

Gooloogong Public School

2019 Annual Report



2038

Introduction

The Annual Report for 2019 is provided to the community of Gooloogong Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Message from the principal

What a year 2019 has been for our amazing school! To celebrate 150 Years in the style that we did, with all students and families involved was a real highlight for many of us. I was amazed at just how excited and organised the students were with their market stalls and enthusiasm towards establishing a new time capsule.

I would personally like to acknowledge the hard work of our wonderful P&C. The development of the community garden has been a real positive for our school environment. I'd also like to thank Tony Wakeling for all of his hard work on helping the P&C deliver the early stages of their garden designs. His time and skill has been thoroughly put to use. Speaking of hard work, what an amazing recognition for Jenny McDonald to be awarded the NSW Public Education Foundation's Parent of the Year award. Having worked in schools for over 12 years, Jenny is by far one of the most selfless, giving community members I have ever come across. Thank you once again Jen for all your work and time to our students.

Our school was apart of some new initiatives and opportunities this year. We underwent our External Validation process which saw our school be validated across the areas of teaching, leading and learning. Suffice to say that the panel were extremely impressed with the work that our staff are doing to ensure high quality classroom teaching and learning is taking place. We also teamed up this year with other Cowra Small schools for football, tennis and cricket. Our knockout football team made it all the way to the quarter finals, which is an outstanding performance for our first time in the competition. I must thank Glenn McDonald for coaching and managing the side. We succeeded thanks to your help Glenn, and we are extremely grateful. On the sporting front, we also had a number of students represent our school and region at Athletics and Swimming. Yet again our runners made it to state for the relay. A huge congratulations go out to Grace, Harry, Tommy and Archie for their wonderful performance in Sydney.

We are looking forward to seeing our wonderful school grow in 2020. At this stage, we have 26 students enrolled for next year. To have 10 new students be part of this school is a wonderful reflection of the teaching, and ongoing community support that our students receive on a day to day basis. All going to plan, 26 students enables us to employ an extra teacher for 2–3 days on top of what we currently have. This teacher will be valuable in supporting students in the early years, as well as providing on opportunity for one on one support to students who need it.

The 2020 Gooloogong Public School team will be Mrs Lofthouse and Mrs Morrison on Infants, Mr Welham and Mr Morrison on Primary. Ann–Maree in the office, Tony as our GA and Brooke Dowd as school cleaner.

As a final reflection, I would like to once again acknowledge the teaching service of Kerry Patten. Mrs Patten has been a long–time champion of public education and small schools. Seeing just how loved she is by students, staff and community really highlights the impact that our profession has on everyone's lives. We have wonderful students at this school because of teachers like Kerry. We do wish her and her extended family, much happiness in the future.

Thank you everyone for such an amazing year, and for being involved in 150 Years of Public Education in Gooloogong. I wish all our families a very Merry Christmas, a Happy New Year and hope everyone travels safely over the festive season. I can't wait for 2020 to begin and for the amazing opportunities ahead!

School background

School vision statement

Respectful, Responsible, Resilient.

It is Gooloogong Public School's vision to develop Respectful, Responsible and Resilient Learners who are connected to the world through engaging teaching and learning experiences.

School context

Gooloogong Public School is a small rural school in the village of Gooloogong approximately 40 kilometres from Cowra and Forbes and a kilometre from the serene Lachlan River. It currently has a student enrolment of 18 (for 2019) which is split into two classes; infants and primary.

The school is supported by a keen and energetic Parents and Citizens Association (P&C) who raise funds to assist the school. The school is the focus for the local community and the schools' facilities are made available to the community throughout the year.

Teaching staff are apart of the Cowra Small Schools Network (CSSN). The CCSN support one another for sporting, academic and social events.

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self–assessment and the external validation 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	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

Strategic Direction 1

Quality Learning

Purpose

To provide a whole school approach to the delivery of quality learning experiences that are focused and differentiated thereby enabling students to develop strong identities as self-directed learners. Quality learning experiences, along with positive, respectful and caring relationships will contribute to an aspirational learning culture to support the cognitive, emotional, social, physical and spiritual wellbeing of all students

Improvement Measures

Every child gains a years growth through a years learning.

