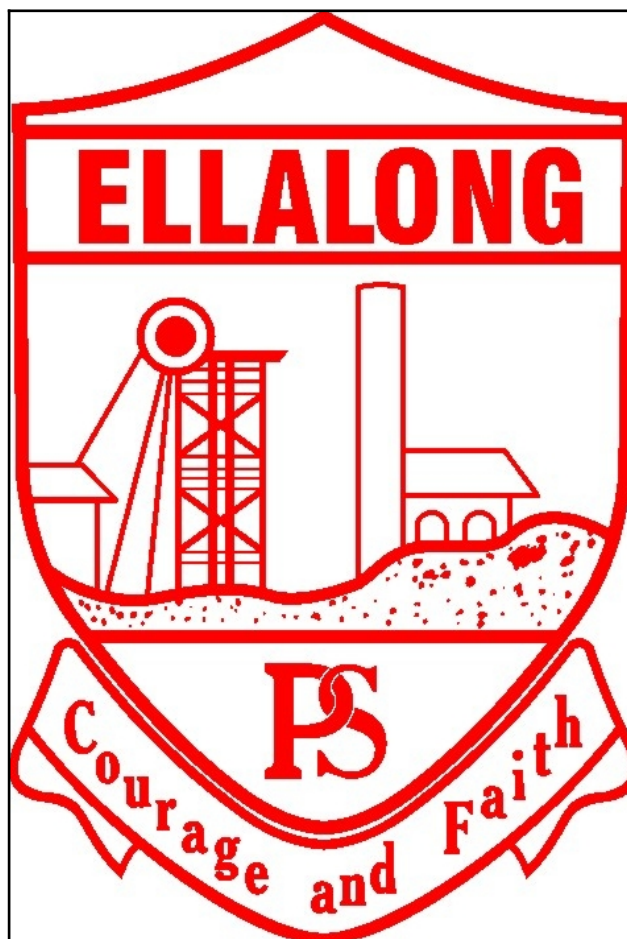


Ellalong Public School

2019 Annual Report



Introduction

The Annual Report for 2019 is provided to the community of Ellalong 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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School background

School vision statement

All Ellalong students will be well rounded citizens and self-regulated learners. They will strive for excellence in all areas. Informed collaborative partnerships are valued and fostered to empower stakeholders to achieve individual and school improvement.

School context

Ellalong Public School, a growing rural school, has a dedicated staff committed to providing quality learning programs and opportunities that meet the diverse needs of our students. Our school population has remained steady at 124 students, with 9% identifying as Aboriginal.

Ellalong Public School joined the Early Action for Success program in 2017, with K–2 continuum data at the time indicating positive improvements at the end of the year on previous years achievements, due to in-class support, intervention and instructional leadership.

NAPLAN data indicates that Year 3 results are trending up in most areas, with above DoE average achievement in some areas. Year 5 data is not as strong, with Year 3 to 5 growth a priority. Growth was within 3.3 points of the State average scaled score growth, reflecting the focus on writing in 2016.

Our 2018–2020 focus is on delivering quality learning programs, with explicit teaching in numeracy and literacy. A strong emphasis is placed on instructional leadership and professional development. School systems aim to support the effective use of data to monitor progress, target interventions, differentiate teaching and give specific feedback.

The school will build upon its strong commitment to develop responsible citizens through student leadership, wellbeing and resilience programs. Promoting a healthy lifestyle and participating in a range of sports are also key features of our plan.

Ellalong Public School is a member of the Cessnock Community of Great Public Schools (CCGPS).

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	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
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	Sustaining and Growing

The results of self-evaluation in the School Excellence Framework domain of Learning indicated that Ellalong Public School provides a safe and comfortable learning environment, where students are known, valued and cared for. The staff maintain high expectations of student behaviour and academic learning, and implement positive wellbeing initiatives to improve resilience and develop a growth mindset. We remained steady in most domains, however continued improvement in wellbeing initiatives, with a clear impact, have led to this domain being assessed as excelling. The school continues to focus on assessment techniques, curriculum delivery and effective data analysis to inform school and classroom decision making. The SCOUT Value Added report indicates that K–3 value added is 'sustaining and growing', whilst 3–5 and 5–7 value added is 'delivering'.

