

# 2023 Annual Report

## Tarago Public School



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# Introduction

The Annual Report for 2023 is provided to the community of Tarago 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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Tarago Public School

Goulburn-Braidwood Rd

Tarago, 2580

<https://tarago-p.schools.nsw.gov.au>

[tarago-p.school@det.nsw.edu.au](mailto:tarago-p.school@det.nsw.edu.au)

4849 4418

## School vision

Tarago Public School promotes and fosters a culture of care, respect and enrichment. We are committed to every student, staff member, leader and school improving every year. We strive to ensure this happens by promoting high expectations, personal growth and achievement for all of our students. We aim towards developing highly literate and numerate, future focused learners through the provision of quality, evidence-based teaching and learning programs. Our school community works in partnership to prepare students who are positive, responsible, respectful and resilient global citizens.

## School context

Tarago Public School is located in the village of Tarago, in the Southern Tablelands of New South Wales. Situated 39 kilometres south of the city of Goulburn and 69 kilometres north-east of Canberra, within the Goulburn Mulwaree Council area. The school is positioned on the Goulburn-Braidwood Road and has provided education to the Tarago community since 1892. Tarago Public School draws students from within Tarago village as well as students from surrounding rural areas.

At Tarago Public School we provide an inclusive learning environment and empower students to take responsibility for their learning through our core values of being respectful, safe learners who 'Strive To Excel.' We deliver academic programs that challenge and provide our students with differentiated instruction and skills for future success. Students learn in comfortable and well-resourced classrooms. They use the latest technology which promotes engagement in their learning and every child has access to a device to assist in their learning.

Our staff are enthusiastic, dedicated and caring and provide a safe, supportive learning environment where every child is known, valued and cared for. Our school is developing a culture of evidence based, data informed decision making and aims to build the capacity of all teachers to lead and improve learning in an innovative setting.

Our students enjoy participating in a variety of extra curricular activities including music, Japanese, public speaking and sport to develop their confidence and talents. We also collaborate with the Goulburn Community of Public Schools and the Tablelands Rural Education Community.

## Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework. 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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At Tarago Public School we will continue to create an engaging student-centred learning environment, through evidenced based high impact teaching practices, that guide, challenge and motivate all students to become effective, skilled problem solvers who can confidently apply thinking skills, mathematical reasoning and reading comprehension across all key learning areas and in their everyday lives. This will be underpinned by high expectations of teachers to deliver a curriculum that is differentiated, reflective, evaluated by data informed practice and relevant to meet the needs of the students and community.

### 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.

- Personalised Learning
- Data Driven Practices

### Resources allocated to this strategic direction

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Aboriginal background  
Low level adjustment for disability  
Socio-economic background  
English language proficiency  
Professional learning  
QTSS release  
AP Curriculum & Instruction

### Summary of progress

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#### Progress measures

Improvement in the % of students expected growth in reading as evidenced by school assessment data.

#### To what extent did we achieve the purpose?

We are tracking well towards achieving both improvement and progress measures.

#### What did we do?

We assessed all students utilising internal and external assessments such as Best Start, Phonological Awareness, Essential Assessment, Check in Assessment, Literacy and Numeracy Progressions and the Sound Waves Spelling Program. Improvement in the % of students expected growth in reading as evidenced by school assessment data.

#### How well did we do it? What was the impact?

From analysing literacy and numeracy data we were able to develop explicit teaching and learning programs targeted at students' point in time learning. We also used this data to develop individual learning plans to lead to maximum student impact. All students are demonstrating growth in reading and numeracy.

#### D: What data do I need to answer these questions?

We used pre-assessment and post-assessment data, both formative and summative. Reading levels and fluency rates were assessed.

#### I: What are the next steps?

Continue to collect data on all students and make adjustments to teaching and learning programs and ILPs.

The AP C&I will collaboratively plan with 3-6 teachers to embed the new English and Mathematics Syllabus and programming units from the Universal Resource Hub.

