

2022 Annual Report

Tangara School



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Introduction

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

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

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School vision

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

At Tangara School we aim to prepare students for quality life long learning and inspire them to be independent, responsible, and connected members of the community. We aim to do this through strong community connections, developing a robust, high expectations culture for all, inclusive of both staff, families and students. Our teaching prioritises development of both social and academic skills with all planning considerate of meaningful context for our students. Tangara is a place of belonging for all, operating within a supportive caring environment.

At Tangara every student is known, valued and cared for. Using a strength based approach we facilitate learning that motivates, engages and inspires. We are advocates of student voice, promoting inclusivity in goal planning and understanding expectations.

As a staff, we are proud of the effective team we are, consistently striving to improve student outcomes in all areas of learning. We are reflective practitioners. Collaboration is key. Collaborating with colleagues, collaborating with community of schools, collaborating with families, collaborating with allied health, is imperative for best practice.

Our hope for our students is that they see themselves as life-long learners, curious and brave beyond school life, active participants within their community.

School context

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

Tangara School has students from the age of 4 to the age of 18, from Kindergarten to Year 12. Currently, 21% of our students identify as Aboriginal and/or Torres Strait Islander.

Tangara School's Strategic Improvement Plan has been informed by the situational analysis and in consultation with community and includes shared values and high level aspirations for ongoing improvement. Clearly aligning with department priorities, the school has a focus on Literacy and Numeracy. We engage our students using visible and high interest learning and inquiry-based learning programs. We run on two week learning cycles, considerate of our K-12 cross-curricular scope and sequences designed to meet our curriculum requirements. We have a flexible approach to development of Personalised Learning and Support Plans, and include allied health services in order to best serve the interest of the individual students. We develop learning goals formulated by accurate assessments of every student's skills in reading, writing and maths, based on the NSW Literacy and Numeracy Progressions. In addition, we include personal goals that address communication, wellbeing, self-regulation and independence.

Our families value the work we do with our students and report feeling included and engaged with our school community.

Tangara School has flexible learning spaces indoors and outdoors, a hydrotherapy pool with an accompanying swim program that runs twice a week in Terms 1 and 4, we have an industrial kitchen, with an area dedicated to learning life-skills, a library and purpose-built sensory space and a kitchen garden. We run Literacy and Numeracy programs designed by executive and developed in collaboration with a curriculum team, including our new framework for Numeracy, *Window to Maths*. High school content is linked with real life context, and provides opportunity to apply their learning through meaningful, authentic activities, building on independence.

Currently sitting at 7 classes, by the end of 2025, with consideration to the areas rapid urban growth, we hope to have an additional two classes.

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

Strategic Direction 1: Student growth and attainment

Purpose

Tangara's purpose is to maximise learning outcomes and growth for every student. A focus on data driven practice with a focus on improving literacy and numeracy skill acquisition. The work is underpinned by evidence informed strategies and embedded evaluative practices. Whole school processes will be developed in data collection and analysis, providing evidence that teaching practice has ongoing positive impact with whole school culture of high expectations for all., showing learning growth every year for all students.

Initiatives

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

- High Quality Learning Using Data Driven Practices

Resources allocated to this strategic direction

SSP supplementary funding: \$167,786.00

SSP quality teaching support: \$28,173.00

Literacy and numeracy: \$2,121.65

Aboriginal background: \$8,332.67

QTSS release: \$10,917.50

Summary of progress

During 2022, all staff participated in professional learning around *Window to Maths* and implemented in daily math instruction. To support reflective practice and robust assessment processes executive staff introduced learning portfolios for literacy and numeracy. These aimed to provide teachers, parents and students with evidence of learning growth. Professional learning feedback was indicative that all teachers understood the purpose of using portfolios. The executive team led the development of non-negotiables such as levels of prompting, student voice, inclusion of progression codes and an engagement scale to also ensure student level of engagement was considered in assessment. Professional learning focused on progressions and assessment processes. Teaching staff developed dynamic data walls representing student skill acquisition and aimed to facilitate collegial discussion around variables, the importance of creating SMART goals and weekly opportunities to reflect on and receive feedback on their teaching practice with supervisors and colleagues. Professional learning also had a focus on explicit instruction in both literacy and numeracy. As a teaching team, staff developed a two week learning cycle in all key learning areas, promoting reflective practice to best support teachers in their pedagogy they were given an additional 30 mins release per week from face to face teaching to work 1:1 with an Assistant Principal to focus on data informed practice. 100% of teachers are consistently using the two week cycle in both literacy and numeracy. Data provided evidence of student growth throughout 2022 in all Personal Learning Support Plan (PLSP) goal areas of up to 40%, inclusive of a reading, writing, math and personal goal. All students showed growth in literacy and numeracy skill acquisition. Tangara staff continue to work on improving our processes to ensure consistency and reduce subjectivity when assessing.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase in the percentage of students achieving their Number, Algebra/Measurement & Space PLSP goals	Term 4's data shows 83.9% of students achieving Number & Algebra/Measurement & Space personal learning goals. An uplift of 40% from Term 1's data.
Increase in the percentage of students achieving their Literacy PLSP goals	Term 4's data shows 90.3% of students achieving their reading and writing personal learning goals. An uplift of 40.3% from Term 1's data.

