

2022 Annual Report

Tarrawanna Public School



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Introduction

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

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

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School vision

Our school vision is to be:

The best school delivering the best education.

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

School context

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

Our school is a diverse learning community with a total enrolment of 150 students with seven mainstream classes that are predominantly grade based. Classrooms are vibrant learning spaces where students are constantly challenged, extended and nurtured. Staff composition ranges from early career teachers to highly experienced teachers. The school prides itself on providing a range of extra-curricular opportunities for students including permaculture gardening with our living classroom, technology, enrichment opportunities and sporting endeavours.

We have a Family Occupation and Education Index of 120 (2022). Currently 10.4% of our school population identify as Aboriginal and 24% of our students have English as a Second Language. School enrolment numbers have increased over recent years, with the school steadily increasing enrolments by 38% over a 5 year period. Our school is an Early Adopter School in 2022, currently trialling new syllabus documents. Our identified 2022 targets include a focus on whole school literacy and numeracy progress. We celebrate academic improvement and achievement, sporting success, creativity, collaboration and perseverance. A culture of trust, empathy and inclusivity inhabits every decision.

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

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Excelling
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Data driven practices - 3 weekly cycles
- Evidence based initiatives

Resources allocated to this strategic direction

Professional learning: \$25,211.42

English language proficiency: \$31,860.00

Socio-economic background: \$90,394.00

Low level adjustment for disability: \$20,852.00

QTSS release: \$22,754.36

AP Curriculum & Instruction: \$150,571.00

Summary of progress

In 2022, the Assistant Principal Curriculum and Instruction focus to improve K-6 pedagogical practices in reading was continued. Teachers were guided in the analysis of PAT Reading data, Check-in assessment data and NAPLAN data to inform teaching programs. In Semester 1 2022, the APCI facilitated Year 3 and Year 5 target groups focusing on basic Literacy and Numeracy learning acquisition. The APCI supported teachers through collaborative teaching, modelling, coaching and mentoring and leading professional learning in evidence based, research informed best practice teaching of reading. This year our school continued to supplement the NSW Department of Education Teacher entitlement with an additional class

teacher. With the full-time employment of an additional teacher, we reduced our class sizes to ensure optimum learning opportunities for all students.

Intervention

Many classes in Years 3-6 have implementing the Spell It model and have instigated a daily structured reading Fluency program. Toward the end of 2022, we commenced a focus on student comprehension (inferential and interpretive) and vocabulary through small group intervention in Stage 2. InitialLit Foundation was implemented in Kindergarten from Term 2, 2022. As a result of the successful implementation and results attained in Kindergarten from InitialLit Foundation, the school invested in InitialLit 1 (teacher professional learning and resources) which commenced in Term 3, 2022. InitialLit is an evidence-based whole-class literacy program providing all children with the essential core knowledge and strong foundations to become successful readers and writers. InitialLit is a Tier 1, whole class program, which is now delivered in all K-1 mainstream classes.

CILSP

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

Where to next?

In 2023 our school will continue to fund an additional classroom teacher. This will ensure our class sizes (particularly our Primary cohort) provide all teachers the with greatest opportunity to deliver individualised, student point of need teaching and learning.

Next year, our school will fund staff to ensure the ongoing implementation of MiniLit, MacqLit and Initialit intervention

programs at our school.

Our school has identified that in 2023 a major focus will need to be on the consistent implementation of Literacy (Years 3-6) and Numeracy (K-6). With the implementation of new syllabus' (K-2 English and Maths in 2023), our focus will be to ensure appropriate

Professional Learning for all teachers in both Literacy and Numeracy. The APC&I will work shoulder to shoulder with K-2 teachers to ensure compliance with the newly introduced syllabus' and coach and mentor 3-6 teachers as they explore and prepare for implementation of new syllabus' in 2024.

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
21.7% of Year 3 and 5 students achieve top two bands in NAPLAN reading.	<ul style="list-style-type: none"> • We met the target. The School exceeded the system negotiated target. • 37.5% of students are now in the top two skill bands (NAPLAN) for reading indicating achievement and exceeding the annual progress measure.
Maintain above 11.1% for Year 3 and 5 students achieving in the top two bands in NAPLAN in numeracy.	<ul style="list-style-type: none"> • We met the target. The school exceeded the system negotiated target. • 19.05% of students are in the top two skill bands (NAPLAN) for numeracy. • PAT data has 33% of students achieving in the top bands for numeracy in internal data from years 2-6.
An uplift of 2.9% to achieve lower bound and 8.1% to achieve upper bound of Year 3 and 5 students achieving expected growth in reading.	<ul style="list-style-type: none"> • Student growth cannot be calculated for 2022 as the NAPLAN test was not run in 2020. Student growth scores require the matching of student NAPLAN results across consecutive assessments so growth can be measured (e..g matching Year 3 2020 scores to Year 5 2022 scores). Since NAPLAN was not run in 2020, we do not have data needed to calculated student growth scores for 2022.
An uplift of 6.72% to achieve lower bound and 11.72% to achieve upper bound of Year 3 and 5 students achieving expected growth in numeracy.	<ul style="list-style-type: none"> • Student growth cannot be calculated for 2022 as the NAPLAN test was not run in 2020. Student growth scores require the matching of student NAPLAN results across consecutive assessments so growth can be measured (e..g matching Year 3 2020 scores to Year 5 2022 scores). Since NAPLAN was not run in 2020, we do not have data needed to calculated student growth scores for 2022.