The results of self-evaluation in the School Excellence Framework domain of Teaching continues to reflect last years drop in teacher confidence when using assessment data attributed to the introduction of Learning Progressions and PLAN2 software. This remains a focus for continued professional development, with the aim of learning progressions data being used as an effective tool to guide and inform teaching practice and school based decision making. Teachers confidently manage their classroom learning environments and are proficient in their teaching of literacy and numeracy, supported by the Instructional Leader.

The results of the self-evaluation in the School Excellence Framework domain of Leading, indicates that the school is well regarded by the school community. There is a need to involve the community in educational matters and ensure

parents understand the importance of the role they play in supporting their children's learning. There is also a need to formalise Performance and Development plans and processes. The school demonstrated gains in the domain of management practices and processes.

Strategic Direction 1

Great Teaching Creates Successful Students

Purpose

School systems develop and support highly skilled teachers who effectively use assessment and collaboratively analyse learning growth to plan for differentiated learning experiences that will maximise student learning/success and engage students in their learning.

Improvement Measures

Increase the number of students achieving expected or above expected level growth in Reading, Writing and Numeracy, as captured by 'Value Add' in SCOUT (Kindergarten to Year 3) and 'School Level Growth' in SCOUT (Year 3 to 5)

Increase the number of students who achieve in the top 2 bands in Reading and Writing as captured by 'Premiers Priority' in SCOUT.

TTFM Staff Survey demonstrates improvement towards or beyond NSW DoE norms, with special focus on the elements of 'Collaboration', 'Technology', 'Data Informs Practice' and 'Learning Culture'.

Overall summary of progress

2019 saw continued investment into professional learning for teachers. Key professional learning programs were L3 and the Big Ideas in Numeracy Project. Further investment into the schools instructional leadership model was made, however a new Instructional Leader was appointed to commence in 2020, so we can not capitalise on this professional learning. A cyclical, collaborative approach between the Instructional Leader and the classroom teachers towards monitoring student achievement and planning for student progress has been embedded into the weekly routine for all teaching staff in K–3. These collaborative sessions provide a platform for ongoing discussions regarding students needs. The targeted teaching associated with monitoring student achievement has contributed towards increased levels of student engagement.

Progress towards achieving improvement measures

Process 1: Professional Learning in Evidence Based Teaching

Professional learning, instructional leadership and mentoring ensure teachers are skilled in knowing their students through assessment techniques that inform teaching priorities, monitor student progress and determine the impact of their work. Teachers use their knowledge and skills in the implementation of research informed teaching strategies, explicit teaching and other interventions to target the needs of individual students.

Evaluation	Funds Expended (Resources)
<p>Professional learning (P/L) always has a long term improvement focus, and we expect to see our trend data steadily increase over time as a result of our schools investment in professional learning to improve teaching practice. Immediate improvements have been seen in Year 3 Reading, Year 3 Spelling, Year 3 Writing and Year 5 Writing. The Value Add score for K–3 has remained steady at Sustaining and Growing.</p> <p>We did not get the results we were aiming for in numeracy across the school, and our growth from Year 3 to 5 remains a priority area.</p> <p>Future Directions</p> <ul style="list-style-type: none">• Reading: Year 3 reading results remained steady, while Year 3 to 5 growth remains a priority area. School will focus P/L on the teaching of comprehension strategies (EN1.4A, EN2.4A, EN3.3A) and develop tracking mechanisms to monitor student achievement and growth.	<ul style="list-style-type: none">• Professional Learning. (Numeracy Big Ideas Project \$12 000, L3 \$6 000, Professional Conversations with Helen Timperley \$3 000)• Instructional leadership through Early Action for Success Program. (0.6 FTE Deputy Principal Instructional Leader)

Progress towards achieving improvement measures

- Writing: Our P/L focus on writing, and teaching the writing process, should be maintained as both Year 3 and 5 have achieved their best results in 5 years. Year 3 to 5 growth still remains a priority area. NAPLAN online / typing familiarity will need to be developed. Writing P/L will move towards a focus on the understanding and uses of language features and grammar.
- Develop more effective student achievement tracking methods to guide teaching and P/L focus, particularly in Reading and Numeracy. Additionally, professional learning will take on a more practical than theoretical approach in 2020.

