Dubbo Public School

2019 Annual Report

1775

Introduction

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

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Message from the principal

Our school motto is Labour Omnia Vincit which translates to Work Conquers Everything. This was coined over 160 years ago when Dubbo Public School was first opened. Interestingly our school vision in 2019 is exactly that – a commitment to high quality teaching by providing creative, critical thinking opportunities for all students, challenging them to become inspired, confident global citizens. We endeavour to instill in our students that patience, persistence and perspiration make an unbeatable combination for success.

Our focus as identified through our current school plan is three fold:

1. To empower students to develop as highly effective lifelong learners.

2. To create a collaborative culture that develops skilled and high performing professional teachers.

3. To foster a collective responsibility in supporting student growth and achievement.

To this end, we at Dubbo Public School have continued to take risks with our learning throughout 2019. We have made mistakes, we have refined our practice and as a result we have achieved some incredible successes. Our successes can be defined by a number of key words which, I believe, truly capture what it means to be part of Dubbo Public School.

It all starts with community – being part of our school means that we belong to a supportive local community. In 2019 this was exemplified by the incredible support of our whole community, clearly evident at many events throughout the year including: Grandparents Day, Book Week Parade, Multicultural Day, NAIDOC Day and Setting the Scene Conferences. Special mention must also be made of the tireless work of our P&C, especially the executive, for their fundraising efforts– the school fete, cross country barbecue, athletics carnival catering, the provision of our school canteen and the generous donation from the P&C assisting with the beautification of our school grounds.

It is also about collaboration – we have continued to strengthen our partnership with the other primary schools in implementing the Fair Education Project. This initiative, in its second year, has enabled extensive professional learning for our teachers resulting in a whole school approach to inquiry–based learning and the use of effective organisational tools to encourage innovation and risk taking. There is more to come in this space but at the heart of it is a focus on improving the teaching and learning experience for our students and the students of the future. Other collaborations include partnerships with Community Health – occupational therapists , speech therapists, Charles Sturt University, Royal Far West, Hear Our Heart, CAMHS, and Dubbo College to name a few. This is our way of ensuring that every student is known, valued and cared for.

Opportunity is also key to our school experience. At Dubbo Public School, our default position is "yes". I believe we are at a point where staff, students and parents are able to present innovative ideas and with considered thought; we usually give it a go. This empowers our school community to take risks and try new things to improve learning experiences. As far as opportunities go, our school is outstanding in terms of the curricular and extra–curricular opportunities available. There is rarely a day or time during the week where you would turn up to school and not find something happening, from our digital technology lessons, extensive music program, comprehensive sporting opportunities, to choir, debating, band,

coding club or our writers club. Then there are the many excursions that we have run this year, all providing students with real and authentic learning experiences.

Community, collaboration and opportunity provide a great foundation for a school but we all know that there are often extraneous influences at play. We also need to continue building our emotional resilience. We learn how to cope with stress, friendships, change and disappointment by experimenting, making mistakes and learning from them. Experiencing these difficult emotions makes us more resilient, helps reduce anxiety and empowers us to take control of our lives. These are vital skills for our students to develop as lifelong learners.

And so, at Dubbo Public School, let's celebrate our learning achievements for 2019 but also acknowledge that we are on a learning journey where we take risks, we reflect, we seek improvement and we always strive to do better than we have done before. Looking forward to 2020, I hope that we as a school community continue to work together to grow the children in our care. I leave you with a quote from Vaclac Havel:

"Vision is not enough. It must be combined with venture. It is not enough to stare up the steps, we must also step up the stairs.

School background

School vision statement

Dubbo Public School is dedicated to ensuring excellence in a dynamic, inclusive and innovative environment. We are committed to high quality teaching by providing creative, critical thinking opportunities for all students, challenging them to become inspired, confident global citizens.

School context

Dubbo Public School has a rich history and culture dating back to 1858. It is a well–appointed school conveniently set in the middle of Dubbo enabling children easy access to academic, cultural and sporting facilities. There are 21 mainstream classes and two special education classes. Approximately 19% of the students identify as Aboriginal and 7% of students receive English as an Additional Language/Dialect (EAL/D) support.

Dubbo Public School has a vibrant blend of traditional values and innovative learning programs delivered and supported by teachers who are skilled, innovative practitioners committed to inspiring lifelong learners in an inclusive and engaging learning environment.

