Introduction

The Annual Report for 2015 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 school 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.

Linda McLaughlin
Principal

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School background

School vision statement

Every Student Every Opportunity Every Day

The central aim of Tangara School is to provide high quality educational services to students with disabilities. The school is determined to provide for all students, a curriculum which is relevant and challenging, promoting their intellectual, aesthetic, moral, social, emotional and physical development.

Parent/Caregiver and community participation are identified as a critical factor in the school’s functioning and vital to a student’s achievement and success.

School Context

The school provides educational programs for students from the age of four to eighteen years with a range of disabilities, which include an intellectual disability in the moderate to severe range. In 2015 the school has four classes: two primary and two high school classes.

Each student has an outcomes-based individualised program that is designed in consultation with parents and other support agencies. Tangara School offers opportunities for therapy support, integration and transition to post-school life.

School priorities include literacy, mathematics, student wellbeing programs, independent living skills, assistive and supportive technology and communication programming.
Self-assessment and school achievements

Self-assessment using the School Excellence Framework

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

The whole school staff has been introduced to the School Excellence Framework. Two staff members have attended specific training in this new approach to school self-assessment. Discussions with staff have taken place during staff development days, staff meetings and committee meetings. This year, for the first time, the school undertook self-assessment using the elements of the School Excellence Framework.

Our self-assessment process will further assist the school to refine the strategic priorities in our School Plan leading to further improvements in the delivery of quality educational programs to our students.

Our findings are described as follows:

Learning

There is demonstrated commitment within the school community to strengthen and deliver on school learning priorities. One hundred percent of parents and carers visited the school to participate in planning the priorities for student Personalised Learning Plans (PLPs). Detailed healthcare, physical management and behaviour plans were included, when needed for their child.

Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning. The school consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment. This year the school values of I am Kind Calm Safe and Proud were displayed across the school for consistency and used to teach students positive behaviours. Well-developed and current policies, programs and processes identify, address and monitor student individual learning needs. The school’s vision statement of Every Student Every Opportunity Everyday was successful. Students are engaged in a wide variety of activities both in and out of school that are led by specialist teachers e.g. horse-riding, swimming and art.

Teaching

Teachers work together to improve teaching and learning especially in the area of Literacy, which is one of the areas chosen by the school to focus improvement in practice and resources. Teachers in every class are now using a consistent approach to the teaching of reading and writing because of planning and collaboration. This will better support student learning as they move into new classes.

Teachers provide and receive planned constructive feedback from peers, school leaders and students to improve teaching practice as a result of professional development in the area of classroom teacher observations. This year teachers visited each other’s classes to learn from each other and to give positive feedback. Processes are in place to provide formal mentoring or coaching support to improve teaching practice across the school. This year teachers actively shared learning from targeted professional development with others especially in the area of teacher growth and literacy.

The school carries out detailed planning for new students transitioning to school. An orientation meeting is held with all new families to share information about the Tangara program. There are individual meetings held with family members to gather specific and important information about the student to ensure a positive placement.

Leading

Parents and community members have the opportunity to engage in a wide range of school-related activities. Parent meetings were well attended and information was shared on topics such as the new Disability Insurance Scheme and Positive Parenting. The school community gives positive feedback about the educational provision at Tangara School. The school is committed to the development of leadership skills in staff and students. All teaching staff have leadership goals in their professional learning plan and students are given every opportunity to support others and represent the school. Many links exist with communities of schools, other educational providers and other organisations to support the school’s programs.
Strategic Direction 1

Every Student has a Voice

Purpose

To ensure all students participate in all aspects of English to develop cognitively and socially.

To make certain the teaching of literacy across the school is consistent and is based on the current research of best practice in quality education.

To enable students to enjoy quality literature and are given the opportunity to respond using a range of strategies.

Overall summary of progress

In 2015 the school continued to devote improvement in teaching and learning to reading and writing. Staff meetings and staff development days were used to share ideas about developing guided reading plans. Teachers were given additional time off class and worked in pairs to share knowledge and develop guided reading book packs to share with others.

There are now 28 new and fully resourced book packs available from the library. There are new sets of readers. As a result of web-based research and visits to other schools, teachers have adopted the school’s consistent approach to Literacy.

