriculum Instruction after a rigorous merit selection process.

Tirranna Public School continues to be a little school doing big things. Congratulations Tirranna Public School students, staff and community for another year of working in close partnership to ensure that our students have opportunities each and every day to grow and learn in a safe and caring environment committed to excellence.

Ms Jessica Pryor,

Proud Principal

Tirranna Public School

## School vision

At Tirranna Public School our students, staff and families work in partnership to inspire students to become confident and engaged life-long learners with the skills needed to thrive and flourish in an increasingly complex world.

Our teachers are committed learners who engage in ongoing robust, high impact professional learning that ensures the delivery of highly effective, evidence-based teaching and learning programs so that every student improves every year.

## School context

Tirranna Public School is a small rural school located seven minutes outside Goulburn. The school site overlooks surrounding rural farming land, providing our students with a picturesque and natural environment in which to grow and learn. The school receives strong support from the local community, maintaining strong partnerships with the Gundry Rural Fire Service and Wakefield Park.

Our current enrolment of 11 students, includes approximately 18% from diverse multicultural backgrounds and 27% identifying as Aboriginal and Torres Strait Islander. Our school has a Family Occupation and Educational Index (FOEI) of 85. Our school works closely with families to provide ongoing support to ensure equitable and inclusive access to a broad range of learning opportunities.

Our school is part of three professional collaborations including the Goulburn Community of Public Schools (GCoPS), Tablelands Rural Education Community (TREC) and the Goulburn Small Schools Network. Through these collaborations, students are offered a range of curricular and co-curricular opportunities. The school has a strong culture of involvement in sporting pursuits, student leadership and excellence in the performing and creative arts. Technology is integrated across the curriculum, with commitment to ensuring that students develop the digital literacy skills required to actively contribute to and engage with a highly digitalised society.

The school's wellbeing initiatives include promoting living a healthy and active lifestyle and using the Positive Behaviour for Learning (PBL) model with a focus on being Integrity, Leadership and Aspiration.

Our teachers are university trained educators who expertly deliver a highly differentiated curriculum to our K-6 cohort through a culture of establishing individual learning goals, ensuring that the individual learning needs of all students are met each day.

Through our situational analysis we identified the need to ensure that the most effective, evidence-based teaching practices are used by all staff and that monitoring of learning is strengthened to ensure that all students demonstrate growth.

High expectations and aspirations will underpin a strategic and planned approach to wellbeing supporting students to connect, succeed, thrive and learn.

## 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>

## Strategic Direction 1: Student growth and attainment

### Purpose

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A whole school approach will ensure that the most effective, evidence-based teaching methods are identified, promoted, modelled and are used by all staff. Student learning will be monitored through ongoing data analysis to ensure that all students demonstrate growth.

### Initiatives

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

- Data skills and use
- Effective classroom practice

### Resources allocated to this strategic direction

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**Professional learning:** \$4,461.07

**Socio-economic background:** \$4,853.67

**Aboriginal background:** \$2,065.35

**Low level adjustment for disability:** \$16,343.85

**Per capita:** \$2,021.44

**Location:** \$944.90

**Principal Support allocation:** \$13,945.00

**Teaching principal Operational funds:** \$36,470.00

**Literacy and numeracy:** \$2,594.51

### Summary of progress

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The school activity of improving school-wide data literacy capability and capacity through delivery of high impact professional learning, has been evaluated as beneficial, with data received showing that school staff have increased confidence in data management and use. This activity significantly improved school-wide ability to use data driven practices to inform our teaching and learning. This strengthened our Vocabulary Learning Sprints as part of the CSUS Network and our COVID ILSP focus on Informative Texts (writing) in collaboration with Tarago Public School. Evaluated as being effective, in 2023 we will continue to implement these improved practices, working towards Excelling in Data Skills and Use, ensuring commitment to ongoing school improvement and lift in student results.

Our commitment to redesigning and implementing a Tirranna Public School assessment schedule effectively led to a more systematic data collection and analysis practices. Systems facilitated the triangulation of internal and external student learning data that improved the delivery of differentiated teaching and learning at the point of need for every student K-6. Aspects of data collection indicated opportunities to conduct research into available evidence-based programs in some areas, and as a result changes have been made to our teaching and learning program delivery for 2023.