### Progress towards achieving improvement measures

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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
Improvement in the % of students expected growth in reading as evidenced by school assessment data.	From analysing literacy data we were able to develop explicit teaching and learning programs targeted at students' point in time learning. We also used this data to develop individual learning plans to lead to maximum student impact. All students are demonstrating growth in reading and numeracy. The impact of this activity is that it showed us how effective our teaching was last year using the initialLit program with our K/1 students. The activity gave us focus as a staff on particular areas that we wanted to track and measure progress.
Improvement in the % of students expected growth in numeracy as evidenced by school assessment data.	This activity contributed to the progress measures by tracking and monitoring student progress in numeracy. There are students eligible to participate in the Check in Assessments at this time.

## Strategic Direction 2: Learn, Grow and Belong

### Purpose

At Tarago Public School we will continue to provide a safe, supportive and innovative environment where every child is known, valued and cared for and actively connects to their learning. To ensure that all of our students are able to connect, succeed, thrive and learn, quality school wellbeing policies, plans, programs and procedures will be planned effectively to meet the needs of all students, staff and community.

### Initiatives

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

- Wellbeing Processes

### Resources allocated to this strategic direction

#### Location

#### Per capita

#### Low level adjustment for disability

#### Professional learning

### Summary of progress

This year we continued utilising our Positive Behaviour Policy. All students are able to succeed in the framework and are earning behaviour awards for all expectations. This year our Diamond Members have increased. This is a sign of excellent behaviour all year, respecting school values and rules on a daily basis.

We have been fortunate to offer Before and After School Care with the assistance of TheirCare and this is heavily funded by the Government. With this service now operating our school enrollments have increased. During the year we organised and attended Shared learning days with other small schools. We continued to contribute monthly to the local newspaper to engage the community in our activities. These activities strengthened our connections with the wider community and contributed to school wellbeing and student engagement. Our school surveys demonstrated a positive view of the school culture. Our School Council continues to operate and has planned numerous activities and events for 2023. Students involved have developed their leadership skills and feel very proud to be part of the Council.

We are currently not meeting the school improvement measures for Attendance. Currently 55% of our students attend more than 90% of the time. Our attendance rate is 89.4%. 2% higher than the DOE State and 5% higher than the Network. We continually work on improving this target. The fortnightly 100% attendance awards and the yearly prize of a tablet for the student with the highest attendance rate continues to assist as incentives to attend school. This year staff participated in the Guided Attendance workshops. We have focused on implementing intervention strategies for Tier 1 students. We will continue to identify absences of specific cohorts for Tier 1 students (80-90%) and deepen understanding of universal supports across the department.

Next year we will lead the implementation of the Inclusive Engaging Respectful (IER) policy in 2024 and design the new Behaviour School Management Plan to ensure an inclusive, engaging and respectful school environment.

### 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 % of students demonstrating positive wellbeing (sense of belonging, expectations for success, advocacy at school) to a minimum of 70%.	The results of a school wide survey undertaken at Tarago Public School in 2023, indicate the percentage of students demonstrating a sense of belonging has increased to 90%, the percentage of students with high expectations for learning has increased to 100%.
Improvement in percentage of students attending 90% of time to the lower bound of the system negotiated target	This year's attendance rate is higher at 89.4%. The percentage of students attending more than 90% of the time has increased by 5% and is currently at 55%. We are working towards our system negotiated target.

(70%).



## Strategic Direction 3: Educational Leadership

### Purpose

At Tarago Public School staff will demonstrate the capacity to lead a collaborative, consultative culture of continuous improvement, which is evidence - based and research informed, so that every student, every staff member, every leader and the school improves every year.

Staff will model instructional leadership and demonstrate high quality teaching practices and share responsibility for student improvement in literacy and numeracy across the school and create a culture of high expectations resulting in sustained and measurable improvement.

Staff will continue to improve their professional competence and keep up to date with the latest quality practices in teaching, assessment, reporting and reflection to create a culture of consistent school-wide assessment and reporting practices that are streamlined, timely and student-centered to exceed the diverse needs of the students, staff and the community.

### Initiatives

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

- High Performance Culture

### Resources allocated to this strategic direction

### Summary of progress

Tarago Public School has continued to work collaboratively with TREC Schools and the Yass Small School Network, focusing on improving teacher and student formative assessment and feedback practices to improve targeted, differentiated teaching and learning. The PLC focus has shown increased student learning due to the explicit, quality feedback being provided to students and increased student reflection.

The school team and Small Schools Professional Learning Community (PLC) continue to cross reference the High Impact Professional Learning Continuum and the Key Practices for Instructional Collaboration Matrix so that staff are reflecting and working towards leadership growth against the descriptors of practice.

Teachers across the PLC continue to use specific assessment data to diagnose student need, provide suitable interventions and evaluate their impact using progress data. Throughout the year, staff have engaged in consistent teacher judgement processes across schools; discussed what a year's growth looks like within each school context; and conducted data analysis to inform shifts in teaching practice. The APC&I has been instrumental in providing demonstration classes for staff and this has assisted greatly in implementing the K-6 English and Mathematics Syllabus.

We have also established a Sister School agreement with SD Al Muslim Jatim in East Java. Indonesian teachers have visited our school and both schools have participated in professional learning around ICT, design thinking and pedagogical exchanges. This connection has enabled teachers and students to have a deeper intercultural understanding and new knowledge about Indonesia and Australia.

Our next steps are to ensure that future professional learning relating to student learning can be applied in classroom practice and is based on identified student needs. The PLC continues to enhance systems and processes for sharing resources and best practice across schools, as well as improving the collection of evidence of student learning so that staff can consistently see the links between targeted professional learning and ongoing student improvement.

Future Professional learning focus for the PLCs will include leading and preparing for the 3-6 English and Mathematics Syllabuses and Curriculum Reform. Staff will also participate in Middle leadership training.

### 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>THE PLC will move from developing practice in the key Practices for Instructional Collaboration Matrix.</p>	<p>Teachers continue working collaboratively at building their collective efficacy. The PLC continue to collect data that identifies student progress. Completed PL on the new K-2 English and Mathematics Syllabus. We have aligned school plans within our PLC.</p>
<p>The school (as a member of the PLC) will demonstrate emerging descriptors in High Impact Professional Learning to deliver embedded, ongoing school improvement of teaching practice and student results aligned to the Strategic Improvement Plan.</p>	<p>Teachers regularly collect and use assessment data that monitors achievement and identifies gaps in learning to inform planning for particular student groups and individual students. There is shared responsibility for ongoing professional learning and growth in teaching practice. The school collects and analyses student progress and achievement data to identify areas for further development.</p>

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$8,913.96</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Tarago 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>• professional development of staff to support student learning</li> <li>• resourcing to increase equitability of resources and services</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Literacy and numeracy programs and resources, to support teaching, learning and assessment. - Provision of resources and additional programs for students to access the curriculum.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue to employ School Learning and Support Officers (SLSOs) to support interventions for targeted students.</p>
<p>Aboriginal background</p> <p>\$4,592.71</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Tarago 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> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> An increase of Aboriginal families engaging in the Personalised Learning Pathways (PLP) process. The creation of a school culture that values the identity, culture, heritage and languages of our Aboriginal histories and culture.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Enhanced partnerships between the school and families, with events for the families and students, building relationships across the community and sharing culture and school successes.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Tarago 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 equity loading include:</b></p> <ul style="list-style-type: none"> <li>• provision of additional EAL/D support in the classroom and as part of</li> </ul>

