

Bolwarra Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Bolwarra 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 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.

School contact details

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Message from the principal

The 2019 school year was a unique year in Bolwarra Public School's history. The completion of the school's capital works project provided the school with: 10 new future focused classrooms, a new library, a multi-purpose classroom, upgraded administration block and a fantastic courtyard. These new buildings transformed the look of the school and provide our school community with 21st Century learning environments. Many thanks to everyone who contributed to the project along the way.

The completion of the capital works project also provided the school with two unique pilot programs. The first was an invitation to participate in a 1:1 technology program that provided every student and staff member with an iPad to support and further develop their learning. The second pilot program was a Pedagogy program to support staff to develop teaching strategies to support learning in future focused environments. Both programs were initiated by the introduction of a school team that participated in intensive professional learning. These teams then provided all staff with support and guidance to implement the programs goals.

The school's continued focus on Explicit Instruction was rewarded with acknowledgement from NESA of exemplary growth for our students across Literacy and Numeracy from Years 3 to 5.



School background

School vision statement

A connective and cohesive school community that aspires to develop the social, emotional and academic skills of its learners by providing a high quality and relevant curriculum, producing individuals that make ethical and constructive choices about their personal, educational and social behaviours.

School context

Bolwarra Public School boasts a proud tradition of providing high quality public education to our community since 1852. Bolwarra is a vibrant and evolving learning community of 430 students, their supportive families and an experienced teaching staff. The school is located within a community that is experiencing significant housing growth. Bolwarra is set in a rural setting with 'park-like' grounds and surrounded by a wetlands area and council playing fields.

Bolwarra Public School is proud to have such a fine reputation within the Maitland area as a caring, close-knit community school that strives for excellence, and whose spirit is enriched by the principle of 'Success Through Effort.' This approach of equal responsibility for children's education is made possible by active participation and co-operation amongst parents, students and staff.

The school has 17 classes from Kinder to Year 6 with teaching staff supported by Learning and Support Teachers, School Learning and Support Officers and an active School Learning Support Team. NAPLAN results demonstrate excellent student growth and achievements above State and Regional averages in Literacy and Numeracy.

Bolwarra Public School's FOEI (Family Occupation and Education Index) is 59, compared with the NSW average of 100. Higher FOEI values indicate greater disadvantage. 58% of parents have achieved Year 12, with 28% with Bachelor degrees or above, 39% with trade certificates and certificates 1–1V, 18% with advanced Diplomas and 15% with no non-school qualification.

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 school plan and annual report.

Our self-assessment process will assist the school to refine our school 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

The result of this process indicated that in the School Excellence Framework domain of **Learning**:

Bolwarra Public School has collected evidence to justify our overall performance in the domain of Learning as *Sustaining and Growing*. We believe that in the element of *Learning Culture*, based on the quality of educational programs we are *Delivering*. The continued implementation of Positive Behaviour for Learning across the school provides evidence to support we are *Sustaining and Growing* in the element of *Wellbeing*. Our school's strong focus on planned curriculum and assessment practices provides evidence that we are *Sustaining and Growing* in the elements of *Curriculum* and *Assessment*. All teachers at Bolwarra understand the use of Formative and Summative Assessment. Assessments are used by teachers to inform future teaching programs and reflect on student progress. The school work closely with Departmental personnel to support our understanding of assessment practices. The school is *Sustaining and Growing* in this element. All teachers were provided with additional release, through the Quality Teaching Successful Students program, allowing time to develop teaching programs and resources. In 2019, significant professional learning funds supported the implementation of Explicit Instruction across the school. The school's effective use of whole school reporting and the implementation of professional learning for personalising student reports demonstrates that the school is *Sustaining and Growing* in the element of *Reporting*. Executive and staff analysis of *Student Performance Measures* for NAPLAN and internal school performance data demonstrates that the school is *Sustaining and Growing* in this element.

The result of this process indicated that in the School Excellence Framework domain of **Teaching:**

A key focus of the school plan for 2019 was the continued implementation of Explicit Teaching as a teaching pedagogy across the school. Bolwarra Public School enlisted the support of Mr John Fleming and Mr Joe Ybarra to drive the implementation across the school. Our school actively participated in a network of schools in the Hunter Region to support this initiative. As a result of this the school is *Sustaining and Growing* in the all elements of this Domain. The development of the school plan for 2018–2020 further outlines the commitment to Explicit Instruction across the school. At Bolwarra Public School, all staff are skilled at explicit teaching techniques such as questioning and assessing, to identify students' learning needs. The introduction of PBL has provided a clear set of standards and systems for teachers, students and parents to follow to produce positive classroom environments. A key focus for 2019 was the element of *Data Skills and Use*, staff worked collaboratively to analyse student performance. Students in Kindergarten and Year 1 completed literacy screeners to identify student strengths and areas for development. The school improved from *Delivering* to *Sustaining and Growing* in this element.

The result of this process indicated that in the School Excellence Framework domain of **Leading:**

Our school has collected evidence to justify our performance in the elements of *Educational Leadership, School Planning, Implementation and Reporting, School Resources* as *Sustaining and Growing*. As part of the annual evaluation of school performance, a parent satisfaction survey was undertaken and community engagement was identified as an area for future development. School communication was a focus in 2019 with the school embedding a singular communication system and trialling the use of SMS services to monitor student absences. The school is *Excelling* in the element of *Management Practices and Processes*. The school continues to seek regular feedback from parents, students and staff in relation to its performance, programs and satisfaction.

Our self–assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

Strategic Direction 1

Empowered Learners

Purpose

To challenge all students to continually build upon their learning capacity, as engaged, future focussed learners.

Improvement Measures

80% of students will achieve at or above expected growth in Literacy and Numeracy

The school achieves excellent value-added results, significantly above the value added by the average school

5% increase in student engagement

Overall summary of progress

Student Growth in NAPLAN from Year 3 to 5 in Literacy was 63% and Numeracy 53%. School achieved above the State average for performance in 7 of the 10 domains across Years 3 and 5.

NAPLAN Value Added for Students in Years 3–5 was classed as Delivering for 2019.

