

# Fairy Meadow Public School

## 2019 Annual Report



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## Introduction

The Annual Report for 2019 is provided to the community of Fairy Meadow 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

Fairy Meadow Public School

Princes Hwy

Fairy Meadow, 2519

[www.fairymeado-p.schools.nsw.edu.au](http://www.fairymeado-p.schools.nsw.edu.au)

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

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### Message from the principal

It has been a privilege to be the Principal of Fairy Meadow Demonstration School in 2019. The dedication of the staff, students and school community have allowed us to make significant gains in the areas of Learning, Teaching and Leading. With the students at the centre of every decision that we make as a school we were able to accomplish great things. I cannot thank the school community enough, for the warm and friendly welcome, that I have received in my first year as Principal.

The introduction of Spirals of Inquiry allowed us to authentically collaborate as a staff to focus on the core business of teaching and learning. In partnership with academics from Sydney University, we embarked on a transformational journey to teach our students the skills of the 4C's (collaboration, critical thinking, creativity and communication). These contemporary learning skills will equip our students with lifelong learning skills.

The preschool environment was redesigned by students to provide a nature scape that has totally transformed the way our youngest children play, explore and interact with their environment. The Quality Improvement Plan has been adjusted to suit the changes in the environment and goals around sustainability and environmental play have been introduced.

Our support unit continues to be a hipe of exploration and learning with students involved in Occupational Therapy programs, swimming lessons and further opportunities to be integrated into the mainstream setting.

Links with the University of Wollongong and the continuation of the demonstration program have once again allowed staff and students to showcase the exceptional teaching and learning that occurs at our school.

I look forward to the exciting projects that lay ahead in 2020 and the connections to our local network of schools and outside community.

Alison Rourke

Principal

## School background

### School vision statement

Fairy Meadow Demonstration School (FMDS) works together as a dynamic learning community for student success and achievement in an innovative, stimulating, complex and challenging environment. Every student is engaged through quality, explicit teaching and learning and has the exciting opportunity to become a successful learner. We support each and every student to become confident, happy, valued and creative individuals who will grow to be active and informed citizens who strive to reach their individual potential.

At FMDS we deliver excellence, success and opportunity.

At FMDS we are safe, respectful and responsible.

At FMDS we learn to live.

### School context

Fairy Meadow Demonstration School is situated in the northern suburbs of Wollongong and the Illawarra approximately 80km south of Sydney. FMDS has classes from Preschool to Year 6 with a current enrolment of approximately 400 students, 55% of which is boys. The school has a support unit of four classes K–6 meeting the learning needs of students with mild, moderate or severe intellectual and physical disabilities. Although these students have their own classes they are integrated with mainstream students in learning opportunities including Student Representative Council, school assemblies and special events, sport and performing arts, including choir and dance. The school enrolment includes 32% of students with a non-English speaking background and 5% of students of Aboriginal and Torres Strait Island background. FMDS has a strong teaching emphasis on the core subjects of English and Mathematics while delivering a wide variety of opportunities to students in a supportive and inclusive learning environment. Our school has a commitment to deliver quality teaching, to challenge students, to deliver success in terms of student learning outcomes by engaging every student in every class and to build community partnerships. FMDS maintains strong partnerships with the University of Wollongong (UOW) delivering authentic learning opportunities for pre-service teachers within the school's classrooms from preschool, mainstream K–6 and support classes. The Illawarra Woodworkers Group volunteers to offer students, identified at risk of disengagement from learning, real opportunities to learn in woodwork classes one afternoon per week. FMDS is an active member of the Keira Community of Schools (COS) with Keira High School being our local high school.



## 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>

## Strategic Direction 1

Leading Learners – Creating a culture of aspirations and lifelong skills.

### Purpose

To improve student learning through the delivery of consistently high quality and differentiated teaching practice across all key learning areas that demonstrates pedagogical excellence based on research. This will be facilitated through the development of internal and external professional community teams.

To ensure assessment data will drive innovative practices and promote student engagement, problem solving skills and the ability to think, resulting in measurable growth for all students.

The school works in partnership with the UOW to enable explicit systems that facilitate professional dialogue, observations and mentoring.

To facilitate quality assessment by knowing where learners are in their learning, where they need to go and how best to get them there.

To facilitate differentiation by teachers extending their professional knowledge and practice to improve each and every student's learning outcomes and wellbeing.

### Improvement Measures

- Increase the number of students in the top two bands in writing.
- Increase the number of students in the top two bands in numeracy:
- All students show growth in literacy and numeracy in school based assessments.
- All Aboriginal students are monitored, tracked and supported to maximise their learning potential.
- All teachers' teaching and learning programs demonstrate evidence of differentiation for student needs.
- Targeted students are supported with ILPs, PLPs, G&T, STEM, LST intervention and demonstrate improved learning.
- Highest achievers are identified and provided with opportunities to maximise their learning potential.
- Increased effective use of Assessment for Learning strategies, including formative assessment and visible learning by students and teachers.
- Preschool children self-regulating on set expectations.

### Progress towards achieving improvement measures

#### Process 1: Analysis of Assessment Data

- PLAN software and progressions will be utilised to support all staff to better meet the needs of all students. PLAN and SMART data will be used to analyse areas for improvement and success of NAPLAN target groups.
- Collaboratively develop and implement quality assessment practices to inform ongoing planning and teaching.
- Teachers participate in sharing sessions for effective strategies, resources, tracking and feedback.
- Update reporting practices in line with DoE policy.

Evaluation	Funds Expended (Resources)
Data analysis was collected and shared with relevant teams to determine the targets for 2020 and assess the areas of strength and weakness. Targets for 2020 will be in reading comprehension and numeracy. AP support was also used to facilitate coaching sessions with staff and work shoulder to shoulder to assist teachers to implement well differentiated tasks.	AP release days  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Quality Teaching, Successful Students (QTSS) (\$75000.00)</li></ul>

#### Process 2: Differentiation

- Students are engaged in lessons that are adjusted for differences in abilities including Gifted and Talented, and for students with disabilities.
- Students achieve success through differentiated lessons where a clear intention and criteria for success is stated.
- Targeted stage assessment groups that focus on an identified area for improvement..
- Establish links with Keira COS and share ideas and resources.

## Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
Working alongside Jann Farmer Hailey allowed staff to develop expert skills in programming, implementing and evaluating English programs. Small group instruction as well as masterclasses for executive teachers, allowed for the development of rich, differentiated teaching and learning activities to be developed. Hosting masterclasses and professional learning opportunities for the NOII network, allowed us to showcase the development of learning at Fairy Meadow Demonstration School.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$10000.00)</li></ul>

### Process 3: Improved pedagogy using research based programs

Focussed and innovative professional learning that improves the teaching of literacy and numeracy including; Inquiry based English programs, formative assessment and the introduction of the Literacy and Numeracy Progressions. Engage in Spirals of Inquiry, an instructional leadership model of coaching, practice analysis conversations, tiered interventions and co-teaching, to improve student learning and value the practice of collaboration for staff.

Evaluation	Funds Expended (Resources)
Ongoing evaluation of teaching and learning through Spirals of Inquiry and showcasing to schools in the Wollongong network. The introduction of 4C's Transforming Schools professional learning has seen a shift in the pedagogical understanding of staff and a development of the 4C's skills from the learning disposition wheel.	Release for spirals <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$15000.00)</li></ul>

## Next Steps

In the area of learning there will be a focus on programming and assessment across the school P-6 with an emphasis on moving students into the top two bands of reading and numeracy in NAPLAN. Our reporting system will be revamped to include student voice and be common across the school P-6. Feedback will become more specific and tailored to the individual learning goals of students. Spirals of inquiry will continue with an instructional leader of English and one of mathematics coaching staff on a one to one basis.

## Strategic Direction 2

Excellence in Teaching – Embedding a culture of high expectations through explicit, quality teaching using evidence based strategies.

### Purpose

To foster a school culture of high expectation with students, staff and parents.

To develop quality teachers and leaders who deliver excellent instruction everyday across all curriculum areas. Teachers activate learning, working in a collaborative manner to produce rich curriculum through targeted professional learning.

To facilitate assessment for learning, to learn and about learning and ensure it will be practised. Individual students will reach their potential to become productive and successful citizens now and in the future.

### Improvement Measures

- Implement and review FMDS Curriculum Plan and Scope & Sequence in Writing, Spelling and Mathematics.
- University of Wollongong DEMs Programs implemented and reviewed.
- All classrooms demonstrate effective and ongoing Assessment for Learning and formative assessment strategies.
- Research best practices and implement pedagogical changes where required
- Increased evidence of critical and higher order thinking in all classrooms supported by G&T, STEM and 4C's learning.
- Evaluate newly amended Aboriginal perspective units and RAP Action Plan.
- PBL and wellbeing data reflects positive growth in all areas.
- Review Preschool QIP.

### Progress towards achieving improvement measures

#### Process 1: Curriculum

- Revise and review the curriculum areas of writing, spelling & mathematics K–6.
- Deliver and share dynamic Teaching & Learning programs across all KLAs as well as strategies in assessment (formative, summative and feedback).
- Preschool utilise EYLF and ELSA to plan and implement quality learning experiences and assess children outcomes.

Evaluation	Funds Expended (Resources)
<p>Quality Improvement Plan (QIP) evaluated and goals set for 2019. Focus on environment, communication with families, programming and celebrating success in the community.</p> <p>MathsBurst program was successful in stage 2 to improve the spacial awareness and understanding of mathematical concepts for students. 100% of students improved by average expected growth.</p> <p>Spelling scope and sequence was altered to support the learning needs of the students identified by assessment. K–2 staff working on a scope and sequence that embeds phonological awareness.</p> <p>The Occupational Therapy program introduced in the support unit allowed for a complete refurbishment of the IO junior support class and autism class to best cater for the learning needs of the students.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$100000.00)</li></ul>

#### Process 2: Learning and Development

- Teachers use embedded and explicit systems for professional dialogue, collaboration and observations.
- Teachers model highly effective practices and strategies to UOW students.
- Staff professional learning addresses effective strategies to improve their teaching and learning, particularly in the area of future focussed learning through 4C's Transforming Schools, formative and summative assessment and feedback for assessment purposes.
- Mentoring and coaching opportunities to improve teaching and develop aspiring leaders.
- Preschool and AP P–2 liaise with P–2 DoE Officer for mentor, coaching to support quality practices.

## Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>University of Wollongong (UOW) links continue to be a prominent feature of the culture of our school. 2nd and 3rd Year students completed one subject each in our school. Staff provided feedback and advice to over 400 students.</p> <p>Preschool transformation began in term 2 of 2019 with the expectation that the playground environment will be completed in 2020. Pedagogical changes to meet the growing needs of our contemporary learners has been investigated and will be actioned in 2020.</p> <p>Differentiated professional learning for staff was a great success as staff chose an area of interest to learn about and a presentation of the learning was delivered to all staff at the end of the year.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Schools Plus Grant (\$15000.00)</li><li>• Community Funds (\$130000.00)</li></ul>

## Next Steps

In 2020, we will continue our links with UOW and establish an action research project to complete with the university focussing on developing student agency in learning. The preschool will undergo a major environmental change and therefore curriculum will need to be restructured and innovative learning provided to students.

Professional learning will focus on 4C's transforming schools across the network and school, L3 and L3S1 English professional learning, MathsBurst for 3–6 staff and story workshop. Sarah Rudling's trauma and brain development professional learning will be followed up in term 3 2020.



## Strategic Direction 3

Leading – Developing effective leadership capacities to promote a positive school culture, supporting student and community engagement through a shared strategic vision.

### Purpose

To maintain a focus on authentic, distributed, instructional leadership by establishing a professional learning community focused on continuous improvement of teaching and learning and improved student learning outcomes.

To create an environment that encourages the community to be active participants within the school. Deep, genuine, shared connections will enrich and expand the lives of learners.