Process 2: Collaborative Systems

The school adopts collaborative and agreed systems to identify students' needs, intervene early and maintain support through the collection of data to inform classroom planning and programing, differentiated instruction, allocate resources and interventions.

Evaluation	Funds Expended (Resources)
<p>Collaborative systems related to instructional leadership continued to develop over the course of the year, based around weekly data meetings led by the Instructional Leader. Changes to RFF structures, caused by unexpected staffing changes, caused disruptions to the RFF schedule, which impacted negatively on the teachers ability to plan collaboratively with their colleagues. Gains were made in technology use (by teachers and students) through increased access to working devices. Our overall 'Learning Culture' was thought to have improved as a result of our positive wellbeing programs, high expectations and targeted quality teaching.</p> <p>Future Directions:</p> <ul style="list-style-type: none"> • Schedule opportunities for teachers to discuss the assessment (achievement) and learning needs of students in their class with colleagues, executive and/or specialists (speech therapists) – therefore informing classroom planning and supporting LST/intervention and resource allocation. • Prioritise for collegial planning and observation between teachers to collaboratively improve practice. 	<ul style="list-style-type: none"> • 12 hour / week for 32 weeks speech therapy program for identified K–3 students (\$32 000) • K–2 Instructional Leader and Assistant Principal in team teaching / support teaching role. • K–2 data meetings occurring weekly. • 0.6 LST allocation in Years 3–6 from Term 1 to end Term 4 (with staffing change in Term 4) • Draft Assessment Schedule developed throughout the year. Requires further development.

Process 3: Student Engagement

The school supports students to improve their learning outcomes through the implementation of a range of engaging programs and teaching practices.

Evaluation	Funds Expended (Resources)
<p>Key initiatives targeting student engagement this year have been related to technology use, film making and the enhancement of garden beds around the school; combined with greater opportunities for student voice. Overall, data indicated that the school made pleasing gains in student engagement, with TTFM data increasing in the area 'students who are interested and motivated'. Boys are still 'less motivated' than girls, but significant improvements have been made. Students feel they put in greater effort towards achieving success than in previous TTFM student surveys. PBL data demonstrates a 26% decrease in negative incidents, demonstrating higher levels of engagement in school life.</p> <p>Future Directions:</p> <ul style="list-style-type: none"> • Continue enhancing teacher skills in differentiated teaching to ensure all students learning goals are challenging yet achievable and classroom learning environments are engaging and supportive. • Enhance development of STEM programs and technology usage aimed at supporting all students, but also engaging boys. • Continue extra curricular engagement opportunities, such as student voice, gardening clubs and movie making through eNews. 	<p>STEM Share Kits</p> <p>Robotics Kits – donated by the Ellalong Public School P&C Asscn.</p> <p>Technology – 30 iPads and 30 laptops purchased in 2019.</p> <p>Enhanced resources to create more professional video productions, such as green screen, microphones, iPad tripods.</p>

Strategic Direction 2

We Create Well Rounded Citizens of the Future

Purpose

The development of healthy minds and bodies will allow students to develop positive relationships and a strong personal mental health.

Improvement Measures

Students indicate a strong sense of belonging and enjoy positive relations at school, as measured by TTFM survey results.

Attendance rates equal or exceeding state averages.

Evaluations of school operations and culture reflect an increasing appreciation and emphasis on cultural understanding.