Student Engagement from the Tell Them From Me survey remained steady to the 2018 survey.

Progress towards achieving improvement measures

Process 1: Evidence Based Practice

Continuous tracking of student progress to ensure continued challenge and maximum learning.
Assessment For/Of/As is an integral part of the teaching and learning cycle.

Evaluation	Funds Expended (Resources)
Each stage team was provided with planning days to plan and implement lessons for Explicit Instruction. Staff observed one another on a minimum of two occasions implementing an Explicit Instruction warm up and provided feedback on the key elements. Stage teams developed scope and sequences for Spelling, Grammar and Mathematics.	Casual relief days to support stage planning, teacher observation Funding Sources: <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$20000.00)

Process 2: High Expectations

Teaching and Learning Programs support high expectations and are dynamic in response and feedback.

Evaluation	Funds Expended (Resources)
All staff participated in professional learning with Joe Ybarra and implemented Engagement Norms within their classroom practice. All staff use engagement systems that support student engagement. Lesson delivery focuses on developing differentiation strategies to support all learners within the classroom. Learning Support procedures implemented across school. Students receiving targeted intervention support increased by 15% throughout the year. Support services and structures for families included the Family Referral Service.	Professional Learning – Joe Ybarra 2 days Learning Support meetings – 12 casual days Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$5000.00)• Quality Teaching, Successful Students (QTSS) (\$6000.00)

Progress towards achieving improvement measures

Process 3: Implementation of evidence based programs support improvements in wellbeing and engagement.

Evaluation	Funds Expended (Resources)
<p>Students were nominated by classroom teachers for participation in wellbeing programs; Seasons for Growth (Grief), Cool Kids (anxiety and self-esteem), FiST (self-regulation) and Zones of Regulation (self-regulation and awareness).</p> <p>Student, parent and teacher feedback was overwhelmingly positive in response to student participation and skills developed.</p> <p>SRC implemented activities that provided whole school participation and supported National and Global initiatives eg Drought Relief.</p>	<p>QTSS allocation to release teachers to deliver programs.</p> <p>Purchase of programs.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$6000.00)• Socio-economic background (\$1000.00)

Next Steps

Bolwarra Public School will continue to focus on the implementation of Explicit Instruction as its key pedagogy in 2020. Focus on the implementation of "I Do, We Do, You Do" component of lesson delivery and differentiation to meet individual student needs.



Strategic Direction 2

Excellence in Teaching

Purpose

To ensure a learning culture of high expectations and consistent teacher practices through the implementation of evidence based programs.

Improvement Measures

NAPLAN growth 3–5 5–7 at or greater than state average for 75% of students.

100% of teaching programs demonstrate expected pedagogy, learning goals and content delivery.

100% of lesson delivery demonstrates evidence based practice.

Overall summary of progress

Student growth for NAPLAN 3–5 for Literacy was 81.1, the State average was 70.2.

Student growth for NAPLAN 3–5 for Numeracy was 83.6, the State average was 87.1.

The expected growth for students in NAPLAN 3–5 for Literacy was 64.1, the State average was 57.8.

The expected growth for students in NAPLAN 3–5 for Numeracy was 54, the State average was 53.1.

All school teaching programs are based on Explicit Instruction, a researched backed and evidence based pedagogy program.

Progress towards achieving improvement measures

Process 1: High Performing Staff

Develop outstanding teacher expertise and collaborative practice across all settings with a focus on Futures Learning.

Evaluation	Funds Expended (Resources)
<p>All staff presented an EI warm-ups to John Fleming and utilised feedback received to enhance learning programs. Colleague observations focused on key areas of warm-ups. Several staff were identified as exemplars for other staff to observe. All students participated in lesson observations.</p> <p>iPad pilot successfully launched in two Stage 2 classes and expanding to remaining Stage 2 classes and Stage 1 classes by end of the year. All teachers participated in professional learning to support the implementation of iPads into lessons in a meaningful manner. The ethos of "Create Not Consume" embedded in the school.</p> <p>Flexible Learning Pedagogy Pilot implemented Action Plan with several classes trialling the use of flexible learning environments; focussing on David Thornberg's model.</p>	<p>Professional Learning Funds and QTSS allocation to support Explicit Instruction.</p> <p>iPad Pilot and Pedagogy Pilot covered by centrally held Pilot Funds.</p> <p>Professional Learning funds utilised for whole staff Apple training.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$20000.00)• Professional Learning (\$20000.00)

Process 2: Explicit Teaching

Use of Evidence based pedagogy to inform explicit teaching and whole-school collaborative planning of Literacy and Numeracy

Evaluation	Funds Expended (Resources)
All staff completed professional learning for developing Number Sense to	QTSS Allocation for Explicit Instruction

Progress towards achieving improvement measures

enhance understanding of the Maths curriculum. Development of whole school mathematics scope and sequence; linking concepts and key areas. Scope and Sequence ready for implementation in 2020.

team / relief for staff to attend Professional Learning

Professional Learning funds for external Maths Consultant

Socio-Economic Funds for Explicit Instruction Consultant

Funding Sources:

- Professional Learning (\$5000.00)
- Socio-economic background (\$10000.00)

Process 3: Effective Feedback

Use of effective feedback to provide staff and students with a clear understanding of how to improve.

Evaluation	Funds Expended (Resources)
<p>Whole school Needs Analysis identified: Social and Emotional learning programs for targeted students; additional Explicit Instruction professional learning for identified staff; increase in students receiving learning intervention for Reading and Maths.</p> <p>All staff developed skills for student engagement and feedback loops through professional learning; staff lesson observations focussed on the implementation of student engagement norms within the classroom.</p>	<p>QTSS Allocation to release staff for participation in Needs Analysis</p> <p>Professional Learning Funds – Joe Ybarra Staff Development Day Session</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Professional Learning (\$2000.00) • Quality Teaching, Successful Students (QTSS) (\$8000.00)

Next Steps

Continued focus on the implementation of Mathematics programs across the school, focussing on Number Sense, Lesson Warm-ups and explicit instruction to support student outcomes. Continued professional development for all staff in differentiation in mathematics lessons.