Students enjoy a wide range of reading resources and some are being reading buddies to others. The school has a mail box and students and staff are able to send letters to each other.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 100% of students achieve their individual literacy goal because of a consistent approach to the teaching of reading and writing, all parents help to formulate literacy priorities for their child.</td>
<td>1. All students have a Literacy outcome embedded in their Personalised Learning plan (PLP). 2. 100% of students have a higher level of engagement and or improvement in reading and writing as a result of teachers using guided reading plans that are newly developed and well resourced.</td>
<td>$7500</td>
</tr>
<tr>
<td>2. Teachers confidently develop well-resourced guided reading plans.</td>
<td>1. Teachers increased their knowledge through professional learning activities and used new strategies for the teaching of reading and writing. 2. 28 new book packs have been developed by teachers for student use during lesson time and are available from the library complete with guided reading plans.</td>
<td>$6000</td>
</tr>
<tr>
<td>3. The library is upgraded and fully operational.</td>
<td>3. The school Library is officially open and fully operational with a part-time teacher librarian, new quality fiction and non-fiction books are available along with new teacher reference material.</td>
<td>$2000</td>
</tr>
</tbody>
</table>

Next steps

4. Continue to build upon the excellent improvement in the area of reading and writing with a focus on student assessment.

5. Share Tangara teacher expertise in Literacy with neighbouring schools.
Strategic Direction 2

Active and Engaged learners

Purpose

Building individual and collective capability

Students, staff and parents engage in a wide range of learning activities both in school and in the wider community that are educationally beneficial and promote innovation and inclusion.

To work collaboratively with parents, carers and other professionals to promote a healthy lifestyle for all students as a foundation for learning.

Overall summary of progress

In 2015 changes were introduced to enhance team work as a way for the school to achieve its two strategic directions especially in literacy programming. The school is very proud of the quality programs being offered in reading and writing as a result of teachers working together in many different ways to achieve success.

Students enjoyed a variety of opportunities throughout the year to participate in school and community based programs to broaden their living and leisure skills across the curriculum. Students were able to give very positive feedback about their experiences.

A large number of Parents and Carers enjoyed attending a variety of activities both at parent meetings, and at ‘visit to school’ days with their children.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measure</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students participate every term in a variety of community and school based activities that promote inclusion.</td>
<td>1. Pool activities run terms 1-4 with external swimming teacher: Program documentation and assessment for swimming developed. 2. An Integration program with Bowral P.S. in terms 1-4 led to more community understanding of Tangara School programs and fantastic reading buddies for our students. 3. Every student has an opportunity to participate in Art and Music with external providers resulting in positive results at local Art exhibitions</td>
<td>$1,57,200 via Sporting Schools program 2.Nil 3.$23,000 funded by the P&amp;C</td>
</tr>
<tr>
<td>Teacher knowledge and skills are evidenced by their achievement of professional learning goals.</td>
<td>1. As a result of school-based training on the new Professional Development Framework all teachers are able to set professional goals, which acknowledge the Australian Standards for Teachers and they have support to achieve them. 2. All teachers participated in classroom teacher observation training which led to positive classroom visits by each teacher to share strategies.</td>
<td>Nil $2,500</td>
</tr>
<tr>
<td>Parents and carers have access to information meetings and learning, to support them in the provision of specialized activities for their children</td>
<td>1. New parents were fully informed about all aspects of the life of the school as a result of attending an orientation to school meeting. 100% of parents participate in the process to develop student individual personalised learning plans. 2. Meetings were held to share information about the NDIS, The Stepping Stones Program for parents and the new Library program.</td>
<td>$500</td>
</tr>
</tbody>
</table>