Improved levels of student well-being and engagement

Lesson content and skills are differentiated for every student, with a focus on Literacy and Numeracy.

Progress towards achieving improvement measures

Process 1: Curriculum and Learning

Deliver quality student centred and self regulated learning experiences which enable students to understand how they learn and to set and achieve their learning goals.

Evaluation	Funds Expended (Resources)
<p>Student Reports (Annual Evaluation)</p> <p>During the first half of 2019, teaching staff collaborated on refining the semester report template for students. To link with teacher professional learning, every student in Year K–6 had specific Learning Goals which linked to school priority areas. These were writing, spelling and grammar & punctuation in English; and number, mental computation and working mathematically in Mathematics. The inclusion of these learning goals was positively received by parents and students. Staff saw a greater connection between students and parents understanding the learning needs their child needed at school. This also led to 100% of families attending formal three-way conferences in Term 2, an increase of 28% from 2019.</p> <p>Assessments (Annual Evaluation)</p> <p>2019 saw the streamlining of assessment resources and practices across the school in order to report on student growth in key learning areas. The focus for staff were to ensure that reading, spelling and mathematics assessments linked to syllabus outcomes while being able to be used as tracking tools for student learning and teaching effectiveness.</p> <p>The school purchased an updated PM Reading kit which was used to analyse student reading. By the end of 2019, 86% of students had reached benchmark levels, an increase from 64% the year prior. The utilisation of the Dalwood spelling test saw mixed results in spelling due to the transition to a new assessment tool. Because of this, the school pursued Professional Learning around Sound Waves and will use this program in 2020, making spelling a key priority area for next year.</p> <p>Primary staff worked together to develop a systematic approach to Formative Assessment in Mathematics. This included the use of colour-coded spreadsheets, student assessment booklets, revising units of work and linking learning to the Numeracy progressions. A school-wide system was developed amongst staff and shared with the school's P&C. The approach links Additive Strategies, word-based problem solving, mathematics programs, Matific, syllabus, PLAN2 and progressions. These processes will</p>	<p>Assessments</p> <ol style="list-style-type: none">1. PM Benchmark kit (Reading) – up to \$9002. Dalwood Spelling Tests (Spelling) – up to \$80 <p>e-Learning Programs</p> <ul style="list-style-type: none">• Matific (Mathematics) – up to \$400• Reading Eggs (Literacy) – up to \$300• Typing Tournament (Handwriting) – up to \$200

Progress towards achieving improvement measures

sit in teacher programs and around the school. A review of the process will take place at the end of 2020.

Facebook (Annual Evaluation)

The school's use of Facebook has continued to be well received by the school and wider community. With 2019 being our school's 150th Year, the presence of a social media page enabled us to promote our 150 Year markets, celebrate student achievement and share teaching and learning stories. As a result of our Facebook page, the school will be anticipating 8 new Kindergarten enrolments for 2020. The growth in views and visitors has steadily increased to well over 200.

For 2020, the plan is to continue using Facebook as a means of high quality communication on student learning and achievement. The school and P&C will continue to moderate a family chat group through messenger as a means of being able to quickly disseminate information to parents and carers.

e-Learning Programs (Annual Evaluation)

The integration of technology into the classroom has been well-received by students. Over 1,300 activities were completed by each stage group on Matific as part of their consolidated mathematics understanding in 2019. The school also recognised fortnightly achievement in this area with a Matific award being presented to nominated students K-6 and assembly.

In English, the school utilised Typing Tournament and Reading Eggs. Teachers saw a huge improvement in the touch typing speed of Primary students, with an average growth of 9 words per minute. Reading Eggs was also used to support Literacy Groups in both Infants and Primary classrooms. The average reading growth in Infants was around 6 PM levels.