The school has comprehensive academic and socio–cultural programs including: gifted and talented, instrumental music, Peer Support and outstanding sporting opportunities. Students are provided with the latest technology to enhance critical and creative thinking and future–focused learning. Parent and community support is strong with outstanding attendance at school events and a very active P&C. Dubbo Public School is a welcoming and friendly school where positive relationships exist between families, students and teachers.

Dubbo Public School's philosophy is based on mutual respect, open communication and shared responsibility.

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	Excelling
LEARNING: Wellbeing	Excelling
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	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

Strategic Direction 1

Student Engagement & Learning

Purpose

To empower students to develop as highly effective lifelong learners through a whole school approach to quality learning experiences. Every student is known, valued and cared for through a differentiated curriculum.

Improvement Measures

Increased proportion of students achieving at or above expected growth in Literacy and Numeracy.
An increased number of students will have opportunities to access enrichment activities.
Increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school.
Increased evidence of WICOR strategies being used in student work.

Progress towards achieving improvement measures

Process 1:   • Students are explicitly taught strategies for creative and critical thinking.

Evaluation	Funds Expended (Resources)
Students were encouraged to think, talk, write, read and ask questions to promote critical and creative thinking. A growth mindset culture is being developed and fostered across the school for students and staff. Growth mindset language was also embedded across all key learning areas to build resilience and perseverance. AVID strategies (Advancement Via Individual Determination) were implemented K–6 and included One Pagers, Socratic Seminars, Philosophical Chairs and Cornell Notes. Students in Years 3 to 6 completed daily journal writing and wellbeing logs to support the whole school philosophy. Teachers have reported improved levels of engagement and quality of work through the use of these organisational tools and students have a more positive mindset.	**Funding Sources:** • Socio–economic background ($24767.00)

Process 2:   • Collaboratively develop systems and processes that sustain a common view of what good learners do, say and produce.

Evaluation	Funds Expended (Resources)
The introduction of AVID strategies and inquiry–based learning has helped students develop self monitoring practices and guide their own learning. Students are now thinking about their own learning, focusing on the process instead of the product and asking more questions to deepen understanding. Students were taught explicit organisational skills to help them make sense of information and give them the opportunity to think strategically and meta–cognitively. Evidence of organisational strategies in each classroom included: • Stage 3 use of binders, pencil cases, diaries, and Cornell Note taking in workbooks. • Stage 2 use of pencil cases, individual student book kits, One Pagers and Frayer models. Stage 2 diaries show evidence of weekly organisation and growth mindset philosophy. • Stage 1 use of pencil tins/cups, Year 2 book kits, bag organisation, Frayer models. • Kindergarten school bag organisation. A classroom audit also showed that most Stage 3 students are able to define growth mindset and use common vocabulary such as perseverance, fixed mindset and 'not yet'.	**Funding Sources:** • Socio–economic background ($8792.00)

Progress towards achieving improvement measures

Process 3: • Students access timely and targeted intervention and feedback enabling them to receive tailored support, extension and enrichment opportunities.

Evaluation	Funds Expended (Resources)
All students were actively engaged in developing learning goals throughout the year. Initially, teachers, parents and students met to define these learning targets. These targets were communicated with parents and displayed for students to monitor and amend as needed, based on learning progress. An Instructional Leader and three interventionist teachers supported students requiring additional literacy/numeracy support from K–6. • Across Stage 1, 75 students were identified and as a result 72% met expected reading levels. • Stage 2 – Of the 14 students identified as needing intervention, 100% achieved growth in Spelling and Reading. 100% of students identified for intervention in numeracy achieved growth in additive strategies. • Stage 3 – 13 students were identified as needing additional support in literacy. 100% showed improved use of reading strategies and growth in spelling. Opportunities were also provided for enrichment including gifted and talented initiatives. Students in Years 5 and 6 competed in Tournament of the Minds and the Da Vinci Decathlon whereby Dubbo Public School was awarded first in the music and creative arts sections. Students also participated in public speaking competitions and the Debating Team were zone champions. A Writers Club was established for budding writers and and a volunteer parent supported teachers in running a weekly Coding Club.	Instructional leader .6 Additional two interventionist teachers to support point of need for students requiring literacy/numeracy support **Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($26000.00)

Strategic Direction 2

Quality Teaching & Innovative Practice

Purpose

To create a collaborative culture that develops skilled and high performing professional teachers who are committed to inspire life–long learners in an inclusive and engaging learning environment.

Improvement Measures

All teachers consistently collect and analyse data to guide future learning.