Our planned approach to improving teaching and learning programs and student results in literacy by undertaking Learning Sprints as part of the CSUS team (Curriculum Support Unique Settings) to effectively grow teacher capacity for explicit instruction in vocabulary, using quality Department of Education resources and adhering to cyclic data monitoring and adjustments of practice has been effective in improving students results, seen particularly in Check-in Assessment results and in student writing.

Professional learning delivered, was evaluated as being impactful and differentiated for individual staff members, leading to the desired improvement in PDP areas of focus for whole school goals and individual goals. Professional learning also responded to the areas of need identified in student, staff and community feedback. All staff maintained a focus on whole school goals and activities, evident in Teaching and learning programs and PDP goals. Each staff member maintained a PDP Journal demonstrating their individual learning pathway, activities and reflections. Policy implementation is evident, visible and consistent. In 2022 our school reviewed and developed a more supportive and clear welfare and wellbeing system in consultation with the whole school community, and will implement this school-wide in 2023.

A two-class model was established. An additional teacher 0.8 FTE enabled effective classroom practice K-6. This increased student/teacher ratios allowing for individualised programs for students K-6 and facilitated small group Learning Support intervention with a focus on writing and reading. This model has been successful and will continue in 2023.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p><b>Reading</b></p> <p>A minimum of 40% of students will achieve at or above expected growth in reading.</p>	<p>2022</p> <p>Term 1 Check-In Reading data: Cohort 22.5% SSSG 52.4% State 61.8%</p> <p>Term 4 Check-In Reading data: Cohort 45% SSSG 48.2% State 55,1%</p> <p>Cohort data increase of 22.5% compared with a decrease of 4.2% SSSG and 6.7% State</p> <p>Students are achieving at or above SSSG and State averages</p> <p>2021-2022</p> <p>Term 4 2021 Check-In Reading data: Cohort 51.8% SSSG 51.6% State 59.6%</p> <p>Term 4 2022 Check-In Reading data: Cohort 49.2% SSSG 45.4% State 53.5%</p> <p>Cohort data maintained around 50% compared with a decrease of 6.2% SSSG and 6.1% State</p> <p>Students are achieving at or above SSSG and State averages</p>
<p><b>Numeracy</b></p> <p>A minimum of 40% of students will achieve at or above expected growth in numeracy.</p>	<p>2022</p> <p>Term 1 2022 Check-In Numeracy data: Cohort 32.5% SSSG 56.0% State 65.6%</p> <p>Term 3 2022 Check-In Numeracy data: This data is not available</p> <p>2021-2022</p> <p>Term 4 2021 Check-In Reading data: Cohort 53.3% SSSG 57.7% State 66.6%</p> <p>Term 4 2022 Check-In Reading data: Cohort 40.0% SSSG 46.7% State 56.3%</p> <p>Cohort data demonstrated an decrease in achievement of 13% that is comparative with 11% SSSG and 10.3% State</p>
<b>Top Two Bands</b>	NAPLAN scores indicate a decrease in the proportion of students achieving in the top two bands for NAPLAN reading data across our network schools.



<p>Top two bands <b>Reading</b>: shared Network target</p> <p>Increase the proportion of students achieving in the top 2 NAPLAN Reading bands by 7%</p>	<p>Due to the small size of the cohort actual percentages cannot be reported. Individual student progress is reported directly to parents and carers throughout the year.</p>
<p><b>Top Two Bands</b></p> <p>Two top bands <b>Numeracy</b>: shared Network target</p> <p>Increase the proportion of students achieving in the top 2 NAPLAN Numeracy bands by 6%</p>	<p>NAPLAN scores indicate a decrease in the proportion of students achieving in the top two bands for NAPLAN numeracy data across our network schools. Due to the small size of the cohort actual percentages cannot be reported. Individual student progress is reported directly to parents and carers throughout the year.</p>



## Strategic Direction 2: High expectations and engagement

### Purpose

To maximise the learning outcomes for every student, our school will develop effective whole school community partnerships between students, staff and families to establish high aspirational expectations and collective responsibility for student learning and success. Students, staff and families will work together to motivate students to deliver their best and continually improve.

