

Five Dock Public School

2019 Annual Report



1920

Introduction

The Annual Report for 2019 is provided to the community of Five Dock 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

Five Dock Public School

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School background

School vision statement

At Five Dock Public School we believe that through co-operation and collaboration, we will continue to foster a culture of high expectations that leads to a high impact learning environment. Our collective purpose is to provide relevant and challenging learning experiences. Through these we will develop the skills, knowledge and understandings that empower our students to actively participate in a complex world, as respectful and tolerant global citizens. Our overall vision is to contribute to every student achieving their potential.

School context

Five Dock Public School is situated in the Inner West of Sydney. The school caters to the needs of 407 students from Preschool to Year 6. A support unit caters to the learning needs of students with a mild to moderate intellectual disability and/or autism. All our students learn about and value inclusion and this adds to the overall positive culture of the school. The Preschool provides thirty hours of learning every fortnight for forty children in the year prior to commencing kindergarten. Staff, students and the community are proud of the diversity of our learners and the opportunity this provides for us to contribute to the overall development of the children in the Five Dock community.

Forty three percent of our students identify as being from a language background other than English. Whilst thirty two languages are represented, Italian continues to be the most commonly spoken language. This is a result of post World War 2 immigration patterns. Two percent of our students proudly identify as Aboriginal and the school supports their development through individualised learning programs and a cultural, health and wellbeing program implemented in partnership with the University of Sydney.

Like many suburbs in the Inner West, the area is undergoing rapid development and change. The majority of families are dual income and the P and C provides before and after school care for their children. The school population has increased by 50% over the last seven years and this trend is predicted to continue.

The school's core values of **respect**, **participate**, **belong** and **achieve** are integral to all our programs as we develop and grow each and every child, emotionally, socially, physically and academically.

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	Sustaining and Growing
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	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Excellence in teaching and learning

Purpose

To develop strong literacy and numeracy skills in all students so that they can successfully access all curriculum areas as a result of their individual learning needs being known, understood and catered for.

Improvement Measures

Increase the percentage of students achieving higher than expected growth in literacy.

Increase the percentage of students achieving higher than expected growth in numeracy.

All teachers are able to analyse, interpret and use qualitative and quantitative data to develop high impact teaching and learning programs.

All teachers build their capacity aligned to the *Australian Professional Standards for Teachers* to improve learning.

Overall summary of progress

The percentage of students demonstrating higher than expected growth in literacy and numeracy remained consistent in 2019 when compared with the last three years. Analysis and interpretation of qualitative and quantitative data remains a priority for staff and there is evidence of increased capacity amongst teachers. As a result of the school's participation in the *PIVOT* program which measured student perceptions regarding their teaching and learning, all teachers participated in collaborating to establish goals directly linked to the *Australian Professional Standards for Teachers*.

Progress towards achieving improvement measures

Process 1: DIFFERENTIATION

A whole school approach to assessment practices that includes assessment 'for', 'of' and 'as' learning to support differentiation.

Evaluation	Funds Expended (Resources)
<p>At the end of 2019, the strategies and processes to ensure effective differentiation of teaching and learning, with an emphasis on literacy and numeracy, were:</p> <ul style="list-style-type: none">Curriculum support teachers (<i>LaST</i>) participating in professional learning in using the software program <i>PLAN 2</i> to track student performance. All classroom teachers then participated in professional learning to upskill them to enter students' literacy and numeracy progress in the sub-elements of: <i>phonics, phonological awareness, understanding texts</i> and <i>quantifying number</i>. This has enabled teachers to clearly identify student achievement and adapt programs to meet their needs.Providing release time twice a year for each class teacher to facilitate <i>consistency of teacher judgement (CTJ)</i> through professional discussions regarding individual student achievement and individual needs leading to programs being collaboratively developed and differentiated to move learning forward.Increasing the number of teachers using pre and post assessments and formative assessment strategies resulting in teaching and learning programs being incrementally adjusted to meet emerging student needs and when necessary, personalised learning plans being developed and referrals made to the Learning and Support Team. <p>In 2020, these strategies will continue to be implemented across the school. We will further develop our skills in effective collaboration and professional conversations that increase our impact on learning. This will be facilitated through additional opportunities to engage classroom teachers, curriculum support teachers and school learning support officers in regular professional conversations to establish what students know, can do and understand and</p>	<p>Attendance at professional learning for <i>curriculum support teacher (LaST)</i>.</p> <p>School-based professional learning.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">Operational expenses (\$20000.00)

Progress towards achieving improvement measures

the next steps required to progress learning.

Process 2: DATA LITERACY

All teachers demonstrate a consistent understanding of assessment and data concepts which is used to inform planning, identify interventions and modify teaching practice.

Evaluation	Funds Expended (Resources)
<p>In 2019 a range of data sources were used to diagnose student need and to establish the success of teaching and learning programs. These were:</p> <ul style="list-style-type: none"> • Expanding the <i>Sound Waves</i> spelling program to include upper primary. This resulted in a consistent approach to the collection and analysis of the skills, knowledge and understanding students across the school. Teachers were able to adjust programs to meet student needs. • Administration of <i>ACER Progress Achievement Test (PAT)</i> in reading and numeracy to all students in Years 2–6 leading to the establishment of baseline data to measure student progress in 2020. The information also provided additional insight into goal setting for students. • The use of school-based summative and formative assessment strategies enabling teachers to be monitoring learning continuously as units of work were taught, as well as at the end of a unit of work. • Literacy and numeracy achievement data based on internal assessment recorded on <i>PLAN 2</i> and <i>NAPLAN</i> shared with 2020 teachers leading to continuity of learning for students. • Commencing building a portfolio of work for every child from K–6 that reflects progress each year. This is shared with the next year's teacher along with quantitative data. It can also be shared with parents/carers. This leads to a clear understanding of what students know, do and understand for their next teacher. The portfolio is given to students when they exit the school. 	<p>Twilight meeting</p> <p>Staged based and School Leadership Team meetings</p> <p>Teacher release to facilitate transfer of information</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Refer to Process 1 (\$0.00)

Process 3: VISIBLE LEARNING

Implementation of visible learning that engages and builds student achievement and growth.