Strategic Direction 3

Leading Community

Purpose

To enable a self-sustaining, self-improving community that fosters a shared sense of responsibility for student engagement and learning.

Improvement Measures

Successful achievement of school plan as per milestone evidence and progress mapped against SEF

Staff form learning networks as part of the MLC and evaluate effectiveness

Increased parental support for learning at home as measured by the Tell Them Me Survey– Partners in Learning
Baseline data 6.5 (2017)

Overall summary of progress

The school plan was successfully implemented and evaluated throughout the school year. The inclusion of two pilot programs successfully integrated into the school plan.

The school played a key role in the formation of a local schools Explicit Instruction network and continued its active role in the wider network.

Parent support of the school remained steady from the Tell Them From Me Survey.

Progress towards achieving improvement measures

Process 1: School Excellence

The school regularly reviews its performance against the School Excellence Framework and develops plans and systems for continuous improvement towards an excelling standard.

Evaluation	Funds Expended (Resources)
Implementation of school improvement programs included: Learning Support review and implementation; 15% increase in students receiving targeted learning intervention enabled by a review of school resourcing; social and emotional learning programs to support whole student; flexible learning environments trial and iPad 1:1 program. Whole school behaviour management system reviewed, changes to implementation include improved procedures for communicating with parents and teachers. System focussed on supporting individual need and explicitly teaching skills to support them. Evaluation of School Excellence Framework identified Student Engagement and Assessment and Reporting as areas to develop.	School Support Allocation – Principal Support Literacy and Numeracy Funding Sources: <ul style="list-style-type: none">• School Support Allocation (\$22989.00)• Literacy and Numeracy (\$25806.00)

Process 2: Collaboration

Collaborative teaching practices within and outside the school are based on continuous improvement and high expectations.

Evaluation	Funds Expended (Resources)
Pedagogy pilot Action Plan targeted professional learning for collaborative teaching practices to be implemented in 2020. Trial of implementation of flexible learning environments Term 3 and 4, feedback to provided to staff and used to inform refurbishing of existing classrooms in 2020.	Teacher release to participate in network meetings and school visits. Funding Sources:

Progress towards achieving improvement measures

Staff played an active role in the implementation of local EI network and hosted initial meetings. School visits to exemplar schools in Apple iPads and flexible learning environments provided guidance and support for school decision making.

- Socio-economic background (\$6000.00)

Process 3: Future Focus

Long term financial planning focussing on physical environment, technology and staff expertise.

Evaluation	Funds Expended (Resources)
<p>Professional Learning for staff focussed on the school ethos of "Create Not Consume" and was implemented using Lighthouse teachers who implemented their professional learning and then supported whole school staff.</p> <p>Purchase of additional technology to support iPad program enabled all students to have an iPad, Case and Apple Pencil.</p>	<p>Professional Learning for iPads – 4 staff at additional workshops</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$6000.00) • Parents and Community Donation (\$10000.00) • (\$0.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>School Learning Support Officer (Terms 1 –4)</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$11 101.00) 	<p>95% of Indigenous students and their families participated in the creation and review of Personalised Learning Programs.</p> <p>SLSO position provided support for Indigenous students within the classroom and in the playground. Support included modified curriculum to support and extend students and social support during playground times.</p>
Low level adjustment for disability	<p>Minimum of four SLSOs employed each day to support students.</p> <p>Release for classroom teachers to attend Learning Support meetings.</p> <p>LAST allocation to support targeted students.</p> <p>Professional Learning in Multi-lit intervention and resource kits</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$85 373.00) • Low level adjustment for disability (\$30 629.00) • Low level adjustment for disability (\$100 000.00) 	<p>Two LAST worked across the school under the guidance of the school executive, focus areas included Reading intervention and small group mathematics support, with an Early Intervention Focus. An increase in the students receiving intervention was possible through a redistribution of resourcing. Intervention programs evaluated and student growth reported to the executive.</p> <p>SLSO support allocated to students and their teachers who require specialised support. Support is flexible and responsive to student needs. SLSO support includes accessing the curriculum for students, provision of social support through targeted programs and playground support, and the creation of school resources to support classroom teachers.</p> <p>Learning Support meetings provided for all students and their families where required. Meetings included accessing external support services, school counsellor and parent input/feedback. Focus on supporting the whole child and developing skills to support the student, teacher and their family.</p>
Quality Teaching, Successful Students (QTSS)	<p>QTSS</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$73 741.00) 	<p>QTSS allocation was successfully utilised to provide all staff with: time to observe a colleague teach and to be observed; participation in professional learning to support the school plan and individual student need; development of school resources including scope and sequences, lesson warm-ups and teaching resources.</p>
Socio-economic background	<p>Program training – Seasons for Growth – facilitator training and reconnector training.</p> <p>PBL Resources</p> <p>iPad Resources</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$28 637.00) 	<p>Two staff maintained accreditation in Seasons for Growth as facilitators – providing the program to 12 students throughout the year. Cool Kids program supported 18 students across Stage 2, FiST and Zones of Regulation supported 12 students with emotional regulation skills across K–6.</p> <p>Purchase of PBL prizes and resources supported the school's PBL program, increasing the awareness of the program across the school community.</p> <p>Purchase of iPad resources enabled all students access to same resources that were not covered by the original pilot program funding.</p>

Support for beginning teachers	<p>Surplus Beginning Teacher Funds 2018</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$5 000.00) 	<p>Support and mentoring provided for beginning teacher with report writing and parent interview preparation.</p>
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Student information

Student enrolment profile

	Enrolments			
Students	2016	2017	2018	2019
Boys	256	235	226	222
Girls	217	200	197	210

Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.8	95.8	95.6	93.5
1	93	94.8	93.7	93.6
2	95.2	94.7	95	94.2
3	95	94.4	92.2	93.2
4	94.9	94.8	92	92.4
5	92.3	95.5	93.5	92.4
6	95.9	93.4	93.5	90.7
All Years	94.6	94.7	93.6	92.8
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	15.11
Teacher of Reading Recovery	0.2
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.8
School Administration and Support Staff	3.22

*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, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

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 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	335,411
Revenue	3,651,769
Appropriation	3,469,896
Sale of Goods and Services	15,203
Grants and contributions	163,225
Investment income	3,444
Expenses	-3,726,701
Employee related	-3,271,600
Operating expenses	-455,100
Surplus / deficit for the year	-74,932

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.