Strategic Direction 2: Wellbeing for learning

Purpose

Student voice advocates for students feeling heard, seen and valued. Tangara School is committed to ensuring student wellbeing through a positive school connection and a sense of belonging in order to thrive, succeed and learn. They have input into their learning and are provided with opportunities to communicate their individual needs. Students strive to make best choices within a positive behaviour for learning framework.

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.

- Improving student wellbeing

Resources allocated to this strategic direction

Professional learning: \$7,000.35

Socio-economic background: \$30,081.37

SSP quality teaching support: \$8,500.71

SSP supplementary funding: \$138,660.00

Summary of progress

Throughout 2022, opportunities were provided for students to have voice in their engagement in the curriculum and their own learning. Teachers developed a visual scale for students to respond to their enjoyment of learning tasks. Evidence of responses were included in portfolios for both the teacher and the student to reflect upon and for teachers to provide feedback to students around their own learning. There was a reduction in playground incidents, which may be in part credited to increased engagement in learning as a result of beginning to understand connections and patterns of engaged learning, however the variables do also need to be considered, such as understanding of tasks and correlating student voice with teacher observations and anecdotal notes.

Therefore, student voice using augmentative and alternative communication will be a focus in 2023. We also aim to work on improving sustained learning times for our students in 2023, using collected data on student voice around learning engagement.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase opportunities for student voice, participation and leadership in all areas of schooling.	Throughout 2022, 100% of teachers were using the visual scale with 100% of students. On reflection, students need to be offered alternatives to gauge authentic and consistent responses.
Decrease in student behaviour incidents across all school environments.	Targeted and individual intervention programs have positively impacted our behaviour incidents, with a reduction of incidents from Term 2 sitting at 80, down to 18 in Term 4.

Strategic Direction 3: Connected Communities.

Purpose

Tangara offers an information hub to empower families. Tangara recognises the role of family in student wellbeing, learning growth and decision making. Families are active participants in school life. Focus is on post school life readiness. The aim is to connect with external providers and a broad community of schools to develop learning and information networks.

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.