Evaluation	Funds Expended (Resources)
<p>At the end of 2019, all staff:</p> <ul style="list-style-type: none"> • demonstrated an understanding of <i>Cognitive Load Theory</i> through professional learning held on the Term 3 School Development Day. 50% of teachers indicated that the introduction of <i>Cognitive Load Theory</i> had increased their understanding of the importance of using strategies to aid reducing cognitive load and would adapt their pedagogy accordingly. • Were provided with the opportunity to participate in a reading circle held fortnightly to develop their understanding of a growth mindset. As a result, evidence of strategies to support students to develop a growth mindset was observable in a number of classrooms. Informal conversations and discussions indicated a real interest in looking critically at the language used with students and between students to shift their mindset towards a positive "can do" attitude. Posters and displays advocating a growth mindset are evident around the school. 	<p>Teacher release to attend professional learning.</p> <p>Teacher release to plan, observe and provide feedback on lessons.</p> <p>Reading circle for interested staff on developing a growth mindset.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • School funds (\$3000.00)

Next Steps

In 2020 we will:

- Continue to develop and implement quality transfer of information for all staff at the end of the year to student transition;
- commence 5 week cycles of planning, implementing, assessing and evaluating teaching and learning to establish the next steps to move all students' learning forward;
- implement consistent pre and post tests for literacy and numeracy;
- administer *PAT* assessments for years 2–6 to establish growth over the past year;

- evaluate the implementation of the *Soundwaves* program;
- continue to ensure strategies to reduce cognitive load are highlighted within team meetings by the School Leadership Team.
- develop an understanding of the language of the *Australian Professional Standards for Teachers* is used in *PIVOT* surveys to support students to be able to effectively participate in student perception surveys to inform teachers' growth;
- introduce students to developmentally appropriate vocabulary of learning intentions; and,
- ensure that age appropriate metalanguage of teaching and learning strategies is understood by students.

Strategic Direction 2

Capacity building for the future

Purpose

Students and staff develop the skills, knowledge and understandings to prepare for tomorrow's world.

Improvement Measures

All teachers incorporate general capabilities across the curriculum.

Increased opportunities for all staff to develop their leadership capabilities.

Increased collective teacher efficacy through authentic collaboration.

Every student has the capacity to access, create and communicate information and ideas.

Overall summary of progress

The capacity of all teachers to incorporate the general capabilities across the curriculum has increased. Professional learning activities that familiarised teachers with short, sharp lesson breaks to promote critical and creative thinking were integrated with weekly communication meetings.

Sentral software has been introduced to facilitate recording of attendance, academic progress, participation and reporting to parents.

Participation in targeted programs to continue to develop and leadership capacity of our formal school leaders and that of our aspirants, has increased the leadership density across the school..

Progress towards achieving improvement measures

Process 1: GENERAL CAPABILITIES

Develop a deep understanding of the general capabilities.

Evaluation	Funds Expended (Resources)
In 2019, there was evidence of: <ul style="list-style-type: none">• Critical and creative thinking activities in classrooms across the school through teaching and learning programs and displays; and,• general capabilities being incorporated in teaching programs.	Teacher release to provide time to access resources to use to develop critical and creative thinking skills. Time in Term 2 and 3 weekly communication meetings to introduce activities to develop critical and creative thinking skills. Funding Sources: <ul style="list-style-type: none">• School based funding. (\$2204.00)

Process 2: ICT AND ADAPTABLE LEARNING

Up to date and reliable information and communication technology tools within flexible learning spaces that optimise teaching and learning for all.

Evaluation	Funds Expended (Resources)
In 2019: <ul style="list-style-type: none">• 100% of teaching staff were entering student absences on SENTRAL;• 100% of staff completed semester 2 reports on SENTRAL;• Staff accessed the Friday morning "drop in" sessions as needed leading to an increase in confidence using the various platforms across the school;	Teacher release days Purchase of furniture Funding Sources:

Progress towards achieving improvement measures

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|---|---|
| <ul style="list-style-type: none">• Microsoft Teams was easier for staff to navigate to locate folder and files; and,• 100% of students have access to learning spaces that cater to collaborative, individual and group work. | <ul style="list-style-type: none">• School based funds (\$13000.00) |
|---|---|

Process 3: LEADERSHIP

Increased levels of staff leadership.

Evaluation	Funds Expended (Resources)
<p>In 2019:</p> <ul style="list-style-type: none">• The number of of teaching staff who were able to confidently take on leadership roles within the school increased by thirty three percent; and,• Members of the <i>School Leadership Team</i> increased their capacity to lead coaching conversations leading to improved professional dialogue regarding student learning and teacher development.	<p>Teacher release days to attend full day conferences as part of the <i>Lead4Success</i> program.</p> <p>Teacher release for members of the <i>School Leadership Team</i> to work together to further develop their leadership skills.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• School funds (\$12041.00)

Next Steps

In 2020 we will:

- Continue to ensure creative and critical thinking is evident in all teaching and learning programs;
- introduce additional play opportunities in Early Stage One as a powerful form of learning that develops creative and critical thinking as well as problem solving;
- develop the skills of teaching staff to implement explicit project based and group based learning that supports the development of the skills necessary for success in students;
- increase technology accessible to all students;
- teach digital technology as part of the Science and Technology syllabus;
- provide further staff training to authentically integrate ICT across the curriculum;
- increase the use of *Google Classroom* and other digital platforms across the school;
- commence professional learning for all staff on the impact of authentic collaboration that improves the overall collective efficacy of the staff; and,
- ensure that leadership opportunities are distributed across the school.

Strategic Direction 3

Strong learning partnerships

Purpose

Clarity and consistency throughout the community to develop a shared understanding of learning and wellbeing.

Improvement Measures

Increased engagement with the local community within and external to the school.

Increased knowledge of current teaching and learning strategies within the school community.

Establish and strengthen strategic partnerships beyond the school.

Overall summary of progress

The school is connected with the local community through a strong partnership with the P and C. With their support the profile of the school continues to evolve within the local community through sponsorship and participation in whole school events.

The introduction of *Class Dojo* for classroom teachers across the school to communicate directly with parents/carers has increased the awareness of the community regarding current approaches to teaching and learning.