<p>English language proficiency</p> <p>\$2,400.00</p>	<p>differentiation initiatives</p> <p><b>The allocation of this funding has resulted in the following impact:</b> Increased teacher capacity to cater for EAL/D students in mainstream classrooms.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Ongoing professional learning to identify language and cultural demands across the curriculum.</p>
<p>Low level adjustment for disability</p> <p>\$35,300.47</p>	<p>Low level adjustment for disability equity loading provides support for students at Tarago 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> <ul style="list-style-type: none"> <li>• Effective Classroom Practice</li> <li>• Wellbeing Processes</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>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• targeted students are provided with evidence-based interventions to increase learning outcomes</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The school achieved a more consistent approach to student learning support and interventions.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To further expand the impact of the Learning and Support Team (LST), the school will provide additional support for identified students through the employment of trained School Learning and Support Officers (SLSOs).</p>
<p>Location</p> <p>\$5,531.15</p>	<p>The location funding allocation is provided to Tarago 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>• Wellbeing Processes</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>• subsidising student excursions to enable all students to participate</li> <li>• incursion expenses</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Increased subject opportunities and choices for students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Developing and delivering professional learning open to other schools, supporting the school to increase collaboration and overcome isolation.</p>
<p>Professional learning</p> <p>\$6,548.39</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 Tarago 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> <li>• Wellbeing Processes</li> </ul>

<p>Professional learning</p> <p>\$6,548.39</p>	<p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>unpacking evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Increased opportunities for staff to engage in professional discussions, observations and professional dialogue.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Increased personalised and targeted professional learning in reading and numeracy strategies.</p>
<p>QTSS release</p> <p>\$6,273.50</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Tarago 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>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> Improved staff confidence and quality teaching practice.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Support for classroom teachers to deliver quality explicit teaching strategies across the curriculum.</p>
<p>COVID ILSP</p> <p>\$14,159.99</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 2023.</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 educators to deliver small group tuition</li> <li>providing targeted, explicit instruction for student groups in literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The majority of the students in the program achieving significant progress towards their personal learning goals.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Small-group tuition to continue in the foundational skills of reading and numeracy.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	19	20	18	19
Girls	15	14	8	17

## Student attendance profile

School				
Year	2020	2021	2022	2023
K	92.9	88.1	82.3	91.7
1	94.9	80.8	72.7	94.5
2	94.3	89.7	75.9	98.6
3	98.2	89.6	87.2	83.1
4	95.6	93.1	71.5	85.3
5	92.3	93.6	91.7	85.9
6	94.7	92.2	87.7	85.9
All Years	94.3	88.6	79.4	89.6
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

## Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

## 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
Assistant Principal(s)	0.2
Classroom Teacher(s)	1.31
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.9

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% 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>	2023 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
<b>Opening Balance</b>	35,731.91
<b>Revenue</b>	676,338.28
Appropriation	659,893.42
Sale of Goods and Services	3,901.05
Grants and contributions	11,307.50
Investment income	1,236.31
<b>Expenses</b>	-661,509.94
Employee related	-585,350.24
Operating expenses	-76,159.70
<b>Surplus / deficit for the year</b>	14,828.34
<b>Closing Balance</b>	50,560.25

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.

	2023 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	51,207
Equity - Aboriginal	4,593
Equity - Socio-economic	8,914
Equity - Language	2,400
Equity - Disability	35,300
<b>Base Total</b>	493,463
Base - Per Capita	6,767
Base - Location	5,531
Base - Other	481,165
<b>Other Total</b>	51,383
<b>Grand Total</b>	596,053

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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

Tarago Public School takes pride in fostering a collaborative and supportive educational environment, earning high levels of satisfaction from parents/caregivers, students, and teachers alike. Parents and caregivers appreciate the school's commitment to open communication and active involvement in their child's learning journey. The school prioritises creating a safe and inclusive space for students, promoting both academic and personal development. Students express satisfaction with engaging and innovative teaching methods, as well as a variety of extracurricular activities that enhance their overall school experience. Teachers at Tarago Public School are dedicated professionals who value ongoing professional development, collaboration, and a positive work environment. This holistic approach to education has led to a strong sense of community satisfaction.

# 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.