### Improvement Measures

- Increased leadership capabilities and capacity, teaching and leadership standards, leadership profiles, roles and responsibilities.
- Tell Them from Me data analysed annually.
- Improvement in parent participation in Tell Them from Me survey.
- Increased parental engagement in school activities and programs to support children's learning eg. Meet the Teacher attendance data, P&C.
- Increasing enrolment trends for Preschool and Kindergarten following effective transition programs and positive school profile. Preschool review of NQF QA 6 & 7.

### Progress towards achieving improvement measures

#### Process 1: Leadership Roles

- Promote leadership roles within teaching staff through TPL and PDP's and actively promoting higher levels of accreditation.

Evaluation	Funds Expended (Resources)
Interested staff attended professional learning on higher levels of accreditation. Lead teacher completed maintenance. Three teachers were accredited at proficient level.	Network professional learning and in school support group established and led by proficient teachers.

#### Process 2: Wellbeing Support

Accessing research based programs and experts to identify and source expertise that provides tailored programs and interventions, supporting wellbeing and learning.

Evaluation	Funds Expended (Resources)
<p>The Occupational Therapy program was a successful program that highlighted the need to develop muscle strength in students for movement and further development. The setting up of the support unit class with appropriate equipment and furniture allowed for the program to be actioned at all times.</p> <p>Our PBL team continued to be one of the strongest and most influential teams in the school. Our quiet play areas were refurbished and all signage was replaced and updated.</p>	<p>Occupational therapist from local organisation.</p> <p>Regional PBL coach to provide PL.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$20000.00)</li> <li>• Socio-economic background (\$50000.00)</li> </ul>

#### Process 3: Build effective community partnerships by establishing:

- Effective transition programs,
- Ongoing learning partnerships,
- Forum for parent voices,
- Parent meeting spaces,
- Specific strategies for difficult to reach families and
- valuing skills and expertise of community members.

Evaluation	Funds Expended
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## Progress towards achieving improvement measures

Evaluation	(Resources)
<p>Parent engagement continued to be a place of new learning and investigations into effective online platforms for communication began. Facebook had a 150% increase in followers and communication about children's learning became a focus of the posts.</p> <p>A community cafe was initiated and gave parents an opportunity to come together informally. At times this forum was used to gather opinion and data about certain school issues.</p> <p>Parent helpers became the norm in P-2 classes with art, music and drama experts volunteering their time to be active in classrooms.</p> <p>Transition to school programs for preschool and kindergarten were held with ten sessions of transition for kindergarten and four for preschool.</p>	<p>Kinder transition</p> <p>Parent helper thank you hospitalities</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$4000.00)</li> </ul>

### Process 4: Active student welfare teams

- Active, efficient and responsive Learning Support Team, PBL Team and Aboriginal Education Team led and driven by aspiring leaders to strongly support teachers and targeted children.

Evaluation	Funds Expended (Resources)
<p>The EAL/D teacher worked with 45 students K-6 and delivered in class support as well as withdrawal group support in English and mathematics. Refugee students were supported additionally and offered one on one support where required.</p> <p>Aboriginal Education funds were used to have two free incursions in the school, one focused on Aboriginal art, music and culture and another on designing painted rocks for our yarning circle. A yarning circle was designed for construction in 2020.</p> <p>Low level adjustment for disability funds employed an SLSO to work in stages 2 and 3.</p> <p>PBL and LST teams were expertly led to function as very productive teams who kept their core business centred around children and their learning and wellbeing.</p>	<p>EAL/D teacher 0.6</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• English language proficiency (\$49647.00)</li> <li>• Aboriginal background loading (\$19473.00)</li> <li>• Targeted student support for refugees and new arrivals (\$1011.00)</li> <li>• Low level adjustment for disability (\$47434.00)</li> <li>• Socio-economic background (\$20000.00)</li> </ul>

## Next Steps

PBL and LSTeams will continue to be the driving force at the school for wellbeing and student support. Aboriginal funds for 2020 will support the development of the yarning circle and the landscaping around the space. Our EAL/D teacher will continue to support the learning of the new arrival children and refugee children who arrive at our school. In class support and small group withdrawal will continue in 2020.

Key Initiatives	Resources (annual)	Impact achieved this year
<p><b>Aboriginal background loading</b></p>	<p>Revisit current PLP proforma and redesign if necessary</p> <p>Incursion</p> <p>Design created by Aboriginal Education team in collaboration with parents, AECG and students.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$19 473.00)</li> </ul>	<p>Aboriginal Education was promoted and celebrated throughout 2019. The development of PLP's for all students brought families and staff together to design goals and expectations for the year ahead. Incursions were very successful highlighting Aboriginal culture, dance, music and sport. The art incursion saw every child paint a stone that will become a part of the yarning circle that is currently being designed and priced. It is hoped to be completed in 2020.</p>
<p><b>English language proficiency</b></p>	<p>EAL/D teacher</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• English language proficiency (\$49 647.00)</li> </ul>	<p>A successful year of support for our EAL/D students who made significant gains in the goals set for them at the beginning of the year. The EAL/D scales allowed for achievement to be tracked and success measured.</p> <p>Our Multicultural Day celebrations saw families dress in traditional costumes and students move through countries using passports to track their journeys. Feedback on the day was very positive and the families enjoyed being a part of the celebrations.</p>
<p><b>Low level adjustment for disability</b></p>	<p>Learning and Support Teachers 1.2</p> <p>SLSO</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$179 783.00)</li> </ul>	<p>Three teachers working part time were allocated to the support role in 2019. Focus was given to priorities for the Learning and Support Team determined by referrals. LaST's were allocated to support in Literacy and Numeracy as well as social development programs and Memory Mates to improve the working memory of some of our students.</p> <p>An SLSO was employed 4 days per week to support Stages 2 and 3 in English.</p>
<p><b>Quality Teaching, Successful Students (QTSS)</b></p>	<p>Casual relief</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$71 286.00)</li> </ul>	<p>143 days were available to run 8 spiral sessions over the year for each stage. Staff were released to participate in a Spiral of Inquiry collaboration. Data was shared and scanned. A focus was decided upon and a hunch developed. Learning by all staff was completed if required and a decision to take action around a new way of teaching was created. The implementation of the new way of teaching was undertaken and a checking process was carried out after 3–4 weeks. This intense level of collaboration was incredibly successful and impacted on student learning outcomes.</p>
<p><b>Socio-economic background</b></p>	<p>English, mathematic and other KLA resources</p> <p>Technology and STEM resources</p> <p>Occupational Therapy program in support unit</p>	<p>All resources to support the teaching and learning of students were purchased. An Occupational Therapist was employed to work with our Support Unit students and create a new learning environment. Technology was purchased for all grades with particular emphasis on STEM and robotics programs.</p>