Strong partnerships with local schools have led to increased leadership opportunities and opportunities for jointly facilitate professional learning and a sharing of ideas.

Progress towards achieving improvement measures

Process 1: ENGAGING WITH THE COMMUNITY

Increase the profile of the school across the community.

Evaluation	Funds Expended (Resources)
In 2019: <ul style="list-style-type: none">• 78% of families indicated that they felt better informed regarding school activities;• a number of teachers used <i>Class Dojo</i> to communicate with families regarding what the children were doing in class;• the number of local businesses supporting the school increased; and,• the majority of families responded favourably to the new reporting format.	Relief days for SASS to improve the school website. Professional learning for staff in operating <i>Class Dojo</i> . Professional learning for staff regarding the new reporting format and the use of <i>SENTRAL</i> to input information. Funding Sources: <ul style="list-style-type: none">• School based funding (\$1320.00)

Process 2: ENGAGED PARTNERSHIPS

Establish a communication strategy that meets the needs of parents/carers to be informed about current teaching and learning practice and their child's progress.

Evaluation	Funds Expended (Resources)
In 2019: <ul style="list-style-type: none">• The majority of teachers in the Support Unit, Early Stage 1, Stage 1 and Stage 2 were using <i>Class Dojo</i> regularly to provide information to families. (refer to process 1);	Teacher relief to prepare the new layout of the report. Professional learning to introduce

Progress towards achieving improvement measures

- 100% of teachers had the opportunity to participate in developing the guidelines and protocols for the implementation of *Class Dojo*;
- 66% of teachers indicated that they are confident that they know a number of students in addition to those in their own class. This was further increased through the introduction of vertical K–6 well-being groups in term 2; and,
- 100% of staff were provided with opportunities to learn about the students coming into their class in 2020.

Class Dojo.

Term 2 School Development Day session.

Funding Sources:

- School funds (\$1578.00)

Process 3: STRATEGIC LEARNING PARTNERSHIPS

Developing learning partnerships to build system capacity.

Evaluation	Funds Expended (Resources)
<p>In 2019:</p> <ul style="list-style-type: none"> • Knowledge and understanding was increased regarding the Design and Technologies area of the Science and Technology syllabus as evidenced in classroom programs; and, • Eight aspiring leaders participated in the L4S program. They were provided with input regarding change management, leadership capabilities and instructional leadership. All participants have indicated interest in participating in 2020. 	<p>Hospitalities for combined school development day professional learning in term 3.</p> <p>Teacher relief for <i>Lead4Success</i> program participation (refer to Strategic Direction 2, Process 3)</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • School funding (\$500.00)

Next Steps

In 2020: we will:

- Increase consistency of use of *Class Dojo* across the school to 100% of teachers utilising it as a form of communication about learning;
- increase the use of the *SENTRAL* platform to include Learning Support Team and parent meeting records and well-being documentation;
- increase the number of community-based excursions;
- provide parents/carers with information regarding the teaching of reading particularly in relation to comprehension;
- ensure parents/carers are familiar with *Class Dojo* and how to use it;
- continue to build strategic partnerships with other schools;
- facilitate stage team visits to other schools; and,
- when practical, participate in professional learning with other schools.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>TRD for PLP development</p> <p>School-based professional learning</p> <p>Internal structures to support teacher to implement Koori Kids Club</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$5 726.00) 	<p>In 2019:</p> <ul style="list-style-type: none"> All Aboriginal background students had a personalised learning plan that was developed with parent/carer input. The learning outcomes for all Aboriginal students were tracked and intervention provided; there was increased use of appropriate resources to support the development of a deeper understanding of traditional and contemporary Aboriginal culture across the school and the impact of British settlement; As a result of the acknowledgement of Aboriginal land, opportunities to share knowledge and authentic learning experiences through the <i>Koori Kids</i> program, Aboriginal students demonstrate pride in their culture as evidenced through their contribution to discussions and leadership of events; and, All staff and students recognise the meaning of the word <i>deadly</i> and its importance to Aboriginal people with a school-based <i>Deadly Award</i> introduced for students who demonstrate consistently upholding the values of the school; respect, participate, belong and achieve.
English language proficiency	<p>EALD teaching and learning was provided through in-class support by curriculum support teachers.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> English language proficiency (\$28 444.00) 	<p>Analysis of our NAPLAN results indicate that in 2019:</p> <ul style="list-style-type: none"> Students who are learning English as an Additional Dialect have achieved outcomes commensurate with students who have English as their first language.
Low level adjustment for disability	<p>Additional teacher time was purchased to increase the level of support to two days a week per stage.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$97 370.00) 	<p>Assessment through the year has indicated that there has been pleasing progress made by targeted students. When there are ongoing concerns, a referral is made to the school counsellor who then meets with parents/carers prior to administering assessment tasks.</p> <p>The model of support provided has increased consistency of intervention strategies between curriculum support and classroom teachers.</p>
Quality Teaching, Successful Students (QTSS)	<p>All members of the School Leadership Team released from face to face teaching to observe or be observed.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$80 037.00) 	<p>Providing relief for members of the School Leadership Team to observe teachers on their team or, to be observed, combined with the data provided through the <i>PIVOT</i> student perception surveys, led to teachers focusing on areas of practice to improve.. They worked on development consistent pedagogy and metalanguage within Stage teams. Teachers were able to focus on their Performance Develop Plans as well. There was an improvement in teachers reminding student of what they had learned leading to students understanding how well they are doing in class and teachers teaching students to be leaders.</p>

Socio-economic background	<p>Additional school-based funding as needed.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$17 266.00) 	All students who are identified as needing financial assistance are provided for this. As a result, all students are provided access to all school programs.
Support for beginning teachers	<p>No funding to support beginning teachers was received in 2019.</p>	Despite not receiving any support for beginning teachers, opportunities were provided for our early career temporary teachers to be observed and observe others through the QTSS program. Two early career teachers were able to select evidence for accreditation at Proficient level.
Targeted student support for refugees and new arrivals	<p>Additional teacher time.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Targeted student support for refugees and new arrivals (\$701.00) 	Our refugee students are making sound progress commensurate with their peers.
PBL	<p>Teacher release provided for entering data.</p> <p>Attendance at professional learning</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • School-based funding (\$2 104.00) 	The PBL program at Five Dock continues to provide a structured, high expectation environment for students. Clear expectations are explicitly taught and these are rotated fortnightly. <i>Tell Them From Me</i> student responses indicates a positive learning environment where the rules and expectations for classroom behaviour are clear. The majority of students have positive behaviour at school.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	222	216	208	196
Girls	189	192	194	196

Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.3	95.9	95.8	95.6
1	95.7	93.6	95.3	93.6
2	95.6	95	93.6	94
3	95.6	95.3	93.6	92.2
4	95.7	94.6	94.4	92.7
5	93.4	94.1	94.8	93
6	93	93.6	92.9	94.5
All Years	94.9	94.6	94.4	93.7
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)	16.36
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	7.12
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	406,437
Revenue	4,752,179
Appropriation	4,296,941
Sale of Goods and Services	59,349
Grants and contributions	387,591
Investment income	5,749
Other revenue	2,550
Expenses	-4,771,156
Employee related	-4,107,810
Operating expenses	-663,346
Surplus / deficit for the year	-18,976

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	746,733
Equity Total	148,807
Equity - Aboriginal	5,726
Equity - Socio-economic	17,266
Equity - Language	28,444
Equity - Disability	97,370
Base Total	2,689,265
Base - Per Capita	99,834
Base - Location	0
Base - Other	2,589,431
Other Total	640,139
Grand Total	4,224,944

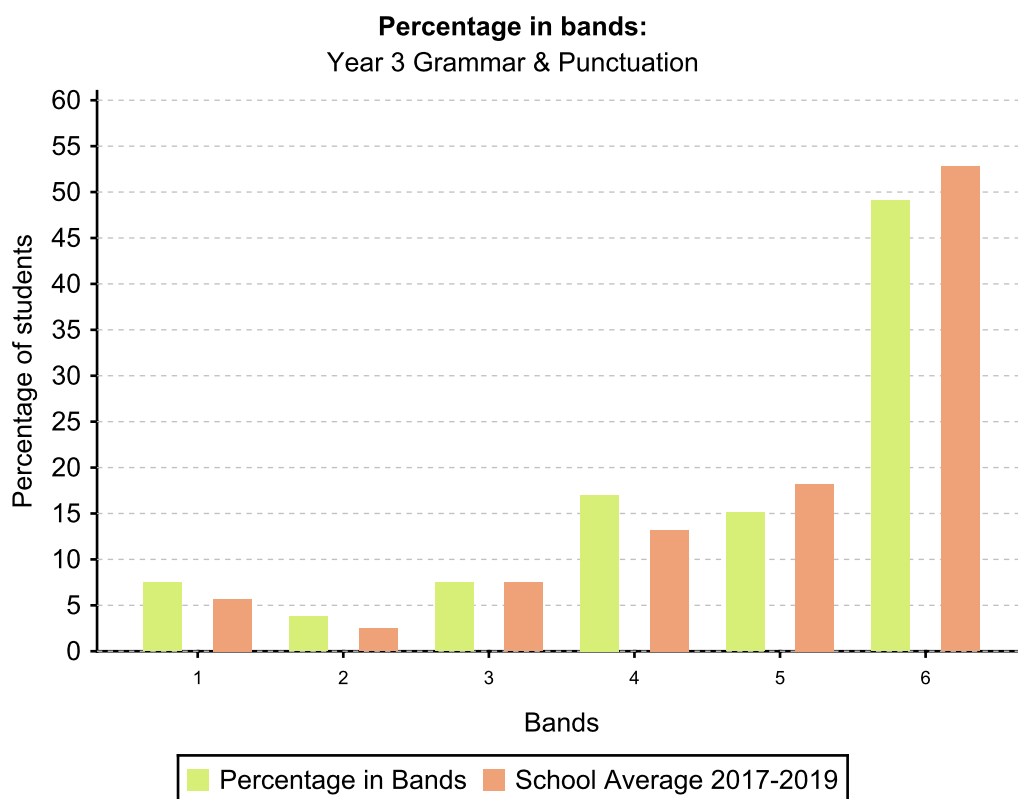
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

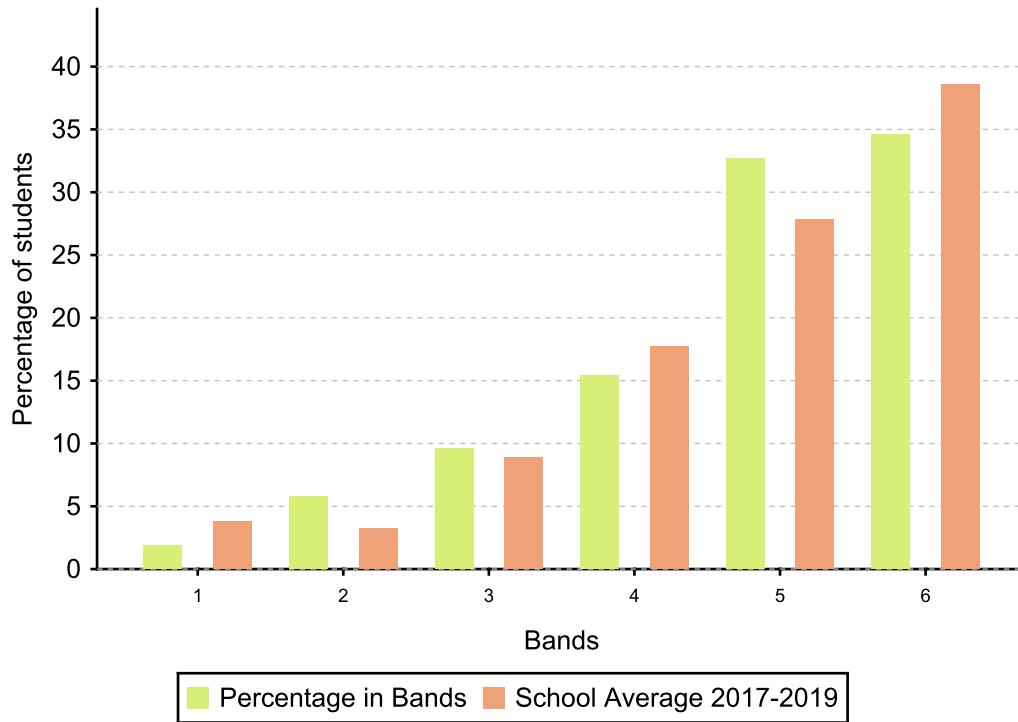
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison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