### 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.

- Aspirational learning community
- A planned approach to wellbeing

### Resources allocated to this strategic direction

**QTSS release:** \$1,379.05

**Aboriginal background:** \$2,066.00

### Summary of progress

Policy implementation is evident, visible, current and consistent at Tirranna Public School. Significant whole school community collaboration occurred, focusing on existing policy and practices, leading to any necessary adjustments being made due to changes in school context and Department of Education policy reform. In 2022 our school reviewed and developed a more supportive and clear welfare and wellbeing system in consultation with the whole school community, and will implement this school-wide in 2023.

Our school used student survey data and knowledge of students to design engaging curricular and co-curricular activities throughout 2022. In 2023 our school will continue to closely monitor attendance and welfare data to ensure that a high expectations culture is modelled, practiced and celebrated.

### 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
<b>System Negotiated Attendance Targets</b>  Increase the percentage of students attending > 90% of the time to be at or above the lower bound system-negotiated target of 91.1%.	20% of students at Tirranna Public School in 2022 attended at or > 90%. Average attendance throughout 2022 was 87.60%. This is below the lower-bound system-negotiated target of 91.1%.
<b>Individual Learning Plans</b>  80% of students have an Individual Education Plans created in partnership with students, teachers and families.	In 2022 > 80% of students had an Individual Education Plan created in partnership with students, teachers and families.
<b>Tell Them From Me (TTFM)</b>  TTFM Wellbeing data (advocacy, belonging, expectations) increases to be at or above the lower bound system-negotiated target of 89.6%.	Our Tell Them From Me sample size was too small to report on.

<p><b>SEF-SaS</b></p> <p>In the SEF-SaS in the areas of Wellbeing, Learning Culture and Educational Leadership school evaluation will maintain at Sustaining and Growing.</p>	<p>In the SEF-SaS in the areas of Wellbeing, Learning Culture and Educational Leadership, Sustaining and Growing is being maintained.</p>
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Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$4,853.67</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Tirranna 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>• Effective classroom practice</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>• Resourcing to increase equitability of resources and services</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- Socio-economic Background funds were used to support a two-class model. Targeted individual instruction improved for all students due to employment of an additional Classroom Teacher (0.8 FTE) and SLSO (0.3 FTE). This facilitated improved individual instruction in the delivery of effective literacy and numeracy programs</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- In 2023 socio-economic funds will be used to support a two-class model</li> </ul>
<p>Aboriginal background</p> <p>\$4,131.35</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Tirranna 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>• Effective classroom practice</li> <li>• A planned approach to wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Employment of additional staff to support literacy and numeracy program</li> <li>• Equity support for uniforms and curricular/co-curricular activities</li> <li>• Supporting Aboriginal students with PLPs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- Equity support facilitated inclusivity and equitable access to all school programs. This contributed to a whole school culture of belonging.</li> <li>- Aboriginal Background funds were used to support a two-class model.</li> <li>- Targeted individual instruction improved for all students due to employment of an additional Classroom Teacher (0.8 FTE) and SLSO (0.3 FTE). A two-class model facilitated improved individual instruction in the delivery of effective literacy and numeracy programs.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- Our school will continue to strategically plan to fund a two-class model</li> <li>- Continue to provide equity support to ensure inclusive whole school practices</li> </ul>
<p>Low level adjustment for disability</p> <p>\$16,343.85</p>	<p>Low level adjustment for disability equity loading provides support for students at Tirranna 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>

<p>Low level adjustment for disability</p> <p>\$16,343.85</p>	<ul style="list-style-type: none"> <li>• Effective classroom practice</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>• Providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- An additional Classroom Teacher (0.8 FTE) and SLSO (0.3 FTE) collaborated to facilitate a case management approach to providing individualised support in literacy and numeracy.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- In 2023 our school will continue to fund a two-class model and continue providing SLSO support to work with individual students to facilitate a case managed approach within the classroom/whole school setting.</li> </ul>
<p>Location</p> <p>\$944.90</p>	<p>The location funding allocation is provided to Tirranna Public School to address school needs associated with remoteness and/or isolation.</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>• Effective classroom practice</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• An additional Classroom Teacher (0.8 FTE) and SLSO (0.3 FTE) collaborated to facilitate a case management approach to providing individualised support in literacy and numeracy.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- An additional Classroom Teacher (0.8 FTE) and SLSO (0.3 FTE) collaborated to facilitate a case management approach to providing individualised support in literacy and numeracy.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- In 2023 our school will continue to fund a two-class model and continue providing SLSO support to work with individual students to facilitate a case managed approach within the classroom/whole school setting.</li> </ul>
<p>Professional learning</p> <p>\$4,461.07</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 Tirranna 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>• Effective classroom practice</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>• Engagement in professional learning within Professional Learning Communities</li> <li>• Cyclic staff collaboration involving implementation of Learning Sprints</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- Release for corporate planning and data handling practices increased data-driven teaching and learning practices.</li> <li>- Visibility of improvement monitoring shared with students, staff and families, supported the growth of an aspirational learning community. Student performance data collected throughout the year, including Check-in assessment data and PAT data indicated that our strategic use of these resources has been effective.</li> <li>- Engagement in professional learning with Small School Learning Communities resulted in increased capacity of all teachers to embed effective practices in the explicit teaching of reading, resulting in improved</li> </ul>