Next steps

- Parents will have more opportunity to be a part of school life through volunteering and organising a parent social network.
- Staff will build upon their successful team work to achieve personal and school goals to ensure every student has every opportunity everyday.
<table>
<thead>
<tr>
<th>Key initiatives (annual)</th>
<th>Impact achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal background funding</td>
<td>At the beginning of 2015 the school had one student who recognised their Aboriginal cultural background. The student had an PLP that took family cultural interests into account. The school used the funding to purchase resources for the library and to fund a ‘Koorie Kulture’ cooking program.</td>
<td>$849</td>
</tr>
<tr>
<td>Socio-economic funding</td>
<td>A school leaning support officer (SLSO) was engaged to support students’ independent living in all classes K-12. The staff gave unanimous positive feedback about the success of this initiative. This had a very positive outcome in the area of higher levels of independence in personal hygiene and health programs. Small group work for instance, in the living skills kitchen was able to take place.</td>
<td>$7,733</td>
</tr>
<tr>
<td>Support for beginning teachers</td>
<td>The Great Teachers Inspired Learners funding was used to support one beginning teacher over a two year period. The beginning teacher and their mentor were given additional release from classroom teaching. The teacher wrote a professional development plan with support from the mentor and supervisor. The teacher visited other schools to share and learn of best practice in the area of literacy and was able to take on a leadership role within the school to support other teacher’s growth. The teacher was also able to mentor mainstream teachers who had students with disabilities integrated into their classes.</td>
<td>$16,977</td>
</tr>
<tr>
<td>More Support for Students with disabilities</td>
<td>This funding was used to implement school improvement in the area of literacy. Staff were given additional release time to work together to improve their knowledge and develop resources in the area of reading and writing for students with complex disabilities. Staff were able to visit other schools to share best practice. Resources were made available to other schools on the school website.</td>
<td>$8,000</td>
</tr>
</tbody>
</table>
Financial information

Financial Summary

This Financial Summary for the year ending 31.12.2015 for Tangara School. The school transitioned to a new financial system in 2014 which included managing of staff salaries. $1,029,488 of the RAM is employee related. The school had a satisfactory audit in 2015.

2015 Actuals ($)

<table>
<thead>
<tr>
<th>Component</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening balance</td>
<td>107,174</td>
</tr>
<tr>
<td>Revenue</td>
<td>1,138,123</td>
</tr>
<tr>
<td>Appropriation</td>
<td>1,101,690</td>
</tr>
<tr>
<td>Sale of Goods &amp; Services</td>
<td>1,000</td>
</tr>
<tr>
<td>Grants &amp; Contributions</td>
<td>34,186</td>
</tr>
<tr>
<td>Investment Income</td>
<td>1,246</td>
</tr>
<tr>
<td>Gains &amp; Loss</td>
<td>-</td>
</tr>
<tr>
<td>Other Revenue</td>
<td>-</td>
</tr>
<tr>
<td>Expenses</td>
<td>1,088,613</td>
</tr>
<tr>
<td>Recurrent Expenses</td>
<td>1,088,613</td>
</tr>
<tr>
<td>Employee Related</td>
<td>1,029,488</td>
</tr>
<tr>
<td>Operating Expense</td>
<td>59,124</td>
</tr>
<tr>
<td>Surplus/Deficit for the Year</td>
<td>49,510</td>
</tr>
<tr>
<td>Balance Carried Forward</td>
<td>156,684</td>
</tr>
</tbody>
</table>

RAM Carried Forward

Funds received through the Resource Allocation Model

<table>
<thead>
<tr>
<th>Component</th>
<th>RAM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base</td>
<td>301,516</td>
</tr>
<tr>
<td>Equity</td>
<td>8,582</td>
</tr>
<tr>
<td>Location</td>
<td>1,803</td>
</tr>
<tr>
<td>Aboriginal</td>
<td>849</td>
</tr>
<tr>
<td>Socio-Economic</td>
<td>7,733</td>
</tr>
<tr>
<td>Language</td>
<td>-</td>
</tr>
<tr>
<td>Disability</td>
<td>-</td>
</tr>
<tr>
<td>Targeted</td>
<td>724,957</td>
</tr>
<tr>
<td>Other</td>
<td>5,179</td>
</tr>
<tr>
<td>Total</td>
<td>1,040,233</td>
</tr>
</tbody>
</table>

RAM Funding by Funding Purpose

[Diagram showing RAM funding by purpose]
Mandatory and optional reporting requirements

Student information
It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile
The table below indicates the school’s enrolment pattern over the past four years. The school had a total enrolment of 24 students in four classes. The school welcomed 5 new students. Students are placed in classes, where possible, according to their age. Two primary and two high school classes operated. Class sizes in 2015 were 6 students to each class staff with a teacher and School Learning Support Officer.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>15</td>
<td>16</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>Female</td>
<td>8</td>
<td>9</td>
<td>8</td>
<td>10</td>
</tr>
</tbody>
</table>

Student attendance profile
Students attending Tangara School have excellent attendance rates. For some students there are medical conditions that impact on attendance. Two students with medical needs had exemptions from attending school full time in 2015.