	2019 Approved SBA (\$)
Targeted Total	59,500
Equity Total	165,740
Equity - Aboriginal	11,101
Equity - Socio-economic	28,637
Equity - Language	0
Equity - Disability	126,002
Base Total	2,920,775
Base - Per Capita	99,252
Base - Location	0
Base - Other	2,821,523
Other Total	191,278
Grand Total	3,337,293

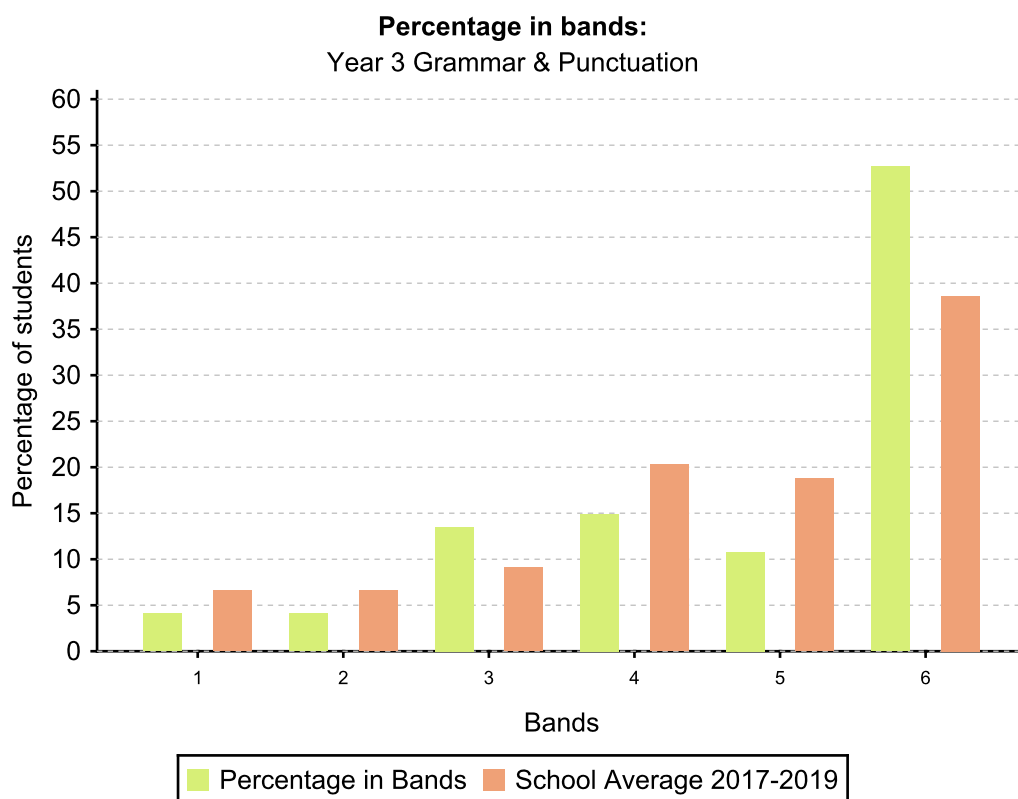
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

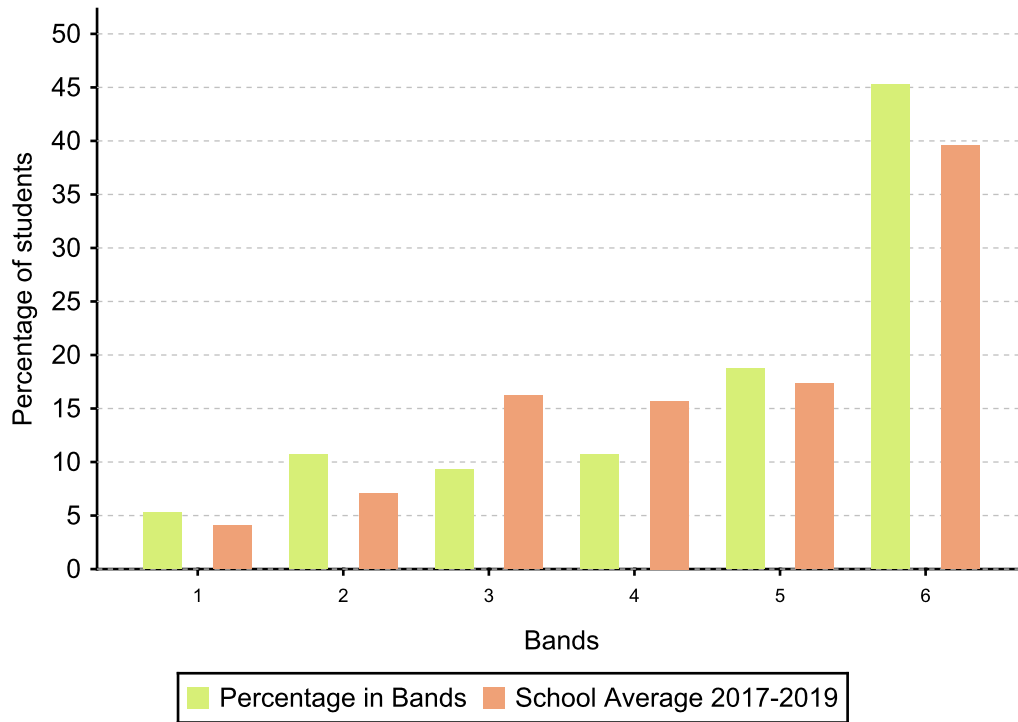
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