Teaching / learning programs are data based, differentiated for individual student learning and reflect NESA syllabus content.

All teachers participate in regular timetabled collaborative planning.

All staff have a Performance and Development Plan aligned to Australian Teaching Standards and school & system priorities.

Progress towards achieving improvement measures

Process 1: • Draw on current research to develop and implement high quality professional learning in literacy and numeracy teaching practices.

Evaluation	Funds Expended (Resources)
Instructional Leaders provided professional learning at musters, stage and staff meetings and facilitated data conversations with staff regarding progressions and the schools' spelling focus. All staff are aware of and have varying degrees of understanding of the progressions and accessing PLAN 2. K–2 teachers are competent in utilising and interpreting PLAN 2 data. Teachers 3–6 have began plotting the progress of students in relation to school foci. The AVID leadership team conduct rotational rounds, mentoring every teacher in the school to implement WICOR (Writing, Inquiry, Collaboration, Organisation, Reading to learn) strategies effectively. Staff attended coaching days with an academic mentor to incorporate the Learning Thinking Scope philosophy into teaching practice and programs to ensure a consistence research–based approach.. K–6 representatives attended Building Numeracy Leadership (BNL) professional development and upskilled staff with these strategies. As a result teachers are beginning to embed BNL pedagogy and implement the Big Ideas in Number.	• Additional release to AVID leadership team • Building Numeracy Leadership (BNL) professional learning **Funding Sources:** • Professional Learning ($22000.00)

Process 2: • Ensure teaching/learning is data driven and includes formative assessment practices.

Evaluation	Funds Expended (Resources)
Instructional leaders work with teachers across the school to identify students who may require additional literacy and numeracy support and then tailor interventions to address these needs. Staff are developing their confidence in understanding the progressions and accessing PLAN 2 to plot the progress of students. Infants staff are implementing research based Language, Learning, Literacy (L3) strategies to support students in the development of their reading and writing. Professional learning opportunities are also facilitated by the Instructional	• L3 professional learning • Casual relief **Funding Sources:** • Professional Learning ($11000.00)

Progress towards achieving improvement measures	
Leaders and have included one on one mentoring, lesson observation and feedback and point of need pedagogical coaching.	

Process 3:   • Strengthen collaborative culture and processes.

Evaluation	Funds Expended (Resources)
Teachers worked collaboratively with their stage on planning days and coaching days with an academic mentor to moderate past programs and ensure current best practices are explored and incorporated. The majority of teachers find the opportunity to work with members from their stage to be productive. The sharing of ideas, updating of resources and working towards a common goal builds efficacy within the team. The AVID leadership team conducted rotational rounds, mentoring every teacher in the school to implement WICOR strategies effectively to further student engagement, independence, organisation, reflection skills and student growth.	• casual relief – coaching days with academic mentor • casual relief – collaborative planning days • additional release – AVID leadership team • AVID professional learning **Funding Sources:** • Professional Learning ($17350.00)

Strategic Direction 3

Effective, Sustainable Partnerships

Purpose

To foster a collective responsibility in supporting student growth and achievement. Parents, community members, organisations and agencies understand the purpose, relevance and value of their role in effective learning partnerships.

Improvement Measures

Increased use and effective analysis of assessment data to inform parents about individual student learning achievement and areas for growth.
Improved case management processes to support individual need.
Increased numbers of parents, community, organisations and agencies involved in purposeful collaboration with the school.

Progress towards achieving improvement measures

Process 1: • Provide opportunities for parents/carers to engage and understand the learning progress of their children and how to effectively support them.

Evaluation	Funds Expended (Resources)
Parents and carers were provided with opportunities to engage in learning conversations with teachers throughout the year. A new format for parent/teacher interviews was trialed to accommodate parent availability with interviews held in the evening. The data demonstrated a high level of attendance at conferences and positive feedback regarding the after hours time and usefulness of information. Some teachers trialed the Google Classroom platform to enable learning conversations between student and teacher, students and their peers and teacher and parent. This provided further opportunity for point of need support and for students to develop their self–directed learning skills. The P&C facilitated Learning Forums each term. These were held as an adjunct to P&C meetings and topics for these forums were based on parent feedback – the most recent being Science and Sport.	Teacher release for conferences **Funding Sources:** • ($5588.00)

Process 2: • Extend partnerships with agencies and local businesses to maximise local resources.