Process 2: Personalised Learning

Ensure learning is data driven and based on formative assessment practices and learning progressions. Timely, targeted intervention and feedback for all students reflects best practice and students access tailored support, extension or enrichment to maximise outcomes.

Evaluation	Funds Expended (Resources)
<p>Literacy and Numeracy (Annual Evaluation)</p> <p>The school maintained its relentless push on Literacy and Numeracy over the course of 2019. Staff worked hard at accommodating for the diverse learning needs of students towards the key priority areas of writing, spelling, grammar & punctuation, number, additive strategies and mental computation. Below is a snapshot of school-wide data which was collected through the school's use of academic Tracking Sheets.</p> <ul style="list-style-type: none">• The average growth in writing K-6 was well above data projections. This was due to the implementation of a refined writing process that was developed as part of the Leadership Development Initiative Project between the Principal and Infants teacher.• A decrease in the number of students below age level spelling, with students at year level doubling the baseline snapshot from 2018.• Reading K-6 saw more students achieve benchmark levels. The growth of students at or above was over 20%.• EAS Strategies (Mathematics) saw every student improve their application of mental computation as evidenced through TEN and SENA testing. <p>Learning and Support (Annual Evaluation)</p> <p>All students in 2019 participated in parent-teacher interviews in Term 2. These interviews were conducted over a week and were a positive activity in engaging parents with their child's learning. Students who required Personalised Learning Plans had their plans in place for the duration of the</p>	<p>Literacy and Numeracy Progressions</p> <ol style="list-style-type: none">1. Literacy and Numeracy progressions, PLAN2, NSW DoE professional learning materials, staff professional learning sessions. <p>Learning Support Plans</p> <ul style="list-style-type: none">• IEP template (digital), 8 Ways template (digital). <ol style="list-style-type: none">1. <p>Learning Intentions and Success Criteria</p> <ul style="list-style-type: none">• Visible Learning textbooks for staff• Purchasing of movable whiteboards.• Professional Learning Funds (up to \$4000)

Progress towards achieving improvement measures

year and were included in their student assessment folders.

Behaviour data K–6 showed a steep decrease in the number of negative incidents at the school. Student survey data from the Tell Them From Me survey saw an increase in student satisfaction at school with an overall positive trend of students seeing themselves as successful learners.

Learning Intentions and Success Criteria (Annual Evaluation)

Teaching staff underwent ongoing Professional Learning around Learning Intentions (LI) and Success Criteria (SC). This focus saw teachers using LI and SC in the classroom on a regular basis (as evidenced by peer observations) and in teaching programs (as evidenced in peer-reviewed program feedback sessions).

Over the course of Terms 3 and 4, the Principal was engaged with the Leadership Development Initiative Research Project (LDI). The LDI project focused on improving student writing outcomes through the use of LI and SC.

The average improvement scores in writing for Infants students was +8, while Primary students saw an average improvement of +10.

INFANTS

- **Focus Group Students:** At the start of the project, students were achieving only 14% of stage appropriate outcomes for writing. This grew to 60% in post testing analysis.
- **General Cohort Students:** Students achieving stage appropriate writing outcomes at the start of the project was 60%. This grew to 89% by the end of the project testing cycle.

PRIMARY

- **Focus Group Students:** At the start of the project, students were achieving only 57% of stage appropriate outcomes for writing. This grew to 88% in post testing analysis.
- **General Cohort Students:** Students achieving stage appropriate writing outcomes at the start of the project was 76%. This grew to 90% by the end of the project testing cycle.

Process 3: Student Wellbeing

Provide an environment to support student wellbeing in which students can connect, succeed and thrive.

