

Hoxton Park Public School

2019 Annual Report



2187

Introduction

The Annual Report for 2019 is provided to the community of Hoxton Park 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

Hoxton Park Public School

99 Pacific Palms Circuit

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School background

School vision statement

Hoxton Park Public School is:

- preparing our students to become successful global citizens;
- recognising the importance of wellbeing for the entire learning community;
- and developing outstanding leadership for all.

School context

Hoxton Park Public School has an enrolment of 653 students and is situated on the western edge of Liverpool. Over 76% of our students come from an EALD (English as an Additional Language or Dialect).

Our educational focus is on Futures Learning and the explicit teaching of literacy and numeracy skills.

We are working with David Price OBE and Clare Price from *Engaged Learning* to provide teacher professional development to enhance teacher skills in facilitating outstanding Project Based Learning for our students.

The area of literacy continues to be a focus as we work to embed literacy learning through Training 24/7 teacher professional learning and through targeted support from the Deputy Principal, Instructional Leader.

The school offers a school readiness program, Head Start; a specialist dance teacher; new community connection projects and outstanding high school links with our partner school Hoxton Park High School.

Our staff work collaboratively to develop high impact learning experiences for our students, whilst guided by current research.

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

Strategic Direction 1

Future Learning

Purpose

To equip students with the necessary skills to become successful global citizens; develop staff expertise in explicit teaching of literacy and numeracy; build student achievement by maximising potential and growth.

Improvement Measures

Rubrics show increasing skills in use of the 4Cs (collaboration, communication, creativity and critical thinking), across all stages.

Increased proportion of students in the top two bands of NAPLAN in literacy and numeracy.

Increased student growth in literacy and numeracy using internal and external data.

Increased student engagement using a range of surveys and walkthrough data.

Overall summary of progress

Planning, assessment, explicit teaching, consistency and authentic learning have been focus areas of the numeracy project. SENA assessment tracking was introduced to improve student outcomes in numeracy as measured by SENA data. Staff attended a School Development Day that included a session on numeracy. Teachers attended two days of numeracy training organised and facilitated at Hoxton Park PS. During the training, the focus was on: developing authentic tasks in mathematics; programming consistency using a Hoxton Park PS programming template; developing a mathematics essential agreement; SENA assessment; problem-solving process (RUCSAC); 10 problem-solving strategies; Newman's analysis and engaging with research.

The Girls in STEM project was developed by staff at Hoxton Park PS and supported by Salesforce and Schools Plus. Teachers were released to participate in Girls in STEM days and support the program. 50 parents attended and 120 students participated. Staff from Salesforce attended. Staff from Hoxton Park PS presented the Girls in STEM project at the Salesforce Collaboration Forum.

Students have started to have increased voice and choice in planning their learning through project based learning and electives. Students have started to provide feedback to each other through peer to peer assessment and critique in project based learning.

Stage teams met with David and Clare Price *Engaged Learning* to deepen their understanding of Project Based Learning and to plan effective Project Based Learning. Stage teams have followed the general structure of how David and Clare develop Project Based Learning ideas with overviews, including curriculum connections, authentic audience, purpose, hook, and so on. Project Based Learning has begun to be embedded in team planning sessions..

Progress towards achieving improvement measures

Process 1: Implement literacy and numeracy progressions through: Numeracy Project 2018 – developing student proficiency through a repertoire of skills and strategies to enhance student growth.

Evaluation	Funds Expended (Resources)
Consistency in planning, teaching and assessing mathematics has improved. Teachers have been planning mathematics lessons and sequences with a school wide planning template based on the essential agreement. Teachers have started to incorporate problem-solving strategies, RUCSAC and authentic learning in their mathematics planning and teaching. Teachers have increased their knowledge of research and instructional practices to effectively teach mathematics. The school has started to track numeracy data using SENA. Teachers have started to use a wider range of formative and summative assessment methods.	2 days of teacher release for Teacher Professional Learning. Numeracy session during staff development day. Staff meeting on numeracy skill development..

Process 2: 4Cs – Develop the understanding of the 4Cs (Collaboration, Communication, Creativity and Critical

Progress towards achieving improvement measures

Process 2: thinking) through Teacher Professional Learning.