- Community partnerships & parent partnerships

Resources allocated to this strategic direction

Per capita: \$20,285.12

Location: \$1,803.00

Professional learning: \$7,114.00

SSP quality teaching support: \$10,500.00

SSP supplementary funding: \$32,968.00

Summary of progress

Throughout 2022, Tangara School set about re-building as a hub of family connection and belonging. Parents reported that during COVID, they missed a place to connect and link in with other families and it highlighted the important role schools play in providing this. Whole school celebrations though out the year provided opportunities for families and the wider school community to reconnect. Relationships were built with our Community of Schools, which aimed to work towards successful social interaction, improve student self-efficacy and positive experiences outside the safety of our school environment. All feedback remained positive, with many of our parents indicating an interest in being part of focus groups and requesting to support the school directly in varying capacities. The end of 2022 saw our highest number of kindergarten enrolments to date, ready to begin for the following year. The school developed individual transition plans to support a successful transition and parent packs for school readiness, ensuring our kindergarten students and their families celebrated that first day with success and pride. Teachers participated in professional learning to ensure goals were SMART goals. Additional time off class was also given to teachers to work collaboratively on transitioning students in handover to work on PLSP goal planning will continue to work towards our Aboriginal connections and have employed Community Links for 2023 to provide cultural activities for our Aboriginal students, with the aim of building their connection to Country. Tangara School will be working collaboratively in 2023 with Community Circles to link our Aboriginal families with support services.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the proportion of students demonstrating improved independence and self-regulation as measured through individual transition plans and school to work data.	Our projects with community of schools received 100% positive feedback from staff and students involved with plans to continue in 2023. The developed kindergarten transition plan received 100% positive feedback from parents. Self-regulation will be a focus for 2023.
Uplift in positive feedback with a focus on building a culturally safe school as reported by our Aboriginal students and their families.	In 2022, an additional learning support officer provided classroom support for learning. They supported engaged learning, positive behaviour intervention programs and a gardening program. Aboriginal students and families have indicated a desire to work with Community Links around connection to Country. In 2023, processes will be developed to collect baseline data from both student and parent voice to ensure uplift is measured more robustly.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$30,081.37</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Tangara School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Improving student wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff for positive behaviour for learning, Tangara 5 initiative to support student learning and engagement • additional staffing and resources to support positive behaviour planning and programming. <p>The allocation of this funding has resulted in the following impact: Significant reduction in behaviour incidents across playground and classroom contexts. A system has been developed and implemented facilitating student voice in learning. Staff report feeling supported and better equipped to manage behaviour. Systems and processes have been developed for behaviour support planning.</p> <p>After evaluation, the next steps to support our students will be: professional learning around using sensory profiles to build students capacity to regulate behaviour with some independence. Teacher release time to develop and embed profiles into our teaching programs and personalised learning support goals, with opportunities for parent to attend workshops and information sessions run by staff.</p>
<p>Aboriginal background</p> <p>\$8,332.67</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Tangara School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Quality Learning Using Data Driven Practices <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 literacy and numeracy programs <p>The allocation of this funding has resulted in the following impact: Aboriginal students had 50% uplift in the achievement of their learning goals in reading and writing. Numeracy goals showed no uplift.</p> <p>After evaluation, the next steps to support our students will be: engaging additional learning support officer to work alongside teachers in the delivery of differentiated, high interest personalised support to Aboriginal students with a specific focus on numeracy.</p>
<p>Location</p> <p>\$1,803.00</p>	<p>The location funding allocation is provided to Tangara School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Community partnerships & parent partnerships <p>Overview of activities partially or fully funded with this operational funding include:</p>

<p>Location</p> <p>\$1,803.00</p>	<ul style="list-style-type: none"> • incursion expenses <p>The allocation of this funding has resulted in the following impact: All students provided with the opportunity to participate in an inclusive, whole school activity supporting learning linked to our unit 'Out of this World' through a virtual reality experience.</p> <p>After evaluation, the next steps to support our students will be: providing students with further opportunities to engage in unique opportunities and experiences linked to learning, overcoming barriers that disability and location may prevent.</p>
<p>Professional learning</p> <p>\$14,114.35</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Tangara School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Community partnerships & parent partnerships • Improving student wellbeing <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Additional teacher release time to work with a supervisor to develop student SMART goals. <p>The allocation of this funding has resulted in the following impact: increased capacity of all teachers to effectively develop SMART personalised learning support goals linked to progressions. Teachers received mentoring and ongoing support in formative assessment and understanding how their students learn not just what they are learning. Teachers have had opportunity to work collegially to develop learning portfolios to ensure data informed practices are robust.</p> <p>After evaluation, the next steps to support our students will be: personalised and targeted professional learning in a whole school approach to using portfolios through an agreed platform, providing evidence for skill acquisition for staff, students and parents.</p>
<p>Literacy and numeracy</p> <p>\$2,121.65</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Tangara School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Quality Learning Using Data Driven Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • resources to support the quality explicit teaching of numeracy. <p>The allocation of this funding has resulted in the following impact: an explicit maths program 'Top Ten' which provides a consistent framework and lesson plans, ensuring a consistent whole school approach to the teaching of numeracy. Teachers and SLSOs received ongoing support in the delivery of the program.</p> <p>After evaluation, the next steps to support our students will be: teacher release time to adapt 'Top Ten' lesson plans to support high school life skill outcomes, ensuring relevant meaningful learning for post-school life.</p>
<p>QTSS release</p> <p>\$10,917.50</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Tangara School.</p>