Evaluation	Funds Expended (Resources)
<p>Positive Behaviour for Learning (Annual Evaluation)</p> <p>Our school focused on using student voice and community feedback to develop school-wide expectations as part of our school's 2018–2020 Strategic Directions. This led to the creation of a school-wide wellbeing matrix, behaviour flowchart for staff and a positive recognition system for all students. These documents and processes were also shared and reflected upon by the school's P&C and leadership team. The staff used student behaviour data daily to analyse the trends in behaviour so that as a school system, we can apply a proactive approach to dealing with challenging behaviours. As a result, our school saw a sharp decrease in negative behaviour referrals. The school also refined its awards process for 2019, with fortnightly assemblies seeing two academic awards being handed to students from each class, the inclusion of a Principal's award and a mathematics achievement award.</p> <p>Kindergarten Transition to School (Annual Evaluation)</p> <p>In 2018 the school sought the feedback from parents around our school's Kindergarten transition program and liaised with the local preschool to</p>	<p>Positive Behaviour for Learning</p> <ol style="list-style-type: none"> 1. My Wellbeing Journals for every student, weekly meditation for students, creation of a 'calm place' for students during break times. 2. Behaviour matrix (updated 2019), signage around the school. <p>Kindergarten Transition to School</p> <ul style="list-style-type: none"> • student surveys, parent surveys. • Literacy and Numeracy (teaching, programs, assessments, workbooks). • Kindergarten Transition budget. <ol style="list-style-type: none"> 1. <p>Psychologist Support (Royal Far West)</p> <ul style="list-style-type: none"> • Royal Far West program and psychologist. • Student and program feedback.

Progress towards achieving improvement measures

establish a vision for a closer relationship between the two institutions. As a result of this partnership and feedback, we increased the number of sessions for pre-school students coming into Kindergarten and made these lessons reflective of a typical Kindergarten day. To strengthen the support for new parents, we included P&C to provide morning tea for these parents. In 2020, 100% of local preschool enrolments enrolled in Kindergarten (up from 75% previous years). Kindergarten enrolments have grown by an average of 300% over the past few years. The school also has an ongoing partnership with the local preschool which had no existed previously. Together, the local preschool and our school run shared events that see children from both sites engage in activities with one another.

Psychologist Support – Royal Far West (Annual Evaluation)

Our school redeveloped our Learning and Support Plan to include details relating to the *National Consistency Collection of Data* (NCCD) as well as establishing links with local community health professionals to support students requiring testing and ongoing support. As a result, staff have been able to use students' Learning and Support plans in consultation with a clinical psychologist as part of the Royal Far West initiative for face to face, professional support.

Strategic Direction 2

Quality Teaching

Purpose

To promote and maintain a stimulating and engaging professional environment for educators, supported by a positive collaborative culture that develops skilled and high performing teachers. Within this, staff are particularly focused on the integration of Literacy and Numeracy skills across the Key Learning Areas.

Improvement Measures

All teaching programs and units of work demonstrate the use of evidence based strategies to meet the individual learning of students.

Teaching staff engage in rich, evidence based professional learning that enhances pedagogy and develops collaborative networks with other schools.

Progress towards achieving improvement measures

Process 1: Evidence based teaching

Draw on solid research to develop and collaboratively implement high quality evidence based teaching professional learning practices.