<p><b>Socio-economic background</b></p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$124 073.00)</li> </ul>	<p>All resources to support the teaching and learning of students were purchased. An Occupational Therapist was employed to work with our Support Unit students and create a new learning environment. Technology was purchased for all grades with particular emphasis on STEM and robotics programs.</p>
<p><b>Targeted student support for refugees and new arrivals</b></p>	<p>EAL/D teacher</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Targeted student support for refugees and new arrivals (\$1 011.00)</li> </ul>	<p>12 hours of additional support to refugee students and new arrivals as required.</p>



# Student information

## Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	207	206	196	198
Girls	167	170	159	167

## Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.6	93	93.5	93.3
1	90.9	94.8	92.4	91.4
2	93.8	91.9	94.5	92.8
3	94.5	95.3	91.8	92.4
4	93.9	94.7	93.4	94
5	92.9	94.5	94.6	93
6	93.2	93.8	92.8	94.3
All Years	93.4	94	93.2	93.1
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)	5
Classroom Teacher(s)	17.36
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.8
School Counsellor	0.8
School Administration and Support Staff	9.22

\*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 <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	854,514
<b>Revenue</b>	4,654,800
Appropriation	4,500,436
Sale of Goods and Services	51,357
Grants and contributions	99,772
Investment income	2,460
Other revenue	775
<b>Expenses</b>	-4,850,679
Employee related	-4,001,784
Operating expenses	-848,895
<b>Surplus / deficit for the year</b>	-195,879

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 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	920,281
<b>Equity Total</b>	372,975
Equity - Aboriginal	19,473
Equity - Socio-economic	124,073
Equity - Language	49,647
Equity - Disability	179,783
<b>Base Total</b>	2,560,328
Base - Per Capita	93,050
Base - Location	0
Base - Other	2,467,277
<b>Other Total</b>	559,168
<b>Grand Total</b>	4,412,752

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.

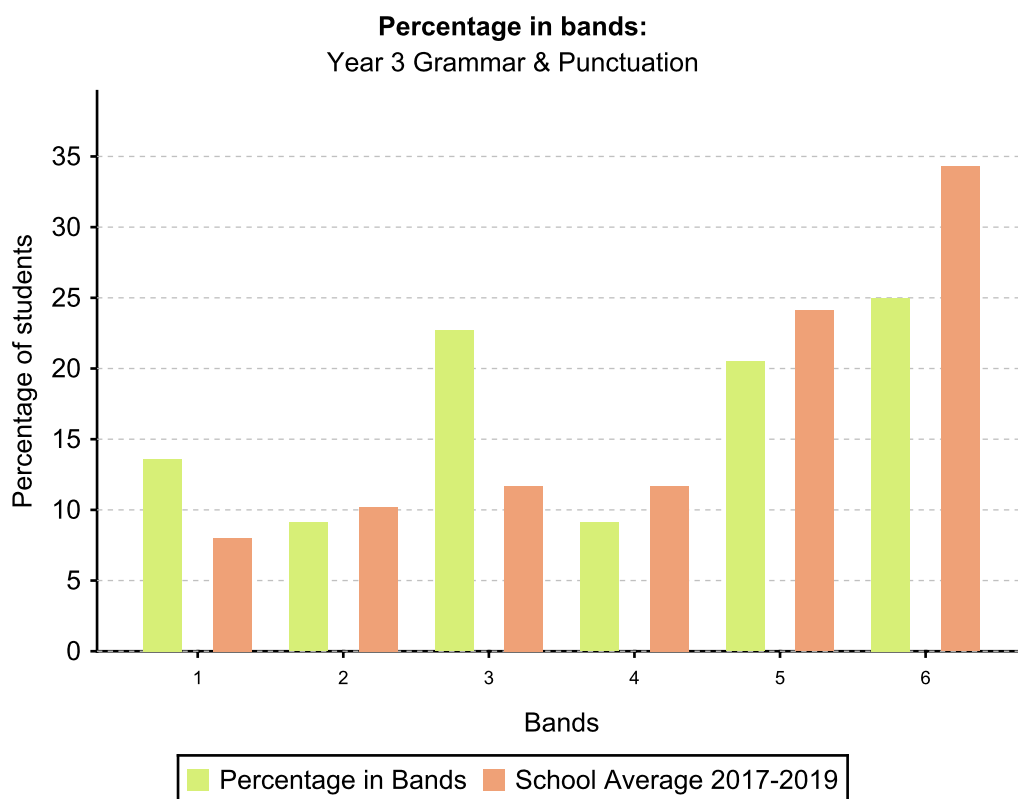


## School performance - NAPLAN

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.