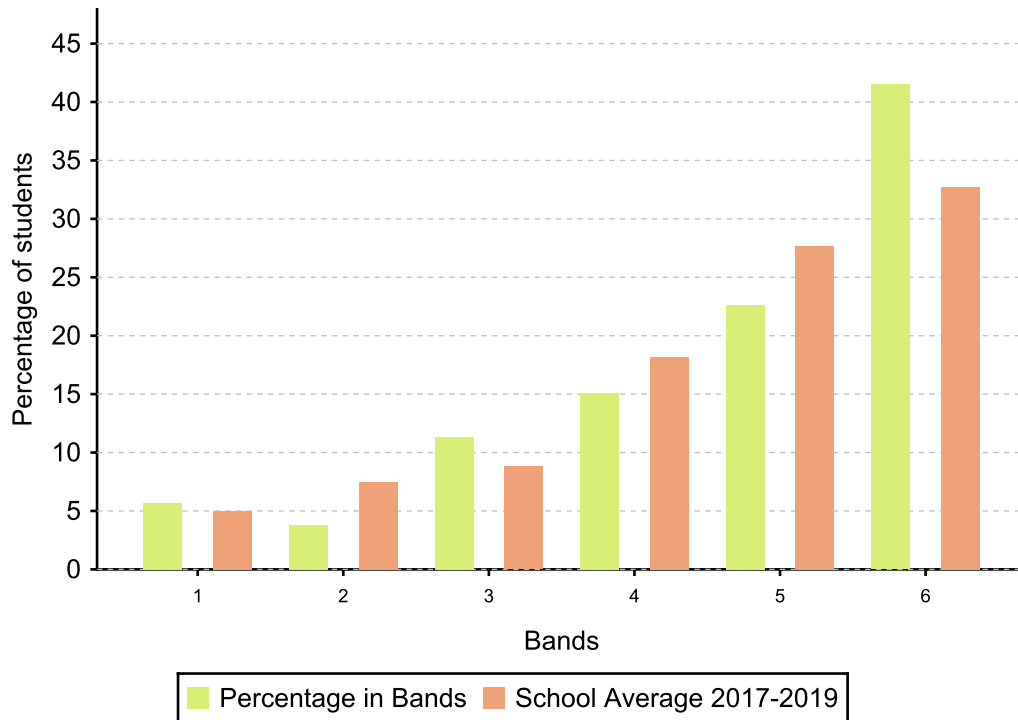
Band	1	2	3	4	5	6
Percentage of students	7.5	3.8	7.5	17.0	15.1	49.1
School avg 2017-2019	5.7	2.5	7.5	13.2	18.2	52.8

Percentage in bands:
Year 3 Reading



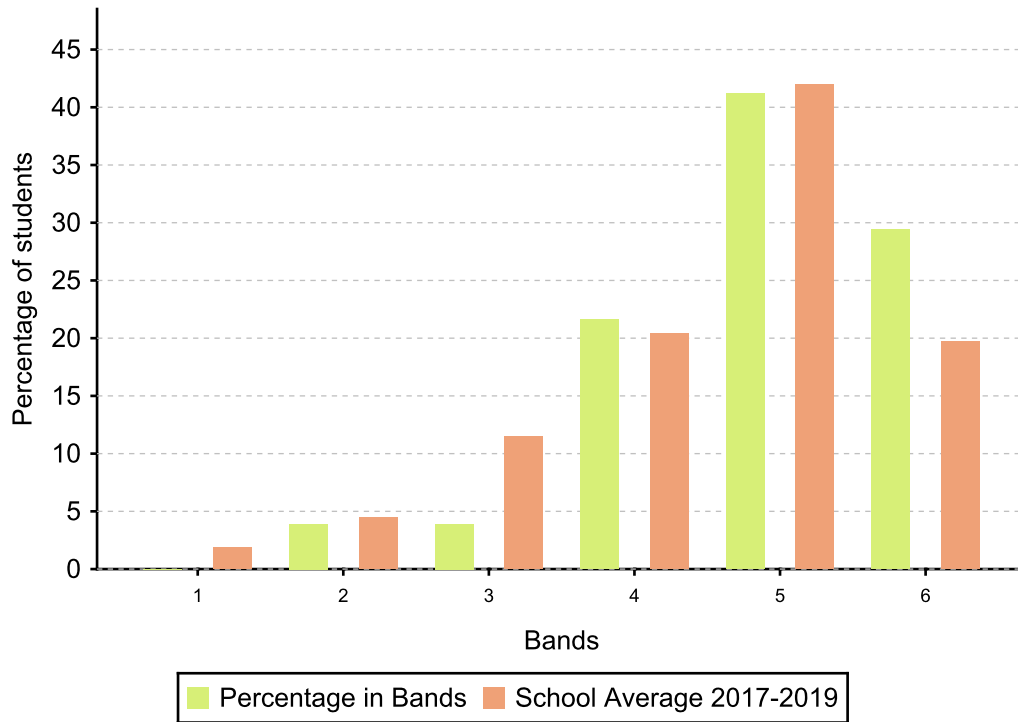
Band	1	2	3	4	5	6
Percentage of students	1.9	5.8	9.6	15.4	32.7	34.6
School avg 2017-2019	3.8	3.2	8.9	17.7	27.8	38.6