Literacy and Numeracy Graphs



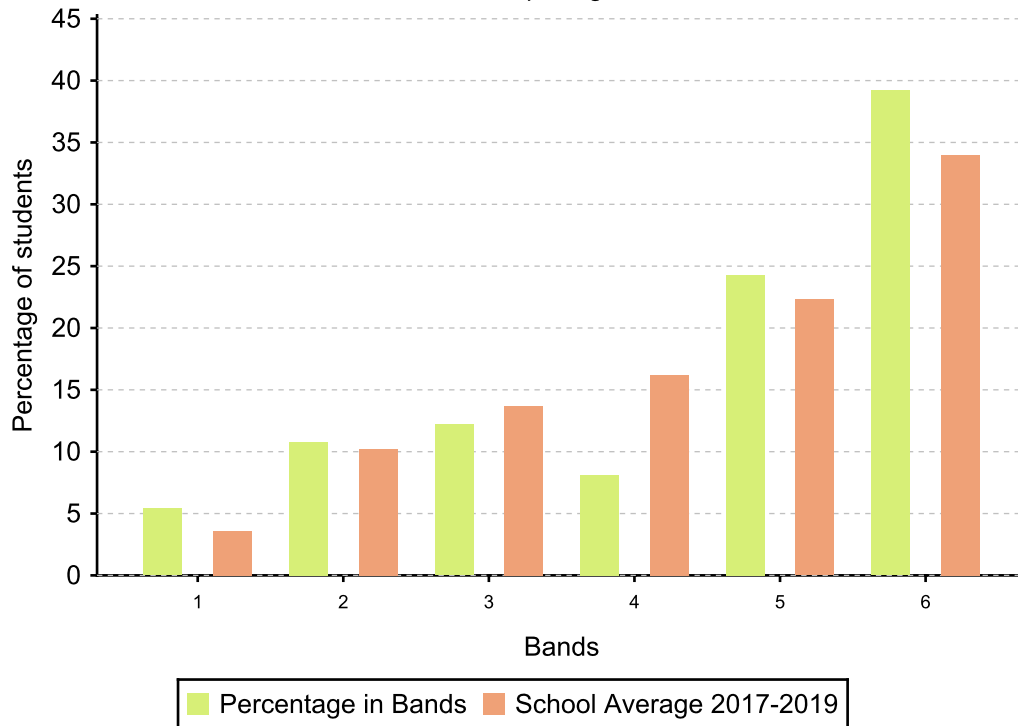
Band	1	2	3	4	5	6
Percentage of students	4.1	4.1	13.5	14.9	10.8	52.7
School avg 2017-2019	6.6	6.6	9.1	20.3	18.8	38.6

Percentage in bands:
Year 3 Reading



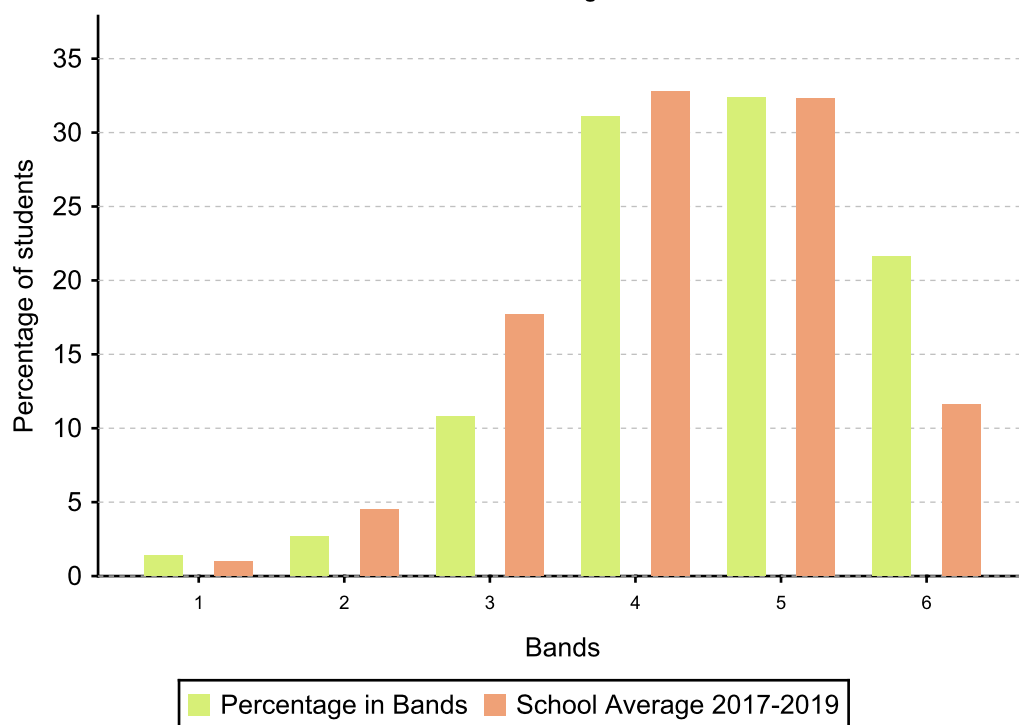
Band	1	2	3	4	5	6
Percentage of students	5.3	10.7	9.3	10.7	18.7	45.3
School avg 2017-2019	4.1	7.1	16.2	15.7	17.3	39.6