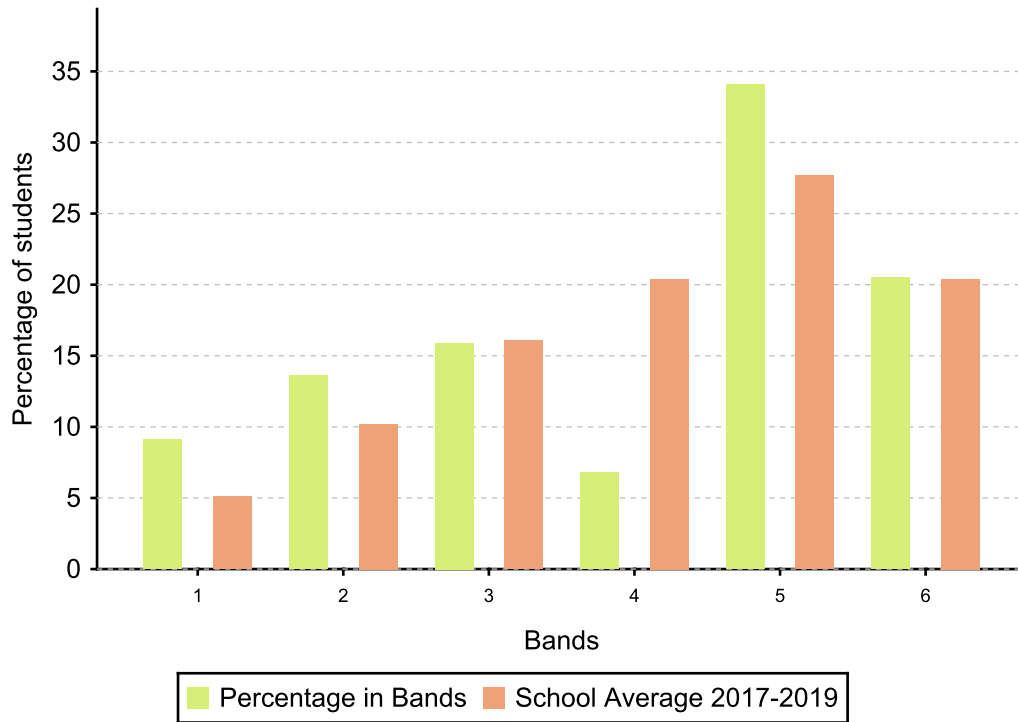
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison 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



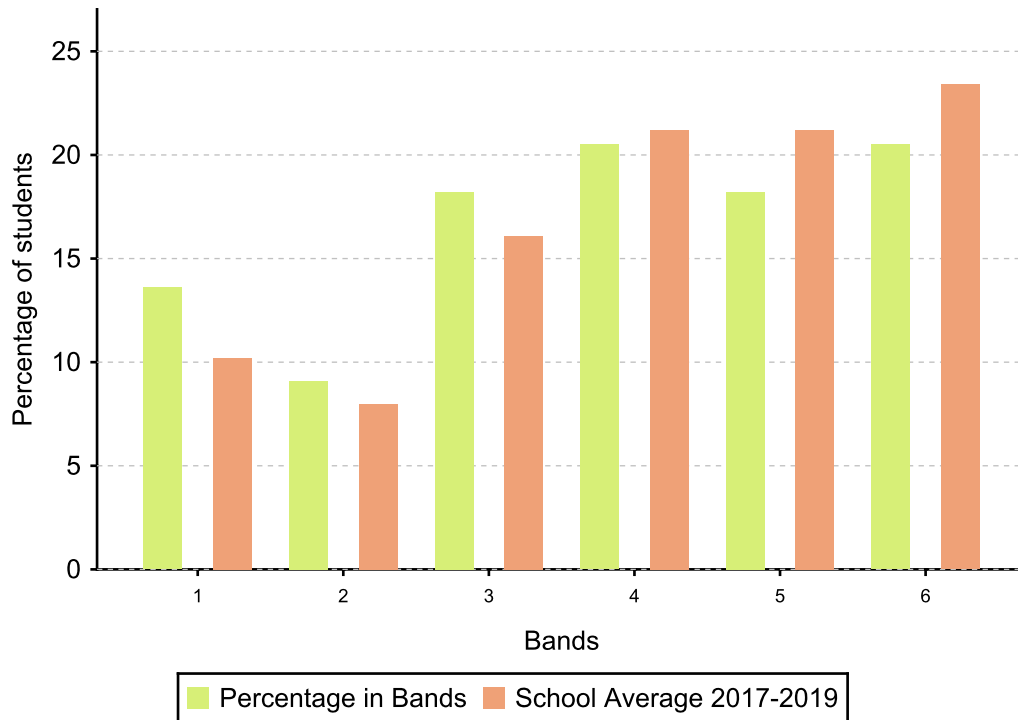
Band	1	2	3	4	5	6
Percentage of students	13.6	9.1	22.7	9.1	20.5	25.0
School avg 2017-2019	8	10.2	11.7	11.7	24.1	34.3

**Percentage in bands:**  
Year 3 Reading



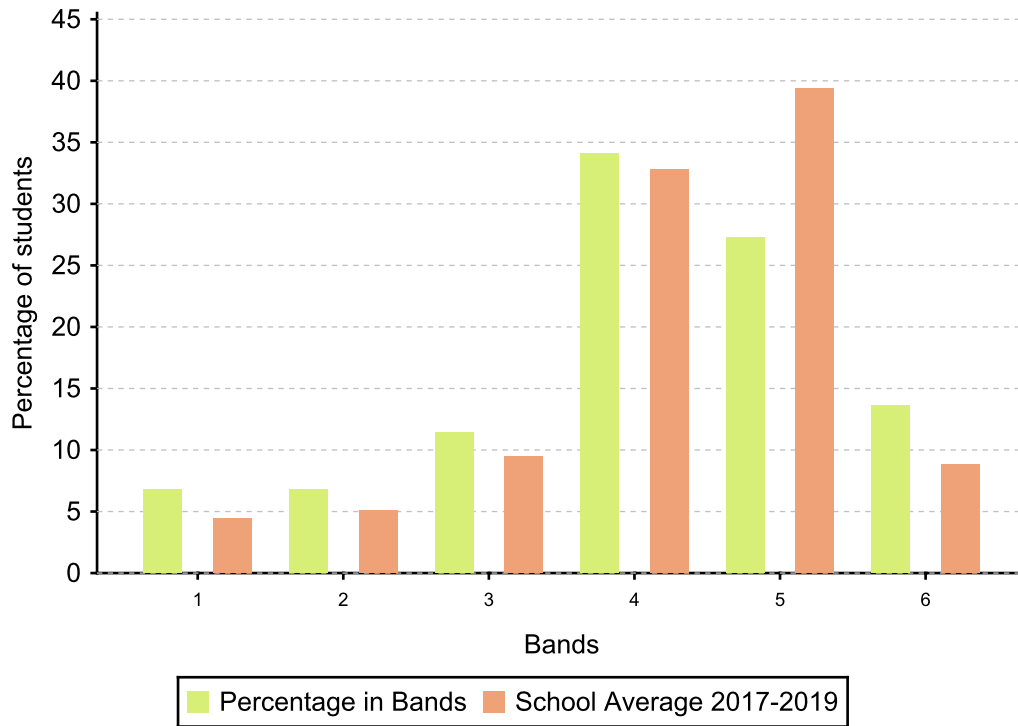
Band	1	2	3	4	5	6
Percentage of students	9.1	13.6	15.9	6.8	34.1	20.5
School avg 2017-2019	5.1	10.2	16.1	20.4	27.7	20.4