Evaluation	Funds Expended (Resources)
Dubbo Public School continues to build effective learning partnerships and a collective responsibility with outside agencies. These include Centre for Effective Reading, occupational therapists, hearing specialists, speech pathologists, Community Health and Out of Home Care agencies. All are pivotal in ensuring every child is well supported and able to access the curriculum. Cultural Awareness, Safety and Multicultural days were held with the support of community sponsorship as well as assistance from partner schools. Funded by Learning Links, the Reading for Life Program was implemented with targeted Stage 2 students. A Wiradjuri language and culture program was implemented K–6 throughout the year. Transition programs, including Kinder transition and high school exchange of information meetings, were effective in supporting students at these pivotal points of their schooling. Dubbo Public School continues to work closely with local businesses to enhance the learning experiences for students. The close proximity to the	Bus hire Excursion costs

Progress towards achieving improvement measures	
CBD allows a varied and enriched curriculum in accessing the Western Plains Cultural Centre (WPCC), Dubbo Regional Theatre and Convention Centre (DRTCC) and the Macquarie Conservatorium of Music. Students also engaged in overnight excursions to the Zoo, Wambangalang, Lake Burrendong, Gulgong and Canberra.	

Process 3: • Strengthen and develop communication processes to inform all stakeholders and promote our school community.

Evaluation	Funds Expended (Resources)
The school newsletter continues to be the main source of communication for the school community. This was updated to include more information about teaching and learning to promote learning conversations at home. Communication with parents and the wider community via the school website was enhanced. Time was allocated in the weekly timetable for a staff member to collate information and update the website. More comprehensive information about upcoming events was added to the calendar to increase communication to school community and disseminated at the beginning of each term. With the School App platform being disabled, DPS is currently sourcing a suitable phone application. This appears to be an efficient and preferred technology platform for communication with families.	Teacher release for website updates Short Message Service–SENTRAL system

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	**Funding Sources:** • Aboriginal background loading ($46 550.00)	A variety of initiatives were implemented targeting the performance of Aboriginal students' literacy and numeracy skills. These included: • Quicksmart Numeracy–weekly assessments indicate a growth in skill level, confidence and engagement in the program. • Reading intervention supported by the Centre for Effective Reading. Progress in reading levels tracked by CER staff and reported back at review meetings. Classroom teachers report growth in skills applied in classroom tasks. • Reading interventions (including MultiLit and other evidence–based programs) – positive feedback from classroom teachers, student engagement in program, pre and post standardised testing. • Counting for Life–Improved student self–confidence observed. Growth in a range of numeracy areas as reported by formal assessments through Learning Links. • Kindergarten Articulation Program–an intervention program allowing early identification of speech and language difficulties. • ALERT program to address sensory regulation–positive feedback from classroom teachers reporting that students are now able to recognise and articulate their feelings and seek appropriate sensory support. • Ronald McDonald Learning Program
English language proficiency	**Funding Sources:** • English language proficiency ($10 600.00)	Interventions provided for EAL/D students at Dubbo Public School included: • program differentiation • one to one withdrawal • small group withdrawal • in class support • transition to school support (Leap into Learning) Success has been through students' progression of English Language Proficiency, class participation (oral, reading and writing), classroom teacher and parent feedback and parent participation at Multicultural Day.
Low level adjustment for disability	**Funding Sources:** • Low level adjustment for disability ($68 700.00)	Physical, cognitive, social/emotional and or sensory support was provided for over 130 students across the school with 13 of these receiving integrated funding support. The school has used the Nationally Consistent Collection of Data (NCCD) to engage teachers in professional dialogue on how to make the necessary adjustments to support student learning. Careful consideration is given to match the needs of targeted students with the skills and personality traits of the School Learning Support Officers (SLSO).
Quality Teaching, Successful Students (QTSS)	.942 teaching allocation.	The Instructional Leaders oversee a team of interventionists in supporting targeted students K–6 with point of need literacy and