Percentage in bands:
Year 3 Spelling



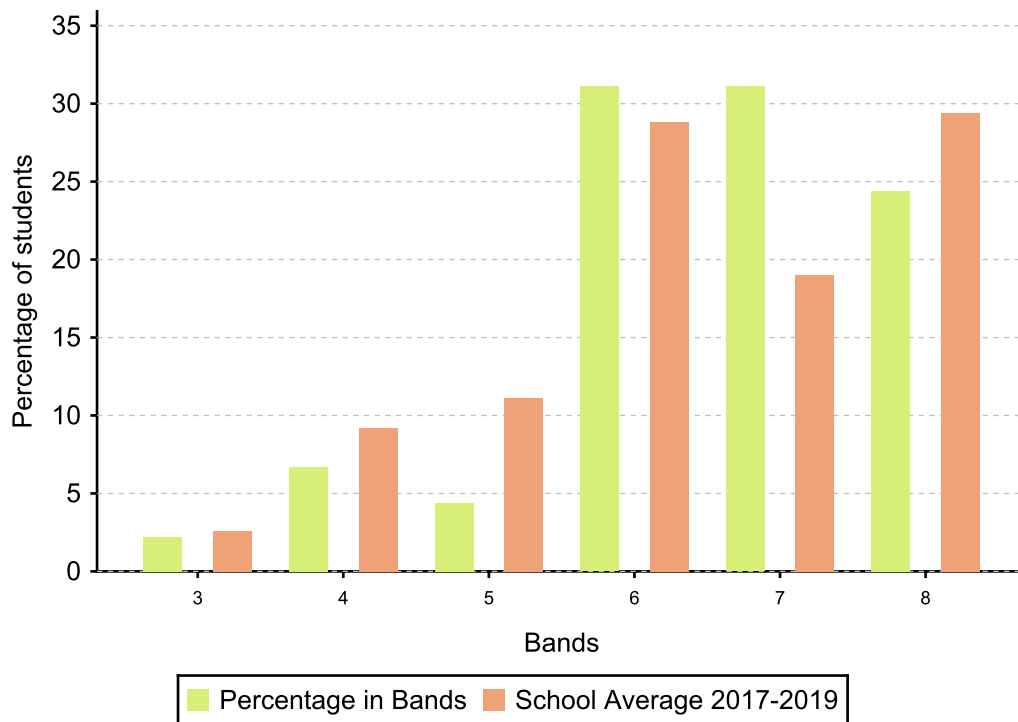
Band	1	2	3	4	5	6
Percentage of students	5.7	3.8	11.3	15.1	22.6	41.5
School avg 2017-2019	5	7.5	8.8	18.2	27.7	32.7

Percentage in bands:
Year 3 Writing



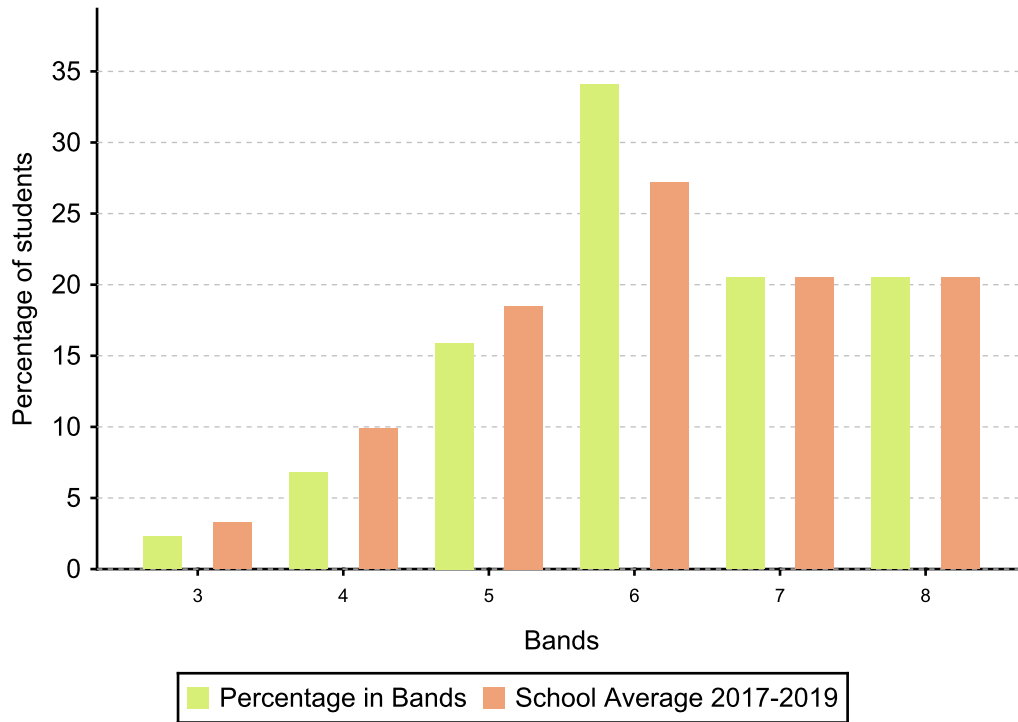
Band	1	2	3	4	5	6
Percentage of students	0.0	3.9	3.9	21.6	41.2	29.4
School avg 2017-2019	1.9	4.5	11.5	20.4	42	19.7