**Percentage in bands:**  
Year 3 Spelling



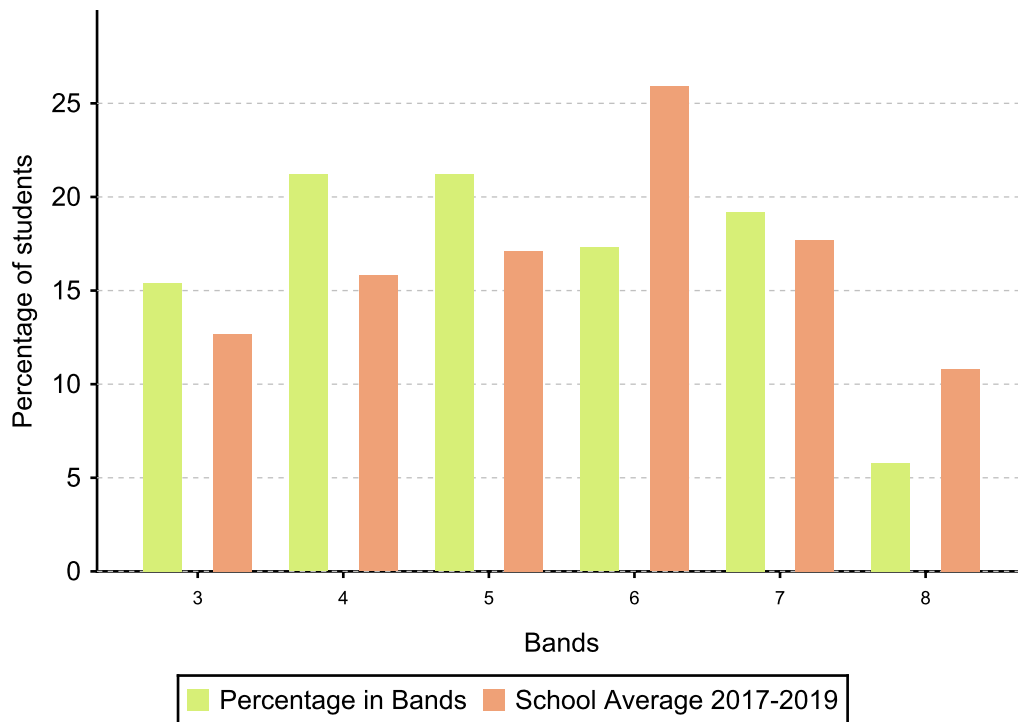
Band	1	2	3	4	5	6
Percentage of students	13.6	9.1	18.2	20.5	18.2	20.5
School avg 2017-2019	10.2	8	16.1	21.2	21.2	23.4

**Percentage in bands:**  
Year 3 Writing



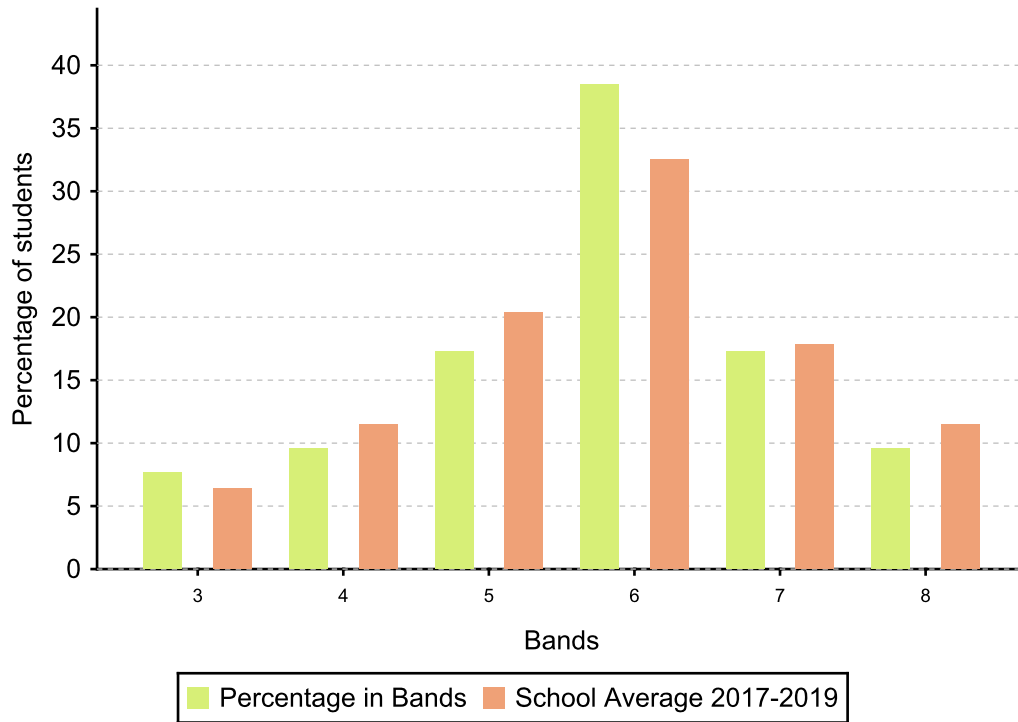
Band	1	2	3	4	5	6
Percentage of students	6.8	6.8	11.4	34.1	27.3	13.6
School avg 2017-2019	4.4	5.1	9.5	32.8	39.4	8.8