Overall summary of progress

This year the school continued to support student mental health and wellbeing by further embedding the Bounce Back program across the school and through the development of growth mindset strategies in classroom teaching. School attendance programs continued to focus on a whole school target of the estimated State Average for attendance (94%), and we were within 0.7% of the actual State Average attendance. The school canteen achieved approval under the NSW Healthy School Canteen strategy in 2018 and maintained and further improved its healthy canteen menu over 2019. Physical activity programs were reviewed and the time students were involving in physical activity increased. The school continued to build the profile of Aboriginal culture and develop the cultural competencies of staff through the Connecting to Country professional learning course.

Progress towards achieving improvement measures

Process 1: Wellbeing Programs

Positive Wellbeing programs are implemented to benefit all students. A positive wellbeing focus underpins school operations and promotes social resilience. PBL values are increasingly obvious across all class and non-class areas.

Evaluation	Funds Expended (Resources)
<p>The Bounce Back Program, initiated in 2018, continued to become embedded into the language and culture of the school. This was achieved through a weekly Bounce Back focus in Peer Support, additional references to Bounce Back lessons in the eNews and Newsletter, and the general teacher/student interactions throughout the school. Professional learning in Bounce Back ensured consistency across the staff. Student attendance data in this annual report demonstrates the school was within 0.7% of the State Average for attendance, however school based Sentral attendance data indicates a 0.4% growth from last years attendance figures. This suggests that, whilst our 'whole day' absences may have increased marginally, our focus on improving partial absences has seen an improvement in overall attendance.</p> <p>Future Directions:</p> <ul style="list-style-type: none">• Continue to implement, evaluate and embed the Bounce Back program, ensuring consistent delivery and language use by staff across the school.• Attendance strategies: Continue attendance letters for all students and follow up student attendance concerns, including late arrivals. Communicate targets to the school community and publish regular updates. Monitor/support students under 90% attendance in line with new attendance targets.• Student behaviour has improved in the classroom and students are better supported in the playground. Additional SLSO's on duty and interest groups	<p>8 x SAO Days for attendance letters.</p> <p>Rose Pennington Bounce Back Professional Learning. (\$1400)</p> <p>Additional IFS funding for students with additional needs.</p>

Progress towards achieving improvement measures

have assisted.

Process 2: School-wide systems

School-wide systems will allow the development of healthy minds and bodies and ensure every student is known, valued and cared for.

Evaluation	Funds Expended (Resources)
<p>The staff survey on 'learning support' processes in the school demonstrated a need for better communication and planning between the school counsellor and the staff, as well as knowing where students were up to in the process leading up to a funding support (IFS) application. The school maintained and further improved the healthy canteen menu, however volunteer(s) for the vacant canteen coordinators position are required. A review of the Sport and Physical Activity Policy led to a slight increase in the time allocated towards physical activity and more specific lessons in fundamental movement skills.</p> <p>Future Directions:</p> <ul style="list-style-type: none">• Learning Support Team: Revise and improve processes for communication regarding school counsellor assessments. Develop triage system and tracking system.• Healthy Canteen: Strategy achieved and implemented. Ongoing monitoring required to support the canteen coordinator in 2020.• Physical activity organisational routine created, including scope and sequence to ensure an improved focus on stage based fundamental movement skills and whole school fitness activities.	<p>Professional Learning 2 x staff in Good for Kids Good for Life.</p>

Process 3: Cultural Professional Learning

Build capacity and confidence of staff to embed Aboriginal perspectives into teaching practice so that all students develop knowledge, pride and cultural understanding.

Evaluation	Funds Expended (Resources)
<p>By the conclusion of the year, 50% of the schools staff (5 permanent staff members) have attended the Connecting to Country (C2C) cultural competency course run by the local AECG. The school is on track to achieve 100% of permanent staff trained by the end of next year. Observations of school calendars and the schools grounds suggest an increase in the recognition of Indigenous Culture in the school, specifically with the creation of a large Indigenous mural by a local artist. Assembly scripts have been updated to include a new and more detailed Acknowledgement of Country.</p> <p>Future Directions:</p> <ul style="list-style-type: none">• The school will continue to pursue C2C training for remaining staff members, prioritising permanent staff and teaching staff.• Explore further opportunities for student engagement in Aboriginal culture through cultural shows and activities, attendance at the JAECG and AET leadership days and other initiatives.	