Evaluation	Funds Expended (Resources)
<p>The pre and post surveys of the Girls in STEM project have demonstrated a significant increase in reported confidence in using STEM and in student knowledge and understanding of STEM. In the survey, parents reported they saw students working well together and learning in STEM. The demonstration of students working creatively together through interesting and engaging learning was a real highlight. Program coordinator reports that the students are asking more questions about being involved in the design and delivery of STEM learning. Feedback and review of practices from teachers show that students identify key aspects of the 4Cs in the curriculum. This knowledge has been demonstrated through increased collaboration, more student voice and increased engagement in the learning. Students have transferred STEM skills, and shown increased leadership, in the buddy system of mentoring other students.</p>	<p>Purchasing of resources and casuals for the Girls in STEM days, funded through Salesforce. \$15000</p>

Process 3: Student Engagement – Providing increased opportunities for student voice and choice within the classroom and through extra-curricular experiences.

Evaluation	Funds Expended (Resources)
<p>Students have started to have increased voice and choice in planning their learning through project based learning and electives. Students have started to provide feedback to each other through peer to peer assessment and critique in project based learning.</p>	

Process 4: Authentic Learning – Increasing opportunities to experience Project Based Learning and authentic learning tasks across all Key Learning Areas for an increasing proportion of each day.

Evaluation	Funds Expended (Resources)
<p>Stage teams have followed the general structure of how David and Clare Price (Engaged Learning) develop Project Based Learning ideas with overviews, including curriculum connections, authentic audience, purpose, hook, and so on. Project Based Learning is an integral part of the team planning process.</p>	<p>Teams released for planning with David and Clare Price.</p>

Next Steps

Provide Teacher Professional Learning for new teachers at Hoxton Park Public School in mathematical research, planning, RUCSAC, 10 problem-solving strategies, essential agreement, authentic tasks and SENA assessment. Continue to provide Teacher Professional Learning for all teachers on problem-solving, mathematical research and authentic tasks. Update the tracking of SENA data on Sentral to support the effective analysis of SENA data. Continue to implement "Girls in STEM" days and invite Salesforce and Schools Plus to those days. Continue to provide student voice and choice for electives through surveys. Provide Teacher Professional Learning in Project Based Learning for new staff through working with David and Clare Price (Engaged Learning). Continue Teacher Professional Learning for all staff in Project Based Learning online through *PBL Global* website. Continue to develop and extend authentic learning across the curriculum. Continue to develop assessment in authentic learning, including peer to peer assessment.

Strategic Direction 2

Wellbeing

Purpose

To develop a school-wide, planned approach to well-being to support student engagement and connections in the community.

Improvement Measures

Increased positive feedback from families and the community on the school's Facebook and Seesaw pages.

Increased community attendance at events and workshops.

Surveys show increased collaboration in community led projects and the school as the centre of community.

Student surveys show positivity towards increased opportunities to demonstrate the connection between community and student learning.

Staff surveys and Professional Development Plans reflect opportunities for collaborative practice, furthering staff professional goals and individual professional learning networks.

Tell Them From Me survey shows an increased connection to the school.

Progress towards achieving improvement measures

Process 1: Develop and implement a Staff Well-being Program

Provide opportunities for staff to access team building and experiences to maintain an enriching work environment.

Evaluation	Funds Expended (Resources)
Teacher well being was addressed and some support networks were communicated to staff. This continues to be an ongoing area for development.	School Principal and Deputy Principal attending the Flourish course. Funding Sources: • Professional Learning (\$7400.00)

Process 2: Student Wellbeing Initiatives Program

Build on student centred experiences that connect students to school.

Evaluation	Funds Expended (Resources)
<p>Art Club was open to all students and offered a reprieve for students from the playground. They had a quiet space to go if needed.</p> <p>Although the programs were open to all, there were specific students targeted to give them another space rather than be on the playground, provide them with calming techniques, and gave opportunities to establish new friendships in Chillax.</p> <p>MakerSpace for the two groups were popular programs with the boys. Leadership had professional dialogue around strategies to increase the number of girls attending Makerspace. This resulted in a Girls In STEM day which saw a significant increase in girls' confidence to attend MakerSpace.</p> <p>S.I.G Club had a small but consistent group of girls who attended every Wednesday. They learned about Growth Mindset, and role played scenarios where they had to demonstrate assertiveness in a positive and respectful manner.</p>	<p>Teachers were required to supervise the clubs.</p> <p>Art Club required art supplies such as art paper, acrylic and watercolour paints, oil pastels and chalk pastels.</p> <p>Chillax– required a variety of art supplies and Poppits resources (provided by Good 360).</p> <p>Makerspace– required technology such as laptops and iPads.</p> <p>FitClub– sporting equipment</p> <p>Funding Sources: • CAPA funds (\$2000.00)</p>

Progress towards achieving improvement measures

Morning FitClub sessions were extended to all students who were interested. The participants were mostly boys who benefited from the strength exercises, which provided them with a positive way to expend energy prior to starting their day in the classroom..