Percentage in bands:
Year 5 Grammar & Punctuation



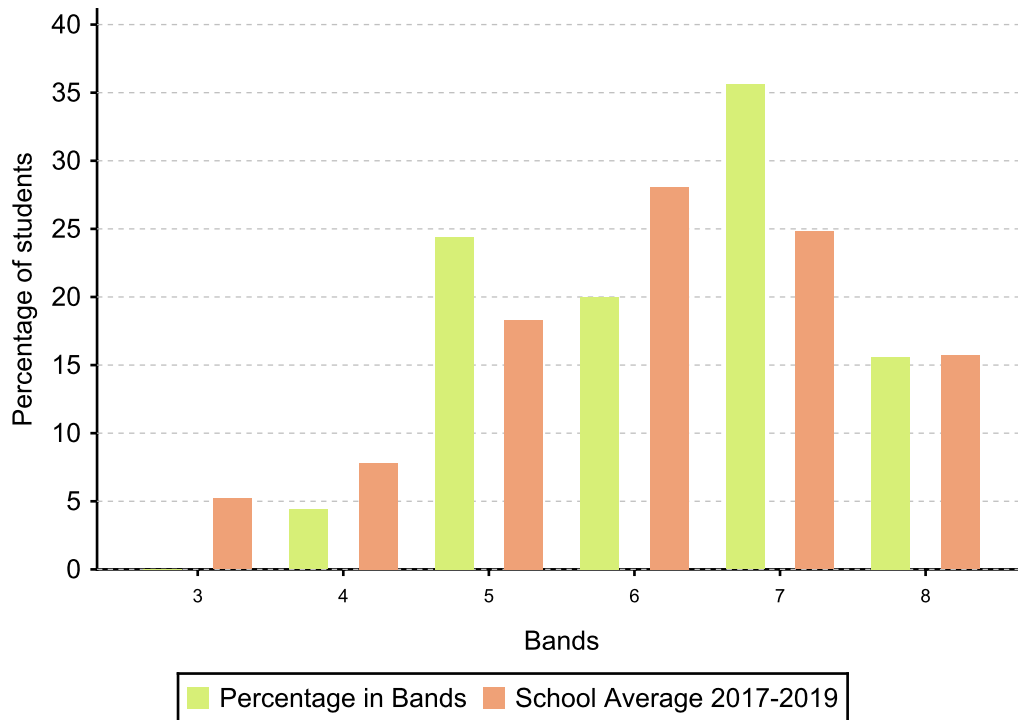
Band	3	4	5	6	7	8
Percentage of students	2.2	6.7	4.4	31.1	31.1	24.4
School avg 2017-2019	2.6	9.2	11.1	28.8	19	29.4

Percentage in bands:
Year 5 Reading



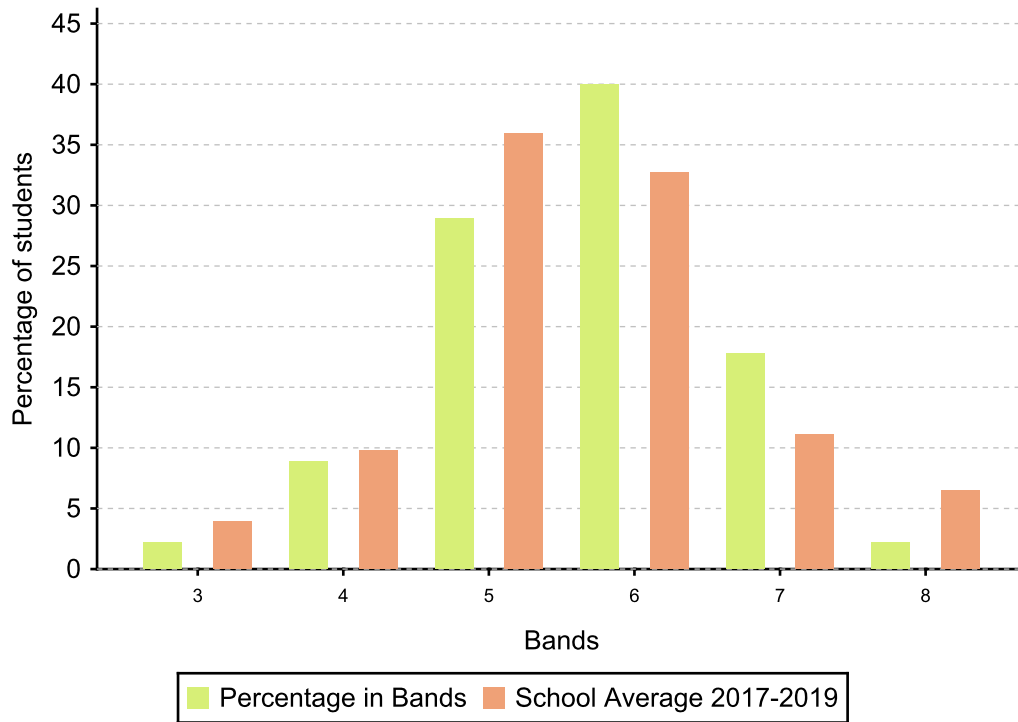
Band	3	4	5	6	7	8
Percentage of students	2.3	6.8	15.9	34.1	20.5	20.5
School avg 2017-2019	3.3	9.9	18.5	27.2	20.5	20.5

Percentage in bands:
Year 5 Spelling



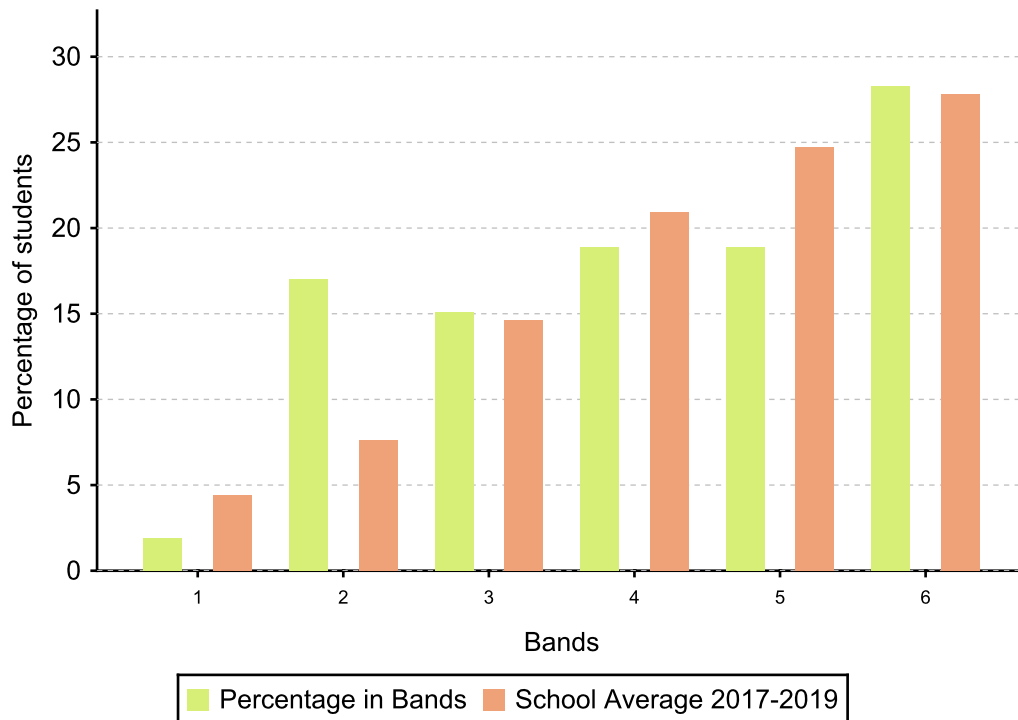
Band	3	4	5	6	7	8
Percentage of students	0.0	4.4	24.4	20.0	35.6	15.6
School avg 2017-2019	5.2	7.8	18.3	28.1	24.8	15.7