Strategic Direction 3

Collaborative Partnerships Create a Fantastic School

Purpose

Collaborative partnerships which emphasise;

- effective communication,
- respect and trust,
- engagement and involvement, and
- the best interests of the students,

will set high expectations and engage all stakeholders in ongoing school improvement.

Improvement Measures

The school based customer satisfaction survey indicates a sustained or improved percentage of positive responses.

TTFM Parent Survey results are at or above state averages – Specifically the elements reported under 'parents support learning at home', 'school supports learning', 'parents are informed' and 'parents feel welcome'.

Overall summary of progress

The school continued to prioritise communication strategies and build quality relationships with our school community. During the year, the schools communication strategy consisted of fortnightly newsletters, eNews productions up to once a week, and regular Facebook and Skoolbag posts. Strategies to develop teacher and parent partnerships included the informal meet the teacher BBQ and early Term 1 parent teacher interview. School and home relationships were enhanced through regular community involvement in school events (Mothers Day Breakfast, Fathers Day BBQ, Grandparents Day), and school participation in community events (such as the P&C run Car Boot and Stall Day and the local Ellalong Hotel Woodchop). The school benefitted from an active and supportive P&C. The P&C were also a valuable reference group for ongoing school improvement.

Progress towards achieving improvement measures

Process 1: Teacher and Parent Collaborative Partnerships

Effective communication systems/methods are embedded into regular practice to inform, update and collaborate with parents. Feedback on student performance engages and empowers parents/carers to support their child's learning.

Evaluation	Funds Expended (Resources)
<p>TTFM Parent survey results demonstrated continued improvement in the schools communication across various areas. Results for 'parents are informed' indicated increased overall rating from 6.4 (2018) to 8.1 (2019) (2019 State Average 6.6), indicating a significant increase in parents feeling informed about their child progress. Results for 'parents support learning at home' indicated decreased overall rating from 7.3 (2018) to 6.9 (2019) (2019 State Average 6.3) except for encouraging their children to do well. Parents report they are less likely to discuss the importance of school work and how well their child is going in class.</p> <p>High level results for 'parents feel informed' indicate parental confidence in how the school is supporting their child(ren). This has potentially led to less importance placed on the parents role of supporting their children's success as school</p> <p>Future Directions:</p> <ul style="list-style-type: none">• Continue to foster quality teacher / parent relationships.	<p>TTFM Survey 2017–2019.</p>

Progress towards achieving improvement measures

- Ensure parents are informed of strategies to support learning at home, the importance of this role, and create opportunities for this interaction to occur.

Process 2: School and Home Collaborative Partnerships

The school communicates effectively with parents and the wider school community to set high expectations, promote school events and share the achievements of the school. The school engages the P&C in school improvement and actively seeks and responds to feedback from the school community.

Evaluation	Funds Expended (Resources)
<p>TTFM Parent Survey results are at or above state averages in all areas related to school and home collaborative partnerships whilst the amount of parents involved in school improvement has continued to rise. Key areas where we saw improvements were:</p> <ul style="list-style-type: none">• TTFM 2019 Parent Survey results 'school supports students learning' indicated increased overall rating from 7.3 (2018) to 8.3 (2019) (2019 State Average 7.3).• 'I feel welcome when I visit the school' increased from 7 (2018) to 9 (2019).• 'I am well informed about school activities' increased from 7.9 (2018) to 9 (2019).• 'The school has sought your input into or opinions about school planning' increase from 4 people (2017) to 12 people (2018) to 13 people (2019).• 'The school has sought your input into or opinions about development or review of school policies' increased from 2 people (2017) to 5 people (2018) to 8 people (2019). <p>Future Directions:</p> <ul style="list-style-type: none">• School to Home communication continues to be a focus to ensure all families are aware of the schools events and so that the achievements of individuals and groups are shared and celebrated.• Continue to improve school operations based on feedback from the school community.	<p>TTFM Survey</p> <p>School Happiness Survey</p>