Percentage in bands:
Year 3 Spelling



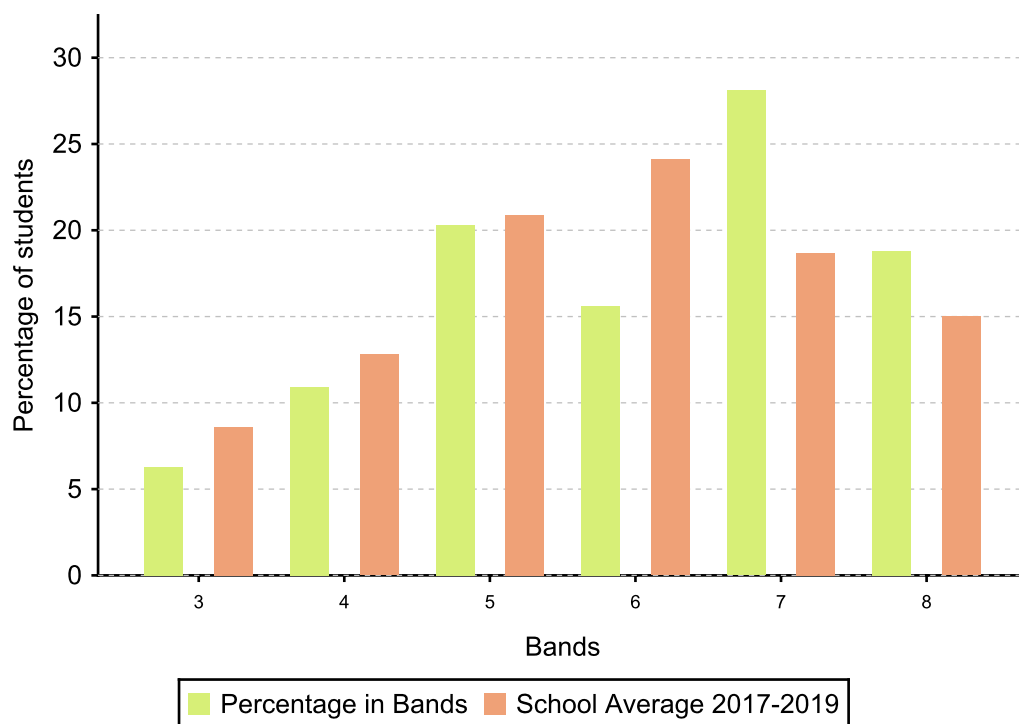
Band	1	2	3	4	5	6
Percentage of students	5.4	10.8	12.2	8.1	24.3	39.2
School avg 2017-2019	3.6	10.2	13.7	16.2	22.3	34

Percentage in bands:
Year 3 Writing



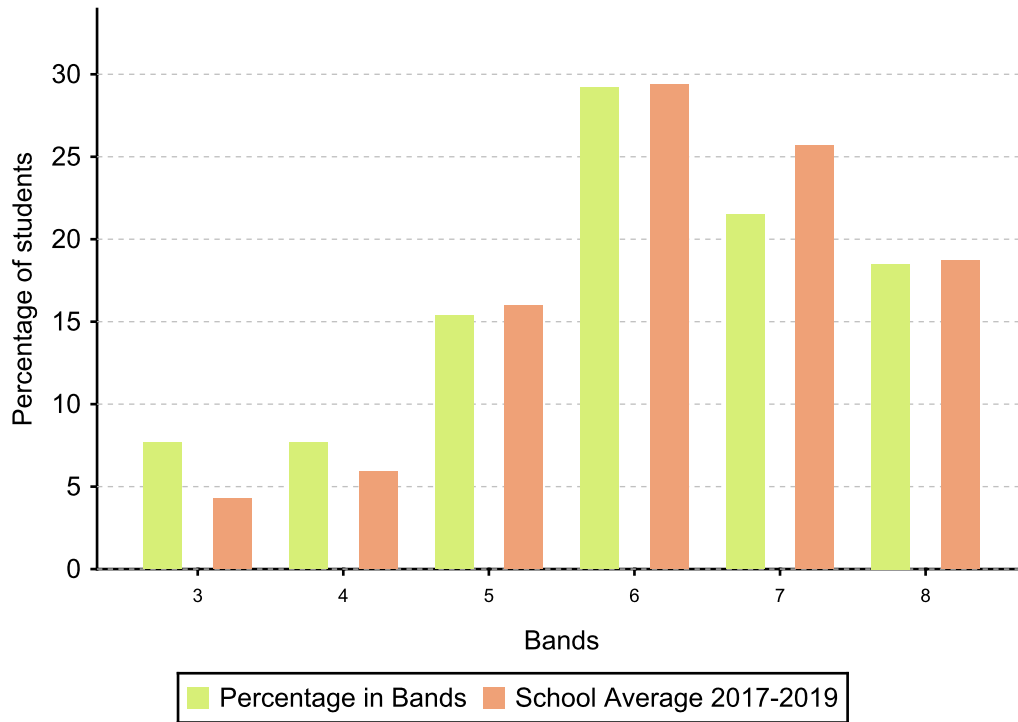
Band	1	2	3	4	5	6
Percentage of students	1.4	2.7	10.8	31.1	32.4	21.6
School avg 2017-2019	1	4.5	17.7	32.8	32.3	11.6

Percentage in bands:
Year 5 Grammar & Punctuation



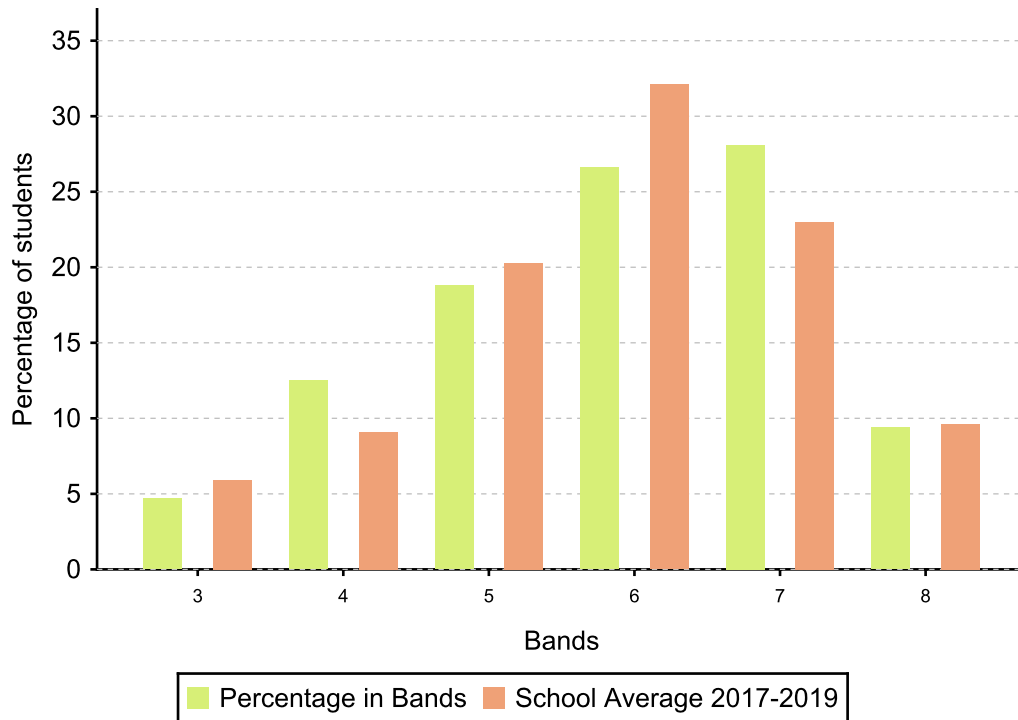
Band	3	4	5	6	7	8
Percentage of students	6.3	10.9	20.3	15.6	28.1	18.8
School avg 2017-2019	8.6	12.8	20.9	24.1	18.7	15