Evaluation	Funds Expended (Resources)
<p>Quality Teaching Rounds (Annual Evaluation)</p> <p>In 2018, we established professional links with the University of Newcastle in regard to quality teaching resources. Resulting from this, our school was successful in co-forming a Cowra Small Schools Network group to be part of the 2019 research project for Quality Teaching Rounds (QTR). Our school coordinated participants across four schools (two early-career classroom teachers and two early-career Principals), organised professional learning outside our network and synthesised a timetable across the schools for the Quality Teaching Rounds to take place. This project strengthened the collegial partnerships between schools in our network which has led to an extended interest from other schools and as such, has been extended into 2020. It has also supported the Professional Development Plans (PDPs) of classroom teachers and Principals across our network. Feedback from this initiative found that:</p> <ul style="list-style-type: none">• Prior to QTR, all participants rated their understanding of the NSW Quality Teaching Framework as poor or adequate. After completing QTR, all participants indicated that they had a high to excellent understanding. This also reflected their understanding of Quality Teaching Rounds as a means of Professional Learning.• The most beneficial aspects of the QTR project was lesson observation and group coding.• Teachers noted that the QTR process allowed them to '<i>critically reflect on classroom practice</i>' and '<i>my planning is now influenced by the elements so that I slow down and run a lesson properly, not worried about pushing through content, but teaching more explicitly and creating a more learner friendly environment</i>'. <p>Teacher Professional Learning (Annual Evaluation)</p> <p>To further develop the professional capacity of our classroom teachers, the staff use their <i>Professional Development Plans</i> (PDPs) to maintain professional focus as part of our <i>School Leadership Team</i>. This initiative has allowed the team to develop leadership capabilities by participating in Principal Network Days, Small School Collaboration Days, lead professional learning, engage in yearly self-evaluation and be part of the self-evaluation team when collecting school-wide evidence for <i>External Validation</i>. As a result, an experienced educator and member of our leadership team</p>	<p>Quality Teaching Rounds</p> <ol style="list-style-type: none">1. QTR Funds from UoN and DoE – \$3000 (income) <p>Teacher Professional Learning</p> <ul style="list-style-type: none">• LDI Funding for Principal – \$8000 (income)• Professional Learning budget – \$4500 (expenditure)• Textbooks and Literature – \$300 (expenditure)

Progress towards achieving improvement measures

identified three key features of how our team has operated. They are:

1. Teachers have gained an increased understanding of Instructional Leadership within the NSW Education system which has been achieved through support from the Principal (Mitchell Welham)
2. The team has developed a deep understanding of how Logic Modelling and school planning are used to effectively develop student learning and teaching.
3. The school has a sustained vision of improved teaching and learning outcomes due to ongoing professional learning.

Process 2: Evaluative Practice

Strengthen evaluative culture and practice to inform future teaching and learning and school planning.

Evaluation	Funds Expended (Resources)
<p>Milestones, Annual Report, PDP's and SEF-SAS (Annual Evaluation)</p> <p>Our school is focused on leading whole school change in evaluative culture which has enabled staff to use backwards mapping in setting mid-term, end-term and annual milestones to reflect on quality teaching and learning across the school. These professional learning opportunities were facilitated by the Principal which guided teachers to use various reflection tools to determine school performance which is then entered into the School Planning and Reporting Online (SPaRO) tool. This has built the professional leadership capacity of teaching staff in using collective efficacy to reflect on learning and gather evidence of student growth in learning.</p> <p>As a result, aspiring leaders have a deeper understanding of whole school evaluative practice and are familiar with the NSW Department of Education's Annual Planning and Reporting Cycle. These findings are often used in P&C meetings, Facebook posts, newsletter articles and local media to share classroom success, with a focus on academic learning.</p> <p>External Validation (Annual Evaluation)</p> <p>In 2019, our school leadership team underwent the process of obtaining school-wide evidence for External Validation. To ensure that there was a whole school approach to self-assessment, the School Leadership team and the P&C used the School Excellence Framework and School Self-Assessment frameworks to build a strong understanding of evidence-based practice and how these practices build the narrative of continual school improvement. The Principal developed teacher capacity to collate and analyse various samples of evidence for the External Validation process, led staff meetings around project implementation and attended regular professional learning around school development and leadership. The findings from the External Validation panel validated a large number of our school's self-assessment areas and found evidence to support the findings that the school was operating above some identified areas. Overall, our focus on quality teaching and learning, community engagement and student-centred assessment found that our school was conclusively Sustaining and Growing across the areas of Teaching, Learning and Leading.</p> <p>Leadership Development Initiative (Annual Evaluation)</p> <p>In 2019, the Principal connected with a large Sydney school as part of the Leadership and Development Initiative (LDI), facilitated by NSW DoE Leadership and High Performance. This joint partnership with an Assistant Principal Stage 3 at a large (650 student) Primary school in Sydney's Western Suburbs; and a Principal Mentor of a Central School (130 students) in North Western NSW, saw the development of a high-quality research project. Our vision for collaborating together in this space was to show how evidence-based educational pedagogy can improve student learning</p>	<p>Milestones, Annual Report, PDP's and SEF-SAS</p> <ol style="list-style-type: none"> 1. SPaRO, Cowra Network days.