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<ul style="list-style-type: none"> • \$1950 per participant. (\$450 course fees and \$1500 casual release costs). • Speaking in Colour – \$1250. • Indigenous mural – \$10 000. 	<p>5 staff members (permanent and full time) have completed the Connecting to Country training with a plan in place to train a further 4 staff members in 2020. We are on track to get all permanent staff and additional staff trained within 3 years.</p> <p>Whilst we enjoyed some cultural experiences and events at the school, further opportunities will be sought during 2020.</p> <p>Significant cultural mural created within school grounds. Greater acceptance of cultural identity has been noted with four students not previously identifying as Indigenous, now choosing to identify.</p>
Low level adjustment for disability	<p>Low Level Adjustment for Disability Funding consisting of:</p> <ul style="list-style-type: none"> • 0.5 FTE Learning and Support Teacher Funding. • \$25 515 Flexible Low Level Adjustment for Disability Funding 	<p>Learning and support structures implemented effectively across the school, using AP (K–2) and 0.5 FTE Learning and Support Teacher (3–6) funded to provide additional teacher to support students across the school. Two unexpected staffing changes resulted in a disruption to this in 2019 and impacted negatively on program effectiveness as new training, role familiarity and role changes occurred.</p> <p>Flexible Low Level Adjustment for Disability Funding paid for 0.2 FTE SLSO for a student on an integration program and contributed towards the cost of 0.584 FTE teacher.</p> <p>Whilst funded from a different source, a key feature of the schools support for students with additional learning needs, was the schools speech therapy program.</p>
Quality Teaching, Successful Students (QTSS)	\$23 584 QTSS Release Funding	0.221 FTE QTSS Release Funding provided classroom teachers with 30mins additional release time per week to reflect on class achievement and plan quality lessons in consultation with the school executive and Instructional Leader. In-class mentoring and support was also funded.
Socio-economic background	<p>\$109 626 Socio-Economic Funding – contributing towards.</p> <ul style="list-style-type: none"> • 0.585 FTE Support Teacher Role (jointly funded with Low Level Adjustment for Disability Funding) • 0.406 FTE for SLSO support to remove the administrative burden from teachers. • 0.079 FTE for SLSO support in eNews – Student engagement. • 0.115 FTE teacher release for professional learning. 	<p>On-going, regular in-class support was a feature of 2019 classroom operations, particularly in K–2. Unexpected staffing changes in 3–6 resulted in inconsistencies to 3–6 support staffing.</p> <p>Professional learning for a staff team in the 'Big Ideas Numeracy Project', with follow up school wide P/L delivery and implementation, developed staff skills and understanding in the teaching of Numeracy.</p> <p>Two new staff members completed L3 training in 2019.</p> <p>IL professional learning and capacity building through Helen Timperly's 'Building Capacity with Teachers through Data Conversations':</p>
Support for beginning teachers	\$4 269 Beginning Teacher	BTSF provided additional professional

Support for beginning teachers	Support Funding (BTSF)	learning, release and mentoring support for one eligible, early career teacher.
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Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	54	59	58	64
Girls	64	73	69	59

Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.6	93.1	96.8	92.5
1	90.7	92.1	93.9	95.7
2	93.9	92.7	91.7	91.5
3	91	90.5	93.7	92.8
4	91.4	92.2	93.1	91.9
5	94.3	93.9	92.2	91.6
6	92.1	94	92.8	89.3
All Years	92.4	92.6	93.6	92.1
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)	1
Classroom Teacher(s)	4.73
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.2
School Administration and Support Staff	1.61

*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	199,715
Revenue	1,602,910
Appropriation	1,550,832
Sale of Goods and Services	1,257
Grants and contributions	49,971
Investment income	850
Expenses	-1,626,917
Employee related	-1,390,151
Operating expenses	-236,766
Surplus / deficit for the year	-24,006

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	76,375
Equity Total	198,831
Equity - Aboriginal	10,331
Equity - Socio-economic	109,626
Equity - Language	0
Equity - Disability	78,873
Base Total	1,049,273
Base - Per Capita	29,799
Base - Location	4,093
Base - Other	1,015,381
Other Total	155,136
Grand Total	1,479,615

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.