Quality Teaching, Successful Students (QTSS)	.942 teaching allocation.	numeracy instruction. 54 students accessed support in K–2, 25 students in Stage 2 and 16 students in Stage 3. In literacy, student progress has been reflected in 100% of students increasing in text reading levels, phonological awareness and phonics knowledge. In numeracy each student began intervention using limited or few strategies. Upon finishing all students were applying taught strategies with increasing speed and accuracy. Additional release time was allocated to Assistant Principals and Stage Leaders to implement mentoring and coaching practices for their staff on programming, lesson delivery, assessment and classroom management.
Socio–economic background	**Funding Sources:** • Socio–economic background ($65 400.00)	Students from low socio–economic background have access to the curriculum and the support they need to succeed. Fourteen SLSO's are employed to provide the much needed support of our most vulnerable students. These interventions included: • Quicksmart Numeracy – targeted 12 students. • Reading intervention supported by the Centre for Effective Reading. • Reading interventions including MultiLit and other evidence–based programs. • Fingergym–program targeted all Kindergarten students; Pre and post–testing completed by occupational therapists. Further recommendations provided by therapists for any follow–up required. • Counting for Life–10 students • Kindergarten Articulation Program–18 students. • ALERT program to address sensory regulation–7 students. • Social skills – 2 students. Decreased incidents recorded on SENTRAL system. Positive participation in playground settings for students. Again, careful consideration is given to matching the targeted student with the appropriate School Learning Support Officer.
Support for beginning teachers	**Funding Sources:** • Support for beginning teachers ($6 500.00)	The additional release time for beginning teachers allowed time for the teacher and their mentor to: • observe lessons and provide written and verbal feedback • check programs and provide written or verbal evaluations • meet with teachers on their own stage and other stages • organise/develop resources • meet with students regarding welfare • monitor absences • meet with Instructional Leaders and discuss stage needs/focus areas • provide support with accreditation • provide support with individual learning and behaviour plans in consultation with the Learning and Support Teacher (LaST).

Targeted student support for refugees and new arrivals	0.2 Semester 1 teaching allocation 0.3 Semester 2 teaching allocation	New arrivals are supported with literacy skills. orientation to school and community, and language and social skills by an English Proficiency Teacher. Interventions provided for EAL/D Students at Dubbo Public School included: • program differentiation • one to one withdrawal • small group withdrawal • in class support • transition to school support (Leap into Learning) Success is evidenced through the students' progression of the English Language Proficiency levels, class participation (oral, reading and writing), classroom teacher and parent feedback and parent participation at Multicultural Day.

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	278	282	289	279
Girls	226	232	252	260

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
K	95.5	95.9	95.9	93.4
1	94.7	95.9	94.5	94.5
2	94.3	95.1	95.1	94
3	94.5	94.9	93.7	94.4
4	95.5	95.4	95.6	95.3
5	94	94.7	94.3	94
6	93.4	93.4	93.7	94.3
All Years	94.6	95.2	94.7	94.3
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
Deputy Principal(s)	1
Assistant Principal(s)	7
Classroom Teacher(s)	33.06
Teacher of Reading Recovery	0.84
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	6.96
Other Positions	1

*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	994,243
Revenue	7,669,337
Appropriation	7,493,279
Sale of Goods and Services	14,970
Grants and contributions	154,184
Investment income	6,304
Other revenue	600
Expenses	-7,562,891
Employee related	-6,802,915
Operating expenses	-759,976
Surplus / deficit for the year	106,446

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	658,271
Equity Total	377,233
Equity - Aboriginal	115,126
Equity - Socio-economic	65,398
Equity - Language	10,622
Equity - Disability	186,087
Base Total	3,779,645
Base - Per Capita	130,975
Base - Location	2,993
Base - Other	3,645,677
Other Total	2,362,413
Grand Total	7,177,562

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.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Parent/caregiver, student, teacher satisfaction

Students, staff and parents completed the Tell Them from Me surveys in 2019.

Students:

The student survey is designed to guide school planning and identify school improvement initiatives. Of these responses:

74% of students feel accepted and valued by their peers and by others at the school.

79% of students have friends at school they can trust and who encourage them to make positive choices.

96% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future.

91% of students do not get into trouble at school for disruptive or inappropriate behaviour.

89% of students try hard to succeed in their learning.

Staff:

The Focus on Learning Survey is a self–evaluation tool for teachers. Of these responses:

81% said they work with school leaders to create a safe and orderly school environment.

84% spoke with other teachers about strategies that increase student engagement.

85% discuss assessment strategies with other teachers.

81% discuss learning problems of particular students with other teachers.

88% believed they set high expectations for student learning.

Parents:

The 'Partners in Learning' Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. The survey also provides feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment: Only 32 responses (5%) were received from parents. Of these responses:

76% of parents feel welcome when they visit the school.

71% believed written information is in clear, plain language.

89% said the administrative staff are helpful when they have a question or problem.

70% of parents said reports on their child's progress are written in terms they understand.

74% believed teachers show an interest in their child's learning.

Future efforts will focus on soliciting a more robust response.

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.