Professional learning \$4,461.07	<p>internal student results..</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- Undertake professional learning within a Small School Learning Communities on a data-driven area of focus to strengthen literacy and numeracy practices</li> <li>- Engage Digital Curriculum Officer to lead digital literacy improvement</li> <li>- Instructional Leadership to focus on implementation of new K-2 Curriculum and orientation to 3-6 Curriculum.</li> </ul>
Literacy and numeracy \$2,594.51	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Tirranna 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>• Effective classroom practice</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>• staff training and support in literacy and numeracy</li> <li>• online program subscriptions to support literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- An additional Classroom Teacher (0.8 FTE) and SLSO (0.3 FTE) collaborated to facilitate a case management approach to providing individualised support in literacy and numeracy.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- In 2023 our school will continue to fund a two-class model and continue providing SLSO support to work with individual students to facilitate a case managed approach within the classroom/whole school setting.</li> </ul>
QTSS release \$1,379.05	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Tirranna 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>• A planned approach to wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional teaching staff to implement quality teaching initiatives</li> <li>• providing engaging teaching and learning curricular and co-curricular opportunities</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- A Community Engagement Officer was partially funded with QTSS as part of our planned approach to wellbeing. This effectively contributed to strengthening home/school partnerships.</li> <li>- Student and family satisfaction survey data indicates that the opportunities provided by our school are engaging and that this contributes to the positive culture at Tirranna Public School.</li> <li>- Release from face-to-face to implement transition and extension programs</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- We will continue to respond to maintain and strengthen community partnerships, including by providing regular information about student learning</li> <li>- Release from face-to-face to implement transition and extension programs</li> </ul>
COVID ILSP \$13,440.00	<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>COVID ILSP</p> <p>\$13,440.00</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- Student improvement in the area writing was tracked and monitored in Plan 2. Small group tuition was highly effective in improving student outcomes.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- If COVID intensive funds are available in 2023 funds will be used to employ addition staff to facilitate small group tuition.</li> </ul>
<p>Teaching principal Operational funds</p> <p>\$36,470.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Tirranna 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>• Effective classroom practice</li> </ul> <p><b>Overview of activities partially or fully funded with this allocation include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- An additional Classroom Teacher (0.8 FTE) and SLSO (0.3 FTE) collaborated to facilitate a case management approach to providing individualised support in literacy and numeracy.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- In 2023 our school will continue to fund a two-class model and continue providing SLSO support to work with individual students to facilitate a case managed approach within the classroom/whole school setting.</li> </ul>
<p>Per capita</p> <p>\$2,021.44</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Tirranna 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>• Effective classroom practice</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• Purchase of equipment and resources to improve teaching and learning program.</li> <li>• Facilitate PLP and ILP development and monitoring</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- An additional Classroom Teacher (0.8 FTE) and SLSO (0.3 FTE) collaborated to facilitate a case management approach to providing individualised support in literacy and numeracy.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- In 2023 our school will continue to fund a two-class model and continue providing SLSO support to work with individual students to facilitate a case managed approach within the classroom/whole school setting.</li> </ul>
<p>Principal Support allocation</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Tirranna Public School</p>

\$13,945.00	<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>• Effective classroom practice</li> </ul> <p><b>Overview of activities partially or fully funded with this allocation include:</b></p> <ul style="list-style-type: none"> <li>• An SLSO worked directly with students to implement small group learning</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- An SLSO (0.2 FTE) collaborated to facilitate a case management approach to providing individualised support in literacy and numeracy.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- In 2023 our school will continue to fund a two-class model and continue providing SLSO support to work with individual students to facilitate a case managed approach within the classroom/whole school setting.</li> </ul>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	8	2	3	6
Girls	12	7	5	6