Literacy

Except for Year 3 who completed their Writing using pencil and paper, this year we completed NAPLAN online.

Overall, we had some pleasing results from this years NAPLAN, and some areas for improvement. As a school, we are still working towards achieving the State Average in most areas. Please find a summary of our results below.

Year 3

- In Writing and Spelling we experienced sound growth on previous years (average achievement) results, achieving our best results in at least five years.
- Grammar and Punctuation results were consistent with previous years and consistent with our best results.
- The school achieved its highest average in Year 3 Writing in six years, improving on last years excellent achievement and once again surpassing the state average. This is a fantastic achievement!
- In Reading, we had 45% of students in the top two achievement bands, and our second best results in five years.

Year 5

- The school's average achievement in Year 5 Writing was our best in five years, and the Spelling results were our second best results in five years.
- All Year 5 students experienced growth in Spelling, with 60% of students achieving above expected growth.
- 90% of Year 5 students experienced growth in Grammar and Punctuation, with 50% of students achieving above expected growth.
- 69% of Year 5 students achieved growth in Reading, however our Reading results were not as strong as we had hoped.

Numeracy

This year we completed NAPLAN online. Please find a summary of our results below.

Year 3

- Numeracy results were our second best results in five years.
- Whilst a decline from last year, Numeracy results were consistent with an upwards trend.
- 28% of students achieved in the top two bands.

Year 5

- In Numeracy, 100% of students made improvements and 40% achieved at or above expected growth.

- 70% of Year 5 students achieved in the middle two bands.

Numeracy is a priority area in the school.

Parent/caregiver, student, teacher satisfaction

Parent/caregiver: 36 people completed the parent Tell Them From Me Survey in 2019. A summary of the results is as follows.

- Parents feel significantly more welcome at school than last year and we performed better than state average in this area. Being able to speak with the school teaching and executive staff remained strengths, as well as being kept informed of school activities. The largest improvement related to improvements in customer service by the administrative staff.
- We saw some significant improvements in the area of parents being informed about their child progress, and social emotional development. We will aim to maintain this higher level of achievement.
- Parents felt they supported learning at home less than previous years, with a drop in achievement noted to parent discussing how their children are going in class and parent discussing how important schoolwork is.
- We saw pleasing improvement in how the school supports learning and positive behaviour and that students are safe at school, which was a focus area in 2019.
- The School Newsletter and Facebook page were the most useful ways to get school news.
- Over the last twelve months, the areas where parents thought most improvements have been achieved were in events, grounds/gardens/buildings, technology use and resources.
- Over the next twelve months, parents felt they would like to see improvements to events and student wellbeing. Our focus on quality teaching and learning throughout 2019 saw that this area of the survey dropped from 15 responses in 2018 to 2 responses in 2019.

Student: 47 students completed the student Tell Them From Me Survey in 2019. A summary of the results is as follows.

- Students with a positive sense of belonging remained steady (71%), as did the results for positive behaviour at school. (100% of girls and 78% of boys.)
- Student believe that schooling is useful in their everyday life and will have a strong bearing on their future remained steady at 92%
- 88% of students either agreed or strongly agreed with the statement, 'I feel proud of my school'.
- Students feel they have someone at school who consistently provides encouragement and can be turned to for advice is above State Average (7.7) with a score of 8.2.

Staff: All teaching staff completed the Teacher Tell Them From Me Survey in 2019. A summary of the results is as follows.

- Anecdotal evidence suggests that the school staff have a positive approach to their work and are committed towards meeting the students needs. The school is a busy and challenging place to work, however staff are well supported and find it a fulfilling job.
- School leadership remained steady with a slight increase from 7.4 in 2018 to 7.6 in 2019.
- Collaboration between staff decreased, owing to RFF structural changes.
- Learning culture improved from 8.0 to 8.2 (State Average 8.0).

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.