<p>QTSS release</p> <p>\$10,917.50</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"> • High Quality Learning Using Data Driven Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in the following impact: improved staff confidence in data driven practices and using formative assessment. All teachers have now embedded evidence based, reflective teaching in their daily practice.</p> <p>After evaluation, the next steps to support our students will be: Professional learning for teachers in understanding and using the Assessment for Complex Learners, Literacy and Numeracy Precursor Indicators for formative assessment.</p>
<p>COVID ILSP</p> <p>\$15,733.00</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"> • providing targeted, explicit instruction for student groups in literacy - reading and viewing focus. <p>The allocation of this funding has resulted in the following impact: Increased participation and engagement in literacy and numeracy lessons and an uplift in skill acquisition and PLSP goal achievement.</p> <p>After evaluation, the next steps to support our students will be: Continued delivery of this program in 2023. 1:1 instruction will continue to be offered for students identified as consistently not achieving their literacy learning goals in semester 1. numeracy will be the focus for Semester 2.</p>
<p>SSP supplementary funding</p> <p>\$339,414.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Tangara School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Quality Learning Using Data Driven Practices • Community partnerships & parent partnerships • Improving student wellbeing <p>Overview of activities partially or fully funded with this site specific funding include:</p> <ul style="list-style-type: none"> • engagement of Instructional Leader to support student growth and attainment outcomes • additional staffing to support the implementation of individual students' healthcare and Personalised Learning and Support Plans (PLSPs) • executive release to ensure all students benefit from high quality teaching and learning practices that best meet the full range of their individual needs. <p>The allocation of this funding has resulted in the following impact: Teacher capacity and confidence in; data informed practices, SMART goal setting, explicit teaching and behaviour support. Teachers weekly received mentoring and coaching, and opportunities to receive tailored professional learning and support. Systems and processes were developed by executives off class to ensure a consistent whole school approach to</p>

SSP supplementary funding \$339,414.00	<p>student well being and health care planning. The impact was a substantial uplift in student goal achievement, a reduction in behaviour incidents, and staff reported feeling supported in medical complexities of students and meeting individual needs.</p> <p>After evaluation, the next steps to support our students will be: to continue building student engagement and continued student learning growth through executive staff off-class to support sensory regulation, behaviour planning, inclusive of independent and targeted interventions. Continued staff support through executive mentoring to deliver excellent practice in literacy and numeracy. Additional support staff to work alongside teachers to deliver learning and wellbeing practices in the classroom.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	17	16	24	29
Girls	12	9	7	7

Attendance

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

Attendance figures 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)	2
Classroom Teacher(s)	5.68
Teacher Librarian	0.2
School Administration and Support Staff	9.42

*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	322,924
Revenue	2,642,122
Appropriation	2,629,899
Grants and contributions	11,782
Investment income	441
Expenses	-2,510,627
Employee related	-2,326,848
Operating expenses	-183,779
Surplus / deficit for the year	131,495
Closing Balance	454,419

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	0
Equity Total	38,414
Equity - Aboriginal	8,333
Equity - Socio-economic	30,081
Equity - Language	0
Equity - Disability	0
Base Total	2,023,276
Base - Per Capita	20,285
Base - Location	1,803
Base - Other	2,001,188
Other Total	425,327
Grand Total	2,487,017

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

Parent/caregiver, student, teacher satisfaction

Based on formal feedback, anecdotal evidence and informal conversations throughout 2022, parents and caregivers indicated the things they liked most about Tangara School were:

- support and care for both their child and the family
- sense of belonging and connection that school events provided such as Harmony Day, end of year presentation and celebration, Tangara's 50 Year anniversary celebration, and Book Week.
- parents and carers gave 100% positive feedback for the kindergarten transition program.

Based on anecdotal evidence and informal conversations, parents and caregivers indicated they would like ongoing opportunities to attend information sessions to support their child's wellbeing, parents have requested we also provide morning teas as an opportunity to meet other parents. Parents are also seeking opportunities to support Tangara through volunteer work on site.

Student engagement levels are measured through a matrix during learning. Learning engagement is higher during music based activities and hands on learning opportunities.

In 2023 we will seek to survey students using augmented alternative communication, to provide improved student voice around likes and dislikes of school life.

Based on anecdotal evidence, formal feedback and informal conversation with both teaching and non-teaching staff, the most preferred activities of their job include

- supporting students to achieve their goals
- working within a supportive team and the collegiality this offers
- support of executive team

School staff were most dissatisfied with

- administrative tasks
- managing complex and challenging behaviours

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.