Percentage in bands:
Year 5 Reading



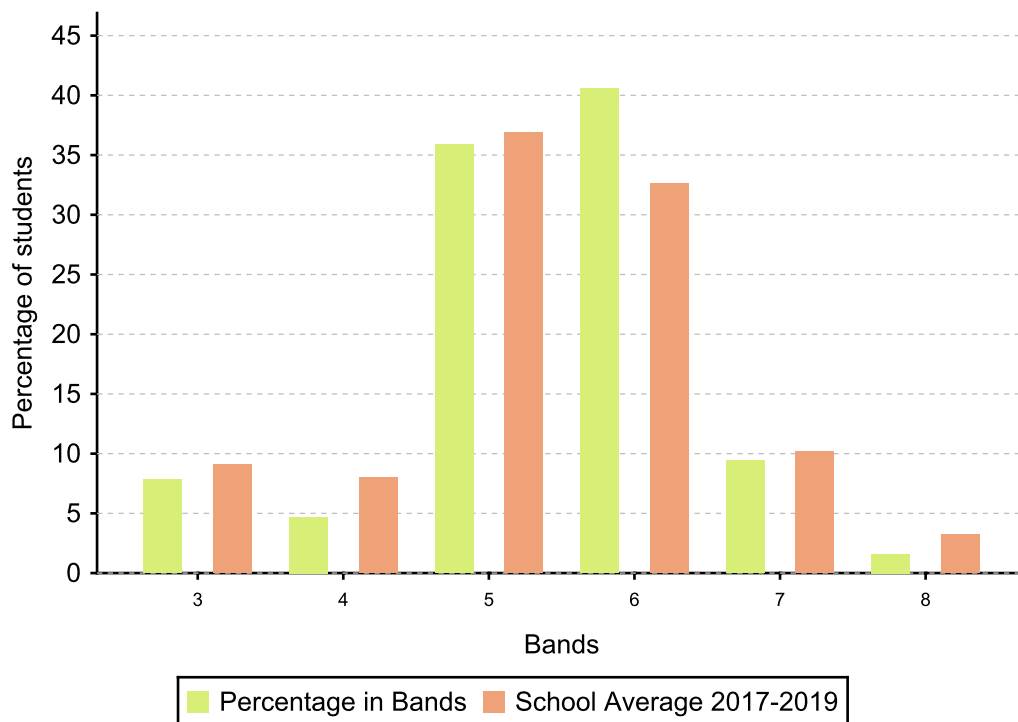
Band	3	4	5	6	7	8
Percentage of students	7.7	7.7	15.4	29.2	21.5	18.5
School avg 2017-2019	4.3	5.9	16	29.4	25.7	18.7

Percentage in bands:
Year 5 Spelling



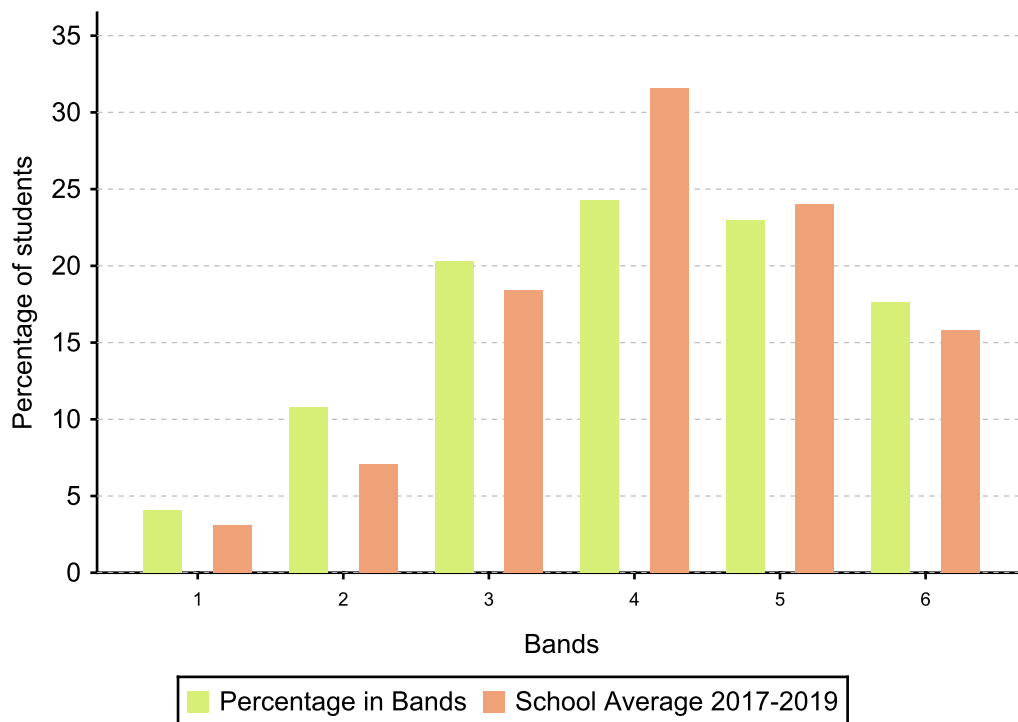
Band	3	4	5	6	7	8
Percentage of students	4.7	12.5	18.8	26.6	28.1	9.4
School avg 2017-2019	5.9	9.1	20.3	32.1	23	9.6