Progress towards achieving improvement measures

outcomes across different school contexts and size.

Our LDI team synergised a project which involved developing a Theory of Action that incorporated Strategic Directions, Evidence-based research and application of ongoing professional learning. The project looked at the following question: 'What impact does Learning Intentions and Success Criteria have on student writing outcomes; and how can this be paired with explicit learning goals and feedback for targeted students?'. For this research, we coached classroom teachers in developing two research variables: focus group students (who would get extra learning goals every lesson with explicit feedback) and a general cohort group (who would only be exposed to the learning intentions and success criteria of the writing lessons). We also ensured that improvement in student learning was linked to the NSW English Syllabus, the Literacy Progressions, Visible Learning research, Formative Assessment and Feedback.

The research was conducted across both schools in Terms 2, 3 and 4 in 2019. Regular videoconferencing took place to ensure communication and norms were adhered to. The project required the delivery of a number of professional learning hours which were co-developed so that it could be adapted to our school contexts.

Key Initiatives	Resources (annual)	Impact achieved this year
Quality Teaching, Successful Students (QTSS)	QTSS 0.038 FTE entitlement (\$4,055)	QTSS (Annual Evaluation) The school utilised its 0.038 funds to round up the Infants Teacher's FTE to 5 days a week in order to support early years learning and development.
Socio-economic background	Socio-Economic Background 0.100 FTE entitlement (\$10,672)	Socio-Economic Background (Annual Evaluation) The 0.100 FTE was absolved into the costs of the Infants classroom teachers to support early years learning and the teacher's involvement in the school's Leadership team which included attending Network and Collaboration days over the course of 2020.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	8	10	11	8
Girls	9	11	14	12

Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.6	99.5	94.7	94.1
1	97.8	97.1	89.2	91.9
2	92.5	97.8	96.3	94.7
3	88.9	99.1	91.7	96.6
4	97.8	95.7	93.8	93.2
5	94.9	98.9	93.7	97.2
6	95.9	85.5	95.9	96.9
All Years	94.5	96.6	94.1	94.8
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.73
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.85

*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	67,390
Revenue	452,801
Appropriation	450,546
Grants and contributions	1,718
Investment income	537
Expenses	-484,584
Employee related	-395,400
Operating expenses	-89,185
Surplus / deficit for the year	-31,783

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	11,512
Equity Total	29,480
Equity - Aboriginal	4,719
Equity - Socio-economic	10,672
Equity - Language	0
Equity - Disability	14,089
Base Total	366,016
Base - Per Capita	5,866
Base - Location	10,480
Base - Other	349,670
Other Total	30,231
Grand Total	437,239

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](https://myschool.edu.au) website.

Parent/caregiver, student, teacher satisfaction

Connecting families and community to the educational decision making of the school has had a profound impact on parent satisfaction, community partnerships and the pedagogical understanding of parents in how our school is resourced. In 2019, our school's Parent Satisfaction Survey had a return rate of 78%. These responses showed an overwhelmingly strong agreeance in the positive direction of student learning and wellbeing, and the school's dedication to high quality service delivery. To provide a small snapshot of this survey, 90% of parents agree, or strongly agree, that the school is delivering high quality education for all students. 100% of parents agree, or strongly agree, that the school provides authentic learning experiences. 90% of parents strongly agree that the teachers and Principal are highly approachable. Areas of improvement from the survey related to the improvement of timely dissemination of information for events and seeking more explicit feedback from parents who do not attend P&C meetings. To address these issues, we have updated our newsletter to include some aspects of school decisions that would normally be reserved for P&C meetings and the inclusion of a termly planner that is updated in each edition, as well as on the school's Facebook page.

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.