Strategic Direction 2: Where I belong

Purpose

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

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.

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

Resources allocated to this strategic direction

Aboriginal background: \$13,946.06

Low level adjustment for disability: \$45,968.00

Summary of progress

Leadership

Our new student centred leadership model promotes competence, confidence, character and connectedness. All Stage 3 students have opportunities to develop skills in self selected areas of interest which include:- Wellbeing, Environment, Aboriginal Education, Sport, Technology and Communication/Community. Students develop empathy for others and our environment as they develop their understanding of the responsibility that comes with being part of a local and global community. Leadership at Tarrawanna Public School is all about attitude, education and experience. Implementation of this leadership model was trialed in 2022 and refined for 2023.

Positive Behaviour at School

Excellent results with 100% of students displaying positive student behaviour. We have continued to have no suspensions in 2022. This is a continued statistic for the past 4 years.

Advocacy

80% of students have identified that they have someone at school who consistently provides encouragement and who can be turned to for advice. This includes goal setting and conversations about how they are progressing at school. 80% of students identify that teachers have high expectations for their success

Future Aspirations

68% of students expect to attend university once they finish high school.

Where to next?

Attendance data will be regularly analysed and used to inform planning. Planned whole school and personalised attendance approaches will be used to improve attendance rates for all students. Parents/carers, teachers and students will be actively engaged in supporting improved attendance. Regular meetings with the Home School Liaison to determine individual pathways for increased attendance rates. This may include taxi's to get students to school.

Expectations of learning and behaviour continually reviewed and refined with all students, staff and community. Growth of leadership model and student voice through 3 Rivers Spiral Inquiry will strengthen wellbeing practices in place. The Berry Street Model of morning check ins will be consistently implemented across each classroom.

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>Improvement measures</p> <p>Increase the percentage of students attending > 90% of the time to be at or above the lower bound system negotiated target of 91.1%.</p>	<ul style="list-style-type: none"> • Delay in implementing attendance initiatives have continued due to the complexities of the COVID-19 pandemic continued to impact on the overall attendance rate at our school in 2022. To date there has been a decrease students attending 90% of the time to 84.8% directly impacted from COVID conditions.
<p>Increase the wellbeing measure above 2020 baseline of 85.10% to equal the lower bound system-negotiated target of 89.6%.</p>	<ul style="list-style-type: none"> • Proportion of students reporting a positive sense of wellbeing has increased to 91.18% (an increase of 4%). • Proportion of students reporting a positive sense of belonging has increased to 85.29% (an increase of 22% over the last 4 years).

Strategic Direction 3: Aspirational differentiated curriculum

Purpose

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

Initiatives

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

- Personalised curriculum learning
- Innovative Practices

Resources allocated to this strategic direction

Integration funding support: \$54,234.00

Refugee Student Support: \$3,743.42

Socio-economic background: \$11,492.10

Per capita: \$31,584.96

Summary of progress

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

Literacy and Numeracy

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

Where to next?

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

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Build strong foundations for future and essential learning through the full implementation of a new curriculum with new syllabuses. 100% of teachers have embedded QT elements within teaching and learning programs. All subject areas have	<ul style="list-style-type: none">• 90% of students report via Tell Them From Me that they understand that there are clear rules and expectations for classroom behaviour.• High Impact Professional Learning (HIPL) on the use of literacy and numeracy progressions, curriculum knowledge and current evidence based practice to personalise learning and understanding.