**Percentage in bands:**  
Year 5 Grammar & Punctuation



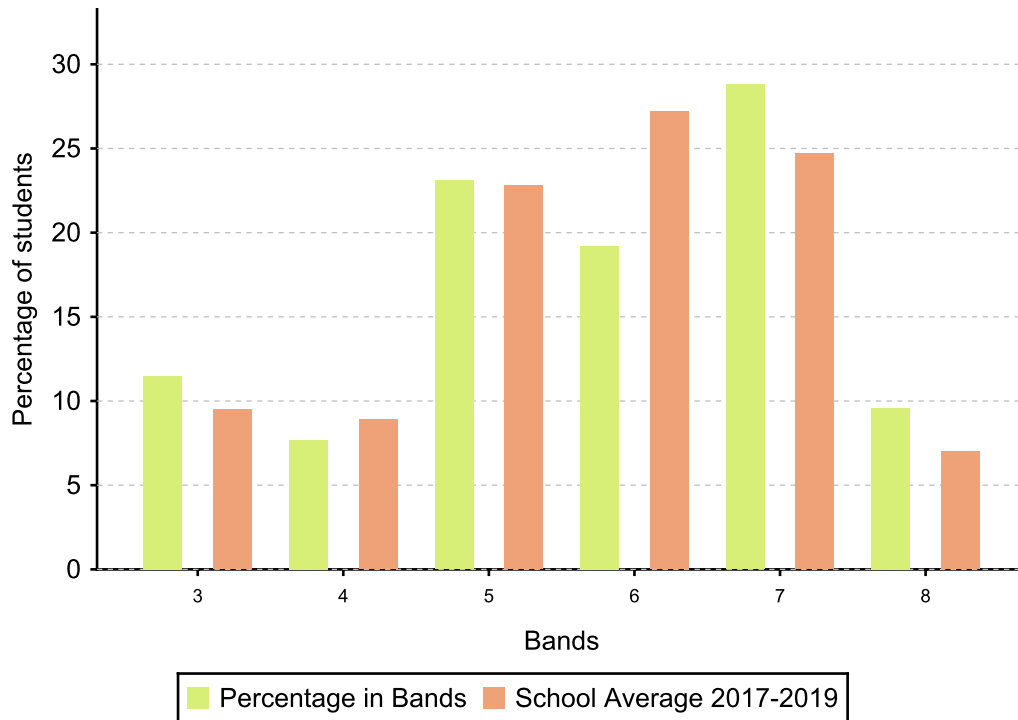
Band	3	4	5	6	7	8
Percentage of students	15.4	21.2	21.2	17.3	19.2	5.8
School avg 2017-2019	12.7	15.8	17.1	25.9	17.7	10.8

**Percentage in bands:  
Year 5 Reading**



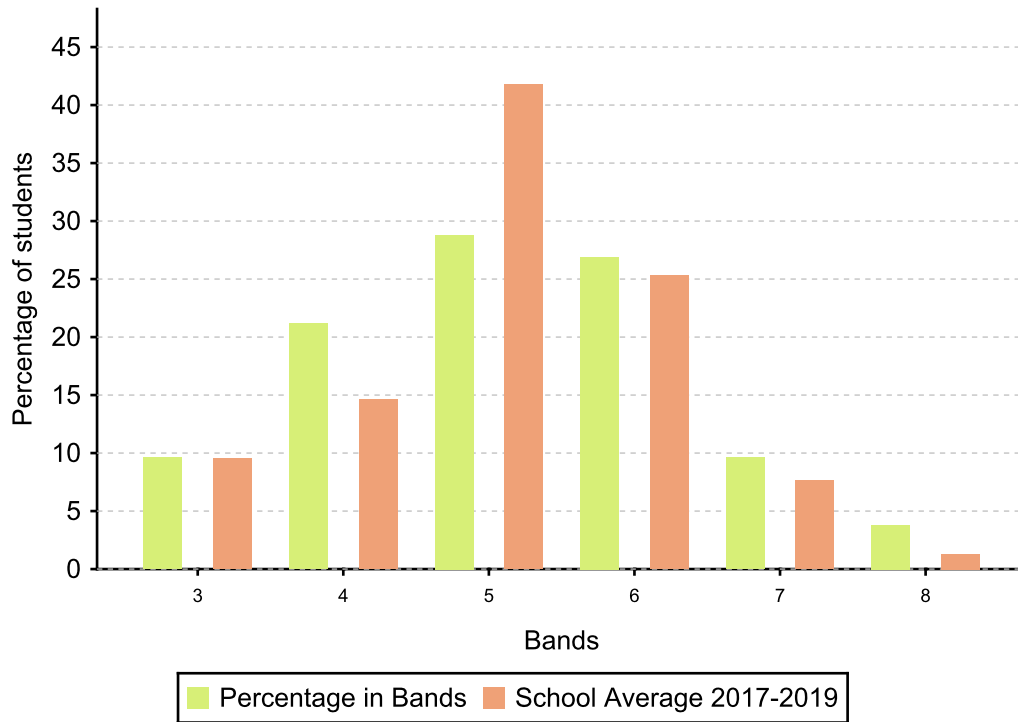
Band	3	4	5	6	7	8
Percentage of students	7.7	9.6	17.3	38.5	17.3	9.6
School avg 2017-2019	6.4	11.5	20.4	32.5	17.8	11.5