Percentage in bands:
Year 5 Writing



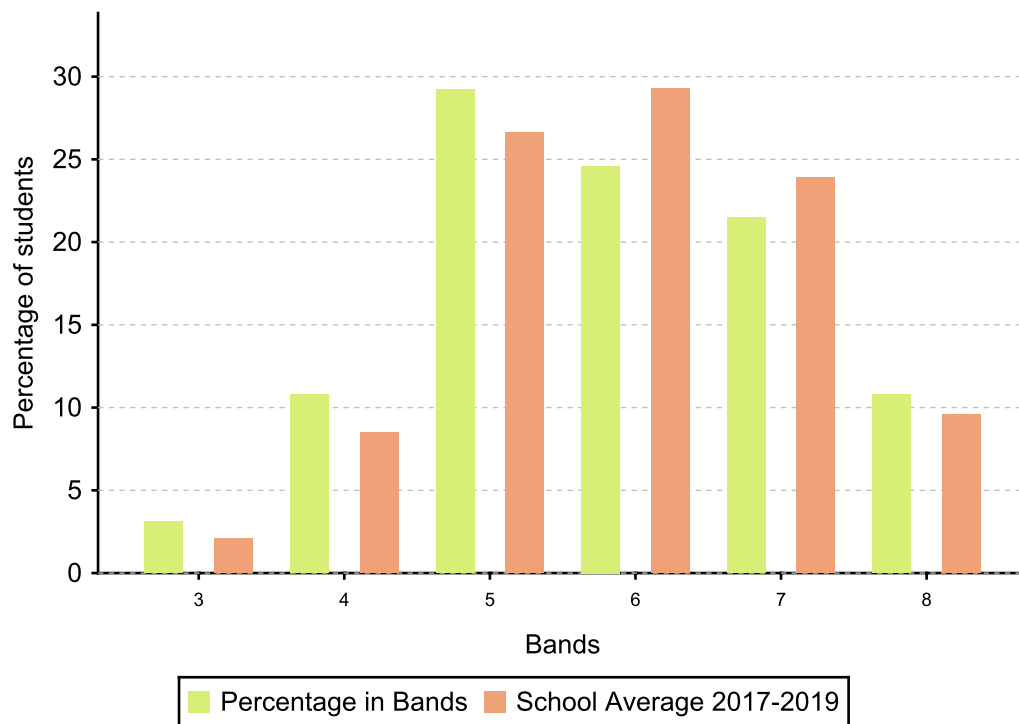
Band	3	4	5	6	7	8
Percentage of students	7.8	4.7	35.9	40.6	9.4	1.6
School avg 2017-2019	9.1	8	36.9	32.6	10.2	3.2

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	4.1	10.8	20.3	24.3	23.0	17.6
School avg 2017-2019	3.1	7.1	18.4	31.6	24	15.8

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	3.1	10.8	29.2	24.6	21.5	10.8
School avg 2017-2019	2.1	8.5	26.6	29.3	23.9	9.6

Parent/caregiver, student, teacher satisfaction

The school participated in the Tell Them From Me Survey for Parents, Students and Teachers in 2019. Additionally teacher feedback was sought throughout the year through the Needs Analysis. A summary of the results are below:

Parent/Caregiver Survey (State average scores are in brackets) Summary:

Parents feel welcome 7.1 (7.4)

Parents are informed 6.1 (6.6)

Parents support learning at home 6.4 (6.3)

School supports learning 7.1 (7.3)

School supports positive behaviour 7.7 (7.7)

Safety at school 6.2 (7.4)

Inclusive school 6.6 (6.7)

70% of parents stated they would recommend the school to other parents.

Areas for future development include: scheduling school events for maximum parent attendance; providing information to parents about their child's social and emotional development; and providing enhanced communication to the school community about school programs, learning support and wellbeing initiatives.

Teacher Summary (State average scores are in brackets) Summary:

Leadership 7.2 (7.1)

Parent Involvement 7.2 (6.8)

Inclusive School 8.5 (8.2)

Technology 5.6 (6.7)

Teaching Strategies 8.3 (7.9)

Data Informs Practices 8.0 (7.8)

Learning Culture 8.2 (8.0)

Collaboration 8.2 (7.8)

School Leaders leading improvement & change – 94% Agree or Strongly Agree

Communication of Strategic Vision – 87% Agree or Strongly Agree

Support effective teaching practices – 94% Agree or Strongly Agree

Students focus on their learning – 80% Agree or Strongly Agree

Sense of Belonging for students – 87% Agree or Strongly Agree

The School is well maintained – 86% Agree or Strongly Agree

Areas for future development include: the 1:1 iPad trial and school capital works upgrade will address staff access and ability to use technology; the school continues to analyse Data to inform practice, in particular focussing on student growth and performance; enhanced communication between teachers and parents about child's progress.

Student Summary (State average scores are in brackets) Summary:

Social and Emotional

Student participation in sports 83 (83)

Student participation in extracurricular activities 47 (55)

Students with a positive sense of belonging 64 (81)

Students with positive relationships 90 (85)

Students that value schooling outcomes 95 (96)

Students with positive homework behaviours 28 (63)

Students with positive behaviour at school 83 (83)

Students who are interested and motivated 42 (78)

Effort 77 (88)

Social Engagement: Socially engaged students are actively involved in the life of the school.

Students:

With a positive sense of belonging 64% (81%)

Participation in school sport and clubs 90% (89%)

With positive relationships 90% (85%)

Institutional Engagement: Students who value schooling outcomes and meet the formal rules of schooling are considered "institutionally" engaged.

Students:

That value schooling outcomes 95% (96%)

With positive behaviour at school 83% (83%)

With positive homework behaviours 28% (63%)

Intellectual Engagement: Intellectual engagement entails a serious emotional and cognitive investment in learning, using higher-order thinking skills to increase understanding, solve complex problems, and construct new knowledge.

Students:

Who are interested and motivated 42% (78%)

Effort 77% (88%)

Quality instruction 83% (93%)

Areas for future development: the school will investigate ways to empower student voice and choice in learning through SRC, technology and open ended learning tasks.



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 supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are 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.