Process 3: Collaboratively develop and implement sustainable community programs driven by targeted community needs and interests.

Evaluation	Funds Expended (Resources)
<p>The following data was collected for Community Hubs Australia reporting purposes, some of which are included below:</p> <ul style="list-style-type: none"> – Across 2019, 70 families engaged with the Hub with adults and children attending activities 1,240 times. TAFE English language and conversation classes were attended more than 126 times. – Families were engaged 626 times through various programs coordinated by the Hub. – Adults together with children attended a formal training course within the Hub on 216 occasions. The Hub was supported by 3 individual volunteers throughout the year. The Hub provided 58 volunteering opportunities across 2019. Four Community Hub attendees acquired employment as a result of their connection with the Hub in 2019 – 17 referrals were made to additional services and support, such as: family support, maternal child health services, pre-school and community health services. 	<p>TAFE teacher – free for the community.</p> <p>Child Minding services</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • (\$0.00)

Next Steps

The Hoxton Park Public School Community Hub is committed to sharing knowledge, resources and expertise with their local community, in conjunction with existing community engagement information agencies including Liverpool Council, TAFE Miller, Community Hubs Australia, MTC and others.

In term 4 of 2019 we continued to run our Thursday Community Hub sessions from 9:00am – 12:00pm. This program has been a fantastic success, besides families learning new skills, families have been able to build strong friendships with two of our hub parents have been employed as child minders. At this session we have taught:

Cooking

Sewing

Jewellery Making

Candle Making

Scrapbooking

Art classes

We will include future courses such as beauty and well being and parenting classes. Playgroup is planned to start in term 1, 2020.

Having our Community Hub at Hoxton Park Public School has made the school more accessible to our families, particular those parents with little English. Community Hub parents genuinely feel a part of the school. This has led to stronger relationships with community members, families, children and young people.

We have also partnered with STARTTS and have been able to refer students and parents, enabling and encouraging

different ways to meet the sometimes complex and changing needs of students and parents.

We held kickboxing and yoga classes in 2019. These classes ran each Monday from 10:00am – 11:00am and were very popular.

The Florist program for our community to promote Formal training was run through TAFE Miller. This was very successful with 20 participants joining the course. We provided childminding for 4 participants' children. The students formed a great and positive relationship with the Floristry teacher who individually supported their needs. Participants also made new friendships by forming new social connections. New skills empowered participants to seek employment with one of the ladies now in the process of beginning her own business.

Strategic Direction 3

Leadership

Purpose

To develop distributed leadership throughout the school and community to maximise potential and increase student results.

Improvement Measures

Surveys show increased collaboration, community led projects and the school as the centre of community.

Increased opportunities for students to participate in personal, school and community leadership experiences.

Increased leadership opportunities for all staff, with a focus on instruction leadership.

Teacher reflection shows increased opportunities for feedback, mentoring and coaching for continuous improvement in teaching and learning.

Overall summary of progress

The Student Choice Project effectively embedded Student Led Conferences (SLC) within the school. All teachers can confidently facilitate students in preparing and implementing SLC. Furthermore, parents have a better understanding of the SLC protocols, and there has been positive feedback on their implementation within the school. In 2019, further developed leadership through the creation of the Student Representative Council (SRC). Meetings were held in Semester 1, where teachers supported students in planning and organising structures for the SRC. Afterwards, the strategic direction (SD) team held a staff meeting in which all teachers attended. During the staff meeting, the SD team explained the processes and protocols of the SRC. The first SRC meeting was held in Semester 2. The SRC meetings demonstrated further opportunities for student voice and choice within the school.

The National Standards Project has successfully embedded the outlining of the Australian Professional Standards for Teachers during every staff meeting. Teachers have shown improvement in remembering the standards and reflecting on them during meetings held with the executive leadership team, and in their Professional Development Plan (PDP). During 2019, program review meetings continue to be aligned to the Australian Professional Standards for Teachers. Teachers are working towards effectively addressing the Australian Professional Standards for teachers when formally observing another teacher's lesson in 2020. Teacher Professional Learning about peer observations was administered by the strategic direction team during Term 2 of 2019.

The community connections project effectively implemented the culture club. The aim of the culture club was to give students who identified as Ingenious Australians opportunities to share their culture with the school and connect with their culture through community ties. During semester 2, the Aboriginal Education Coordinator connected with the community to provide students with the opportunity to 'Yarn' with community members. Enquiries to the AECG were made to source opportunities for 2020.

Progress towards achieving improvement measures

Process 1: Student Choice Projects

Teachers support students to develop leadership through student voice and ownership over their learning process.

Evaluation	Funds Expended (Resources)
<p>Student leaders from the Student representative Council (SRC) planned the organisation and structures for the successful implementation of the SRC. Student roles, responsibilities, and regular meetings for 2019 were all presented to staff by the student leadership committee. A review of the process and procedures took place through a student survey. The findings showed that 90% of students thought the SRC gave them a platform to be heard and enjoyed the opportunity to share their ideas.</p> <p>Student Led Conferences have continued to be successfully implemented</p>	<p>RFF for teachers and Student Leadership Team to create a survey to review the SRC process.</p>

Progress towards achieving improvement measures

across the school. The Tell Them From ME Survey from parents gave an insights to the benefits of SLC. A large majority of parents enjoyed seeing work samples and hearing their child articulate their strengths and areas for improvement. Increasing the duration of each conference is an area that 15% of parents would like to see changed. Students surveys stated that they were proud to share their work with parents, build communication skills and SLCs gave them the opportunity to self reflect on their learning.

Process 2: National Standards Project

Develop a culture of collegial feedback aligned with National Standards.

Evaluation	Funds Expended (Resources)
The plan was amended and all staff received Teacher Professional Learning on lesson structures from Training 24/7. Staff collaboratively planned an authentic lesson with a focus on team teaching. A planning template was created and time allocated for lesson planning and reviewing of process.	Funding Sources: <ul style="list-style-type: none">• (\$10047.50)

Process 3: Community Connections Project

Promote a community culture of high parent engagement and the sharing of expertise.

Evaluation	Funds Expended (Resources)
The plan was amended due to the role of Aboriginal Education Coordinator being fulfilled. The weekly culture club ran successfully with the guidance of the Aboriginal Education Coordinator. Students built connections to the Dharug land through activities and incursions. Through song students learnt Dharawal language. Post survey of the students attending the culture club found that they enjoyed working in the native garden, singing and creating artworks. Expression of Interest for parents and Carers were made on multiple occasions with limited interest received. Staff to re-evaluate and re-launch program through school stream and school Facebook in 2020.	Funding Sources: <ul style="list-style-type: none">• (\$4000.00)

Next Steps

Throughout 2020 the Student Choice Project will continue to be a focus with an increased emphasis on students being active participants in the learning and assessing process. There will be new professional learning experiences for teachers in regards to supporting students in assessing their learning, providing feedback to peers and participating in the planning of learning experiences. This professional development continues to be linked to Strategic Direction 1 and the Social Ventures partnership. Student Led Conferences (SLC) are now embedded in school practice and culture. This medium for student voice will continue, but will no longer have dedicated milestones for 2020. The Student Voice Project will see a continuation of the Student Representative Council (SRC). Review and feedback from 2019 will be used to make adjustments to the SRC structures, and a final trial year will be completed and reviewed by the Student Leadership Team.

With the success of Morning Routine peer observations, and targeted professional learning and collaborative planning for team teaching lessons during 2019, Hoxton Park PS has identified the logical progression to more formal lesson study structures for 2020. These lesson studies will be aligned to the National Standards for Teachers, with the goal of staff engaging more readily in discussions about their classroom and teaching practice.

The re-launch of the Culture Club towards the end of 2019

has created new and exciting opportunities for increasing community connections with clear links to Aboriginal Identity and Communities. During 2020, there will be continued Culture Club meetings and experiences. There will be the added goal to increase awareness of the Aboriginal Community and understanding of culture throughout the larger school community; there are also links to the Student Choice Project with the students in the Culture Club having a greater voice in the school community. Although there have been continued challenges to involve the community in sharing their expertise and participating in the parent–students reading program, milestones will be identified to use student voice to generate ideas to elicit greater responses for the Parent–Student Reading Program.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Teacher release to lead Culture Club each week.</p> <p>Ingredients for cooking using bush tucker plants