**Percentage in bands:  
Year 5 Spelling**



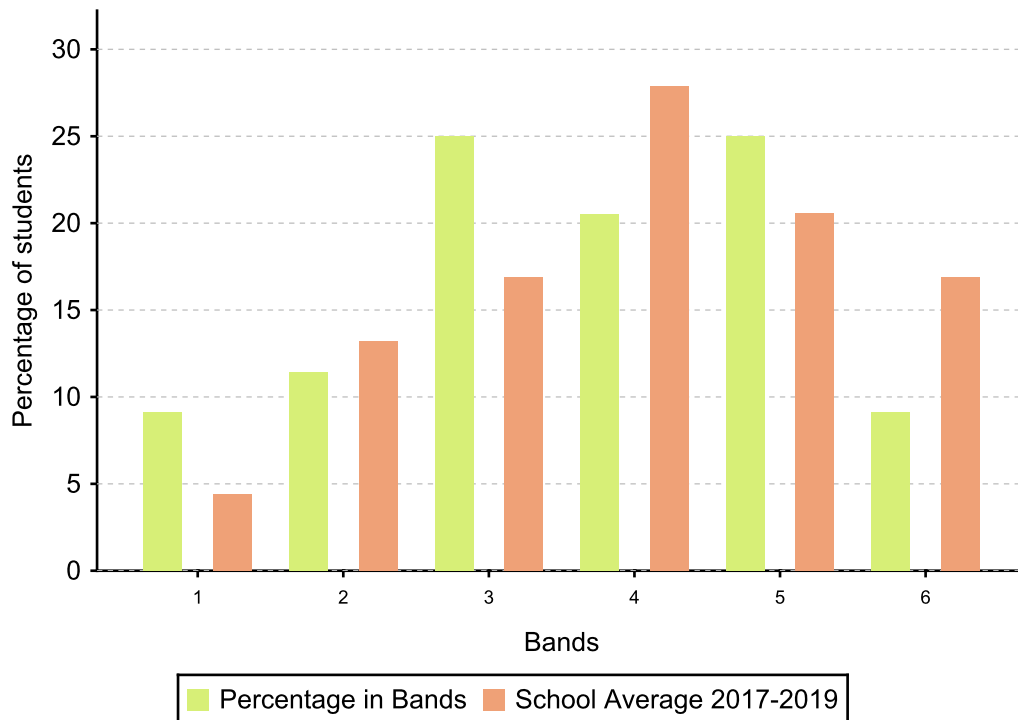
Band	3	4	5	6	7	8
Percentage of students	11.5	7.7	23.1	19.2	28.8	9.6
School avg 2017-2019	9.5	8.9	22.8	27.2	24.7	7

**Percentage in bands:**  
Year 5 Writing



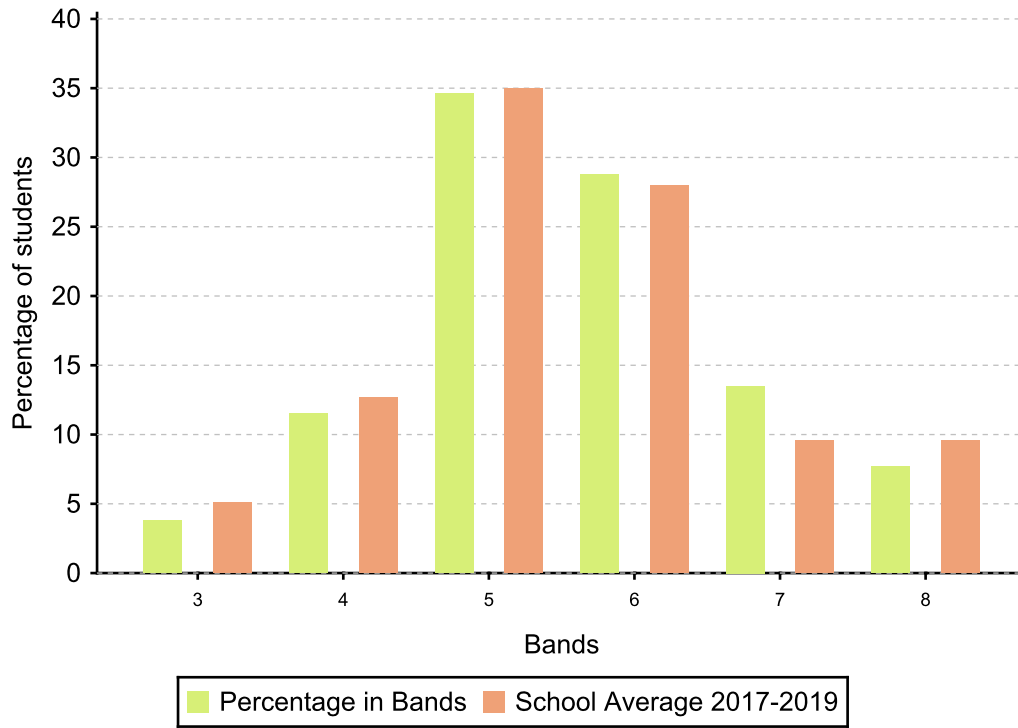
Band	3	4	5	6	7	8
Percentage of students	9.6	21.2	28.8	26.9	9.6	3.8
School avg 2017-2019	9.5	14.6	41.8	25.3	7.6	1.3

**Percentage in bands:**  
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	9.1	11.4	25.0	20.5	25.0	9.1
School avg 2017-2019	4.4	13.2	16.9	27.9	20.6	16.9

**Percentage in bands:**  
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	3.8	11.5	34.6	28.8	13.5	7.7
School avg 2017-2019	5.1	12.7	35	28	9.6	9.6

## Parent/caregiver, student, teacher satisfaction

Parent interviews were held with parents during Term One. During this time and at more informal times of the year, data was collected indicated that parent/caregivers were impressed with the high expectations of students and the interaction between staff and students. They were pleased that the Positive Behaviour for Learning program was consistent and procedures were clear for all stakeholders. They were impressed with the changes to communication across the school and parents felt that they were communicated to effectively. There was an increase in the use of social media for communication across the school and this was appreciated.

Staff were involved in the evaluation of the 2019 school plan and milestone achievements. They evaluated and reflected on the achievements and provided the where to next for 2020.

Students were involved in the end of year evaluations and completed in school surveys on programs that had been administered in 2019. Student leaders were active in decision making processes and were members of the evaluation team that analysed the Tell Them from Me survey and findings will be activated in 2020.



# 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.