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	85.9		97.3	85.5
1	86.5	81.9		91.0
2	92.7	72.3	100.0	
3	93.7	73.7	96.8	85.4
4	69.5	78.0	93.0	87.8
5	90.1	43.7	100.0	90.6
6	96.1	66.7	79.0	94.7
All Years	88.8	67.8	93.3	88.6
State DoE				
Year	2019	2020	2021	2022
K	93.1		92.8	87.9
1	92.7	91.7		87.4
2	93.0	92.0	92.6	
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	92.1	91.8	91.5	86.3
All Years	92.8	91.9	92.4	87.3

### 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

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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
Classroom Teacher(s)	0.14
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.88

\*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 <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	58,397
<b>Revenue</b>	437,200
Appropriation	425,877
Sale of Goods and Services	1,699
Grants and contributions	9,230
Investment income	394
<b>Expenses</b>	-481,462
Employee related	-404,797
Operating expenses	-76,665
<b>Surplus / deficit for the year</b>	-44,262
<b>Closing Balance</b>	14,135

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.

	2022 <b>SBAR</b> Adjustments (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	25,329
Equity - Aboriginal	4,131
Equity - Socio-economic	4,854
Equity - Language	0
Equity - Disability	16,344
<b>Base Total</b>	312,283
Base - Per Capita	2,021
Base - Location	945
Base - Other	309,316
<b>Other Total</b>	22,500
<b>Grand Total</b>	360,112

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

## COMMUNITY SATISFACTION

In 2022 we gained 2 new students based on parent recommendations.

100% of families responded to our annual School Satisfaction Survey in 2022 (compared with 50% in 2021)

Families could select from: Strongly Agree, Agree, Don't Know, Disagree, Strongly Disagree

- CREATING AN ASPIRATIONAL LEARNING CULTURE: Student achievement and successes are recognised and celebrated (e.g. verbal acknowledgement, in the newsletter, through awards/rewards)

2022: Strongly Agree 33% Agree 66%

- TEACHING AND LEARNING: The school maintains a strong focus on literacy and numeracy

2022: Strongly Agree 50% Agree 50%

- OPPORTUNITIES: Students at Tirranna have opportunities to develop important life skills eg leadership skills, citizenship

2022: Strongly agree 50% Agree 50%

- WELLBEING: My child/children are safe and cared for at school

2022: Strongly agree 50% Agree 50%

- WELLBEING: Tirranna Public School is a friendly school that is caring and accepting of all students

2022: Strongly agree 66% Agree 33%

- CREATING AN ASPIRATIONAL LEARNING CULTURE: School communicates well with families about student learning

2022 Strongly Agree 33% Agree 66%

- COMMUNICATION: The school newsletter is a useful source of information

2022: Strongly Agree 33% Agree 66%

- COMMUNICATION: We communicate effectively with families about special events, activities and opportunities

2022 Strongly Agree 33% Agree 66%

- COMMUNICATION: We communicate effectively with students about special events, activities and opportunities

2022: Strongly Agree 33% Agree 66%

- COMMUNICATION: We encourage parents and students to become involved in activities at school

2022: Strongly Agree: 18% Agree: 82%

- TEACHING AND LEARNING: Students enjoy learning at school

2022: Strongly Agree: 18% Agree: 82%

- TEACHING AND LEARNING: Students feel comfortable to learn at school

2022: Strongly Agree 33% Agree 66%

- TEACHING AND LEARNING: Families receive enough information about the teaching and learning that students are involved in

2022: Strongly agree 50% Agree 35% Disagree 15%

- WELLBEING: The school teaches and promotes core values

2022: Strongly agree 35% Agree 50% Don't know 15%

- WELLBEING: Fair wellbeing and welfare practices exist within the school

2022: Agree 100%

- RESOURCES: Tirranna Public School is an attractive and well resourced school

2022 Strongly agree 33% Agree 66%

- CREATING AN ASPIRATIONAL LEARNING CULTURE: We are helpful to parents when we give families guidance about how to help their children to improve

2022 Strongly Agree 50% Agree 50%



# 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.