Post-school destinations
Two students accessed Community Participation programs offered by non-government accredited organisations after completing their schooling in 2015.

Higher School Certificate (HSC)
One year twelve student completed the Higher School Certificate Life Skills Course.

The Stage 6 Life Skills curriculum is a very functional program that allows flexibility depending on the needs and abilities of the individual students.

Record of School Achievement (RoSA)
Three students completed year eleven preliminary course and two students completed year ten.

Workforce information
Reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>1.0</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>3.0</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.168</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>5.176</td>
</tr>
<tr>
<td>Release from Face to Face (RFF)</td>
<td>0.336</td>
</tr>
<tr>
<td>SSP Part-time Teacher</td>
<td>0.168</td>
</tr>
<tr>
<td>Total</td>
<td>10.948</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

The school does not currently have staff who acknowledge Aboriginal cultural heritage.

Teacher qualifications
All teaching staff meets the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate degree or diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate degree</td>
<td>66%</td>
</tr>
</tbody>
</table>
Professional learning and teacher accreditation

The school expended a total of $5,552 in tied funds for teacher professional learning (TPL).

This was used to achieve targets in the 2015 School Plan priorities.

All staff participated in all mandatory training. Mandatory Courses undertaken were:

- CPR training.
- Oxy-resuscitation training to update credentials.
- Anaphylaxis e-learning.
- Child Protection.
- School planning activities for the School Plan 2015-17.
- A variety of courses both on-line and face to face to support the implementation of LMBR reforms.
- 2014 School Administrative Managers Conference.
- Healthcare Procedures.
- Code of Conduct.

Other courses taken were:

- Pro Lo Quo 2 for iPad
- Achieving Accreditation at Highly Accomplished and Lead
- Professional Growth Through Classroom Observation
- Implementing the Performance Development Framework
- Budget Planning
- SEPLA network meetings
- Principal’s briefing about new school classification
- Music Count Us In Webinar
- Primary STEM teacher network
- Aboriginal Education network
- School Finance refresher
- Budget Planning
- SALM & Schools Finance Refresher Workshop
- School Self-Assessment, and
- Literacy
Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

Parents

Parents are given the opportunity to comment on their child’s progress at school twice per year after receiving their child’s progress report. Parent feedback is very affirming of the Tangara School program. Some of the comments were:

- Our son has exceeded our expectations this year... and is overall a happier and more confident young man. Thank you.
- Her school report is wonderful and we are very proud of her.
- Thank you for your informative comments and for all your hard work.
- We were very impressed with the level of content throughout our son’s report.... overall a fantastic report which we were thrilled to read.
- We couldn’t be happier with our daughter’s progress during 2015 or with the care she receives at Tangara School. Thank you so much.
- It’s always a pleasure reading our son’s report. His teachers do fabulous work with him and us.... always encouraging. We look forward to 2016.
- We are so impressed with our son’s education at Tangara. Your reports keep us very involved with his progress.

Teachers

When teachers were asked:

“Did Tangara School successfully achieve the strategic direction 1 Every Student has a Voice”, they all answered yes. Their comments included:

- Professional learning for teachers translated into excellent classroom teaching and learning.
- Staff worked together to get the best results in literacy for students
- Staff were willing to try new strategies and resources and as a result students experienced lots of new learning experiences.
- A big focus was made on working together as a whole school environment with lots of peer support.
- Our teachers united in implementing quality literacy resources opening the way to share expertise and improve student learning and engagement.

Students

Students were surveyed about their enjoyment of various school programs. They were shown a photo of the activity and could respond orally, by choosing a yes/no visual or by gesture. The responses were extremely positive Scripture-98%, Horse Riding, Art and swimming receiving 100% positive responses.

Policy requirements

Aboriginal education

The school had one student who left the school in term one who recognised their Aboriginal heritage. Student attendance is excellent. Students work at their individual level to achieve their educational priorities with the support of school staff and family.

Multicultural Education and Anti-racism

The school has no families who recognise specific cultural backgrounds other than their Australian heritage. The school celebrated Harmony Day in March this year. Students learn about other cultures during Human Society and its Environment (HSIE) activities. Teaching and learning programs all foster students’ understanding of culture, cultural diversity and citizenship.