<p>demonstrated a focus on planning for, and evaluating teaching and learning programs using QT.</p>	
<p>All Aboriginal students are identified and have PLPs to ensure they reach their potential. Tracked through PLAN2, whole school data wall and PAT and NAPLAN assessment data.</p>	<ul style="list-style-type: none"> • 100% of Aboriginal students have PLPs written in conjunction with students, teacher and parents. Their progress is monitored during Consistent Teacher Judgement sessions.
<p>Teachers programs show they are aiming to provide a culturally responsive curriculum experience for Aboriginal and Torres Strait Islander students resulting in increased engagement and better educational outcomes.</p> <p>Teaching and learning programs show evidence of opportunities for teachers to engage all students in respect and recognition of the world's oldest continuous living cultures.</p>	<ul style="list-style-type: none"> • Programs show all teachers are providing a culturally responsive curriculum experience for Aboriginal and Torres Strait Islander students resulting in increased engagement and better educational outcomes. • All teacher teachers participate in high impact professional around Aboriginal Histories and Culture to embed quality connection in their teaching programs.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$3,743.42</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>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"> • Personalised curriculum learning <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • release time to engage staff in targeted professional learning • employment of additional staff for targeted student support • release time for staff to provide targeted support to students, including mentoring and tutoring • additional staffing for targeted interventions to support student learning • strengthening orientation and transition program for identified students <p>The allocation of this funding has resulted in the following impact: Supporting teachers to differentiate teaching and learning through EAL/D professional learning that focuses on refugee education.</p> <p>After evaluation, the next steps to support our students will be: Continue to identify and target support for refugee students. Focusing on mentoring, peer support, leadership development, bilingual support and provision of essential equipment to facilitate active participation in school activities.</p>
<p>Integration funding support</p> <p>\$54,234.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Tarrawanna Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>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"> • Personalised curriculum learning <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning around curriculum • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • staffing release to build teacher capacity around Berry Street • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in the following impact: Engaging additional teachers and school learning support officers to assist with personalised learning and support for students in their classrooms.</p> <p>After evaluation, the next steps to support our students will be: Continue to support eligible students with disability in mainstream classes who require adjustment. Continue to provide relief for classroom teachers to undertake professional learning to plan adjustments with parents and carers and other school staff.</p>
<p>Socio-economic background</p> <p>\$101,886.10</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Tarrawanna Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>Socio-economic background</p> <p>\$101,886.10</p>	<ul style="list-style-type: none"> • Data driven practices - 3 weekly cycles • Personalised curriculum learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through Adopter School program to support student learning • staff release to increase community engagement • employment of additional staff to support MiniLit intervention program implementation. • resourcing to increase equitability of resources and services • 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: Meeting the additional learning needs of students from low socio-economic backgrounds at our school by employing a teacher to improve student outcomes.</p> <p>After evaluation, the next steps to support our students will be: Continue to reduce class numbers, mentoring identified students with literacy and numeracy support, providing funding to ensure engagement in whole school activities, including extra- curricular activities including school laptops and excursions.</p>
<p>Aboriginal background</p> <p>\$13,946.06</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Tarrawanna Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>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"> • Proactive wellbeing & inclusion practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process • employment of additional staff to support literacy and numeracy programs • staffing release to support development and implementation of Personalised Learning Pathways • employment of specialist additional staff (LaST) to support Aboriginal students • community consultation and engagement to support the development of cultural competency <p>The allocation of this funding has resulted in the following impact: A positive impact demonstrated by an uplift towards our literacy and numeracy targets for Aboriginal students. 100% parents came to PLP meetings. Acknowledgement of Country integrated into classroom programs.</p> <p>After evaluation, the next steps to support our students will be: Development of the Reconciliation Action Plan.</p>
<p>English language proficiency</p> <p>\$31,860.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Tarrawanna Public School.</p> <p>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"> • Data driven practices - 3 weekly cycles

<p>English language proficiency</p> <p>\$31,860.00</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: Meeting the additional learning needs of students with limited English language proficiency at our school by employing a teacher to improve student outcomes.</p> <p>After evaluation, the next steps to support our students will be: Mentoring identified students with literacy and numeracy support, providing funding to ensure engagement in whole school activities, including extra-curricular activities including school laptops and excursions.</p>
<p>Low level adjustment for disability</p> <p>\$66,820.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Tarrawanna Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>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"> • Data driven practices - 3 weekly cycles • Proactive wellbeing & inclusion practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in the following impact: All students have individual learning goals for personalised learning.</p> <p>After evaluation, the next steps to support our students will be: Employment of a Learning and Support Teacher (1.4FTE). Learning and Support Teacher coordination of TPS Learning and Support Team. Flexible funding has enabled the employment of School Learning Support Officers (SLSO) to deliver Minilit (small group numeracy intervention) and MultiLit (small group Literacy intervention).</p>
<p>Professional learning</p> <p>\$25,211.42</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 Tarrawanna 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"> • Data driven practices - 3 weekly cycles <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent

<p>Professional learning</p> <p>\$25,211.42</p>	<p>writing</p> <p>The allocation of this funding has resulted in the following impact: In our 2022 Naplan results, 90% of students met expected growth in Reading which is a 35% increase on our 2019 results. We also had 53.85% of students in the top two bands for Reading. All students 3 - 6 participated in check-in assessments and their results matched the Naplan results with all students making good progress in reading assessments. K-2 students have also made good progress with more students leaving Kindergarten with achievement of phonological awareness skills and years 1 and 2 meeting expected targets.</p> <p>In Numeracy, 60% of students in years 3 -6 reached expected growth, an improvement of 17% from 2019 and 43% of students performed in the top 2 bands. This was an increase of 20% since 2019. Our check in assessment results for Numeracy were also showing improvements for all students. Teachers at Tarrawanna have been participating in Maths professional learning this year and we look forward to seeing all students continue to experience success in mathematics.</p> <p>After evaluation, the next steps to support our students will be: Monitor intervention programs with the goal of reducing students requiring support.</p>
<p>QTSS release</p> <p>\$22,754.36</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Tarrawanna Public School.</p> <p>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"> • Evidence based initiatives <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 • assistant principals provided with additional release time to support classroom programs • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> -Greater capacity for class teachers to work collaboratively -Greater capacity to coach and mentor Beginning Teachers <p>After evaluation, the next steps to support our students will be:</p> <p>-In 2023, we will be using this funding (0.7FTE) to ensure all members of the Executive team are 'off-class' to work 'shoulder-to-shoulder' with teachers in their ability to cater for the diverse needs of learners in their classes.</p>
<p>COVID ILSP</p> <p>\$84,878.00</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. • releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups • providing targeted, explicit instruction for student groups in literacy/numeracy - quantifying numbers and spelling

COVID ILSP

\$84,878.00

The allocation of this funding has resulted in the following impact:

Improved Naplan results this year have Tarrawanna PS as the lead school for student growth in reading in Wollongong North. In 2022 Tarrawanna has 53.85% of students in the top two bands for Reading. 90% of students met expected growth and internal check in assessments also match these results. K-2 students have also made good progress with more students leaving Kindergarten with achievement of phonological awareness skills.

After evaluation, the next steps to support our students will be:

In 2022 we began continued group phonics intervention for K-2 students and whole class teaching of systematic and explicit phonics. Years 3-6 students were also targeted in reading intervention programs with Covid ILSP funding. This will continue in 2023.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	45	52	61	70
Girls	64	62	64	64

Student attendance profile

School				
Year	2019	2020	2021	2022
K	91.2	92.7	92.0	86.9
1	88.7	90.3	90.3	86.2
2	89.8	85.9	86.6	86.6
3	91.7	89.0	86.1	82.2
4	92.8	93.6	93.1	79.8
5	94.7	88.8	87.4	82.2
6	94.7	95.0	82.4	80.5
All Years	92.1	91.0	88.6	84.2
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
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	92.1	91.8	91.5	86.3
All Years	92.8	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)	4
Classroom Teacher(s)	11.52
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.2
School Counsellor	1
School Administration and Support Staff	1.81

*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	53,002
Revenue	3,290,203
Appropriation	3,260,558
Sale of Goods and Services	-57
Grants and contributions	28,936
Investment income	766
Expenses	-3,192,604
Employee related	-2,924,865
Operating expenses	-267,739
Surplus / deficit for the year	97,599
Closing Balance	150,601

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	57,977
Equity Total	214,513
Equity - Aboriginal	13,946
Equity - Socio-economic	101,886
Equity - Language	31,860
Equity - Disability	66,821
Base Total	1,363,605
Base - Per Capita	31,585
Base - Location	0
Base - Other	1,332,020
Other Total	1,266,402
Grand Total	2,902,497

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

Student Survey results indicated the following:

- 91% of students feel they are supported and encouraged by teachers, with results exceeding the NSW Government Norm.
- 91% of students believe they display positive behaviour at school and do not display disruptive and inappropriate behaviour (NSW Govt. Norm is 83%). This is a 6% increase from previous years.
- Students scored higher (75%) than the NSW Government Norm (70%) when rating the positive learning climate. They noted teachers at Tarrawanna establish expectations, check for understanding and are providing timely feedback.

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

- 81% of parents feel welcome at school (NSW Govt. Norm is 75%), and they believe the physical environment is easy to access and the grounds are well maintained.
- The majority of parents believe the school supports their child's learning, with an increase over 10% from previous years and 87% agreeing they would recommend the school.
- Parents also indicate that they are well informed about their child's progress.
- 90% of parents agreed that the school supports positive behaviour and that school rules are well understood (NSW Govt. Norm is 74%).
- 50% of parents strongly agree that the school is a culturally safe place for all students.

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

Our school implemented a Professional Learning survey via Google Forms at the end of 2022. An analysis of the results indicated that teachers felt learning was valuable, targeted and practical, identifying the value in content and appropriateness for their classrooms.

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.