Percentage in bands:
Year 5 Writing



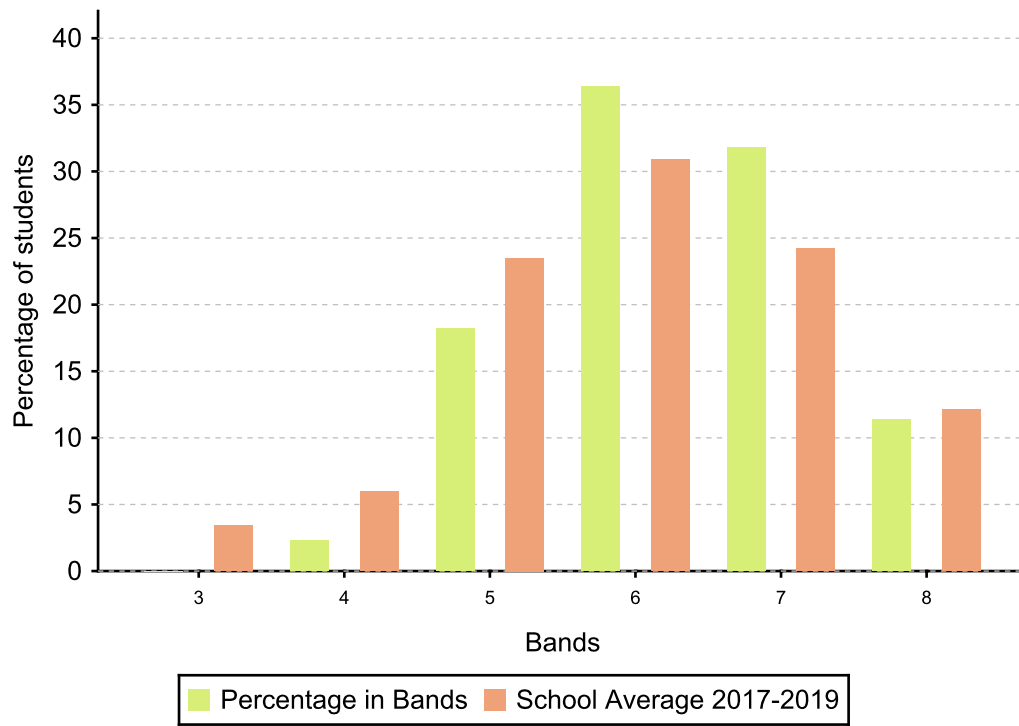
Band	3	4	5	6	7	8
Percentage of students	2.2	8.9	28.9	40.0	17.8	2.2
School avg 2017-2019	3.9	9.8	35.9	32.7	11.1	6.5

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	1.9	17.0	15.1	18.9	18.9	28.3
School avg 2017-2019	4.4	7.6	14.6	20.9	24.7	27.8

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	0.0	2.3	18.2	36.4	31.8	11.4
School avg 2017-2019	3.4	6	23.5	30.9	24.2	12.1

Parent/caregiver, student, teacher satisfaction

Parent/caregiver

Parents/caregivers were invited to participate in the *Tell Them From Me* **Partners in Learning** parent survey. There were seven measures. These were; parents feel welcome, inclusivity, safety, positive behaviour, learning, support at home and informing parents/carers. Areas of strength were:

- Parents/carers feel welcome when they visit the school;
- the extra support shown to students who need additional support;
- the efforts to understand the learning needs of students with special needs;
- the active role taken by school staff to include all students in school activities;
- the interest shown in students' learning and the encouragement provided to produce their best work;
- parents/carers can easily speak with the child's teachers and they are listened to;
- that students feel safe at school and going to and from school;
- the clear expectations for school behaviour;
- teachers informing parents/carers regarding concerns regarding behaviour or progress;
- teachers providing information regarding positive or negative behaviour;
- written information from the school is in clear, plain language;
- the administration staff are helpful;
- reports are written in easily understood;
- parents/carers praising and encouraging their children for doing well at school; and,
- parents/carers taking an interest in their child's school activities that are done at home.

Student

Students in Years 4–6 participated in the *Tell Them From Me* survey. Areas of strength were:

- Students who have friends at school they can trust and who encourage them to make positive choices;
- students who believe schooling is useful in their everyday life and will impact on their future;
- the number of student who reported that they do not get in trouble at school for disruptive or inappropriate behaviour;
- students who are interested and motivated in their learning; and,
- the effort they put into their learning.

Teacher

Teachers were provided the opportunity to complete the *Tell Them From Me* survey in October 2019. The **focus** was on **learning** across eight drivers of student learning; leadership, collaboration, learning culture, data informed practice; teaching strategies, technology, inclusivity and parent involvement. Areas of strength were:

- The support of school leaders to assist in the creation of new learning opportunities for students;
- the usefulness of feedback provided to teachers about their teaching;
- a safe and orderly school environment;
- support provided to teachers during stressful times;
- collaborative practices across the school that support sharing strategies to increase student engagement, assessment strategies and support students with learning problems;
- providing a learning environment that engaged student, monitoring the progress of individual student, working with students who have behavioural challenges and setting high expectations for student learning;
- the use of formative and summative assessments to understand where students are having difficulty and to inform planning;
- providing feedback to students;
- trying to link previously mastered skills and knowledge to new concepts;;
- the opportunities to use computers or other interactive technology for describing relationships among ideas or concepts;
- understanding the learning needs of students with additional learning needs and providing feedback to these students;
- creating opportunities for success for student learning at a slower pace; and,
- involving parents in their child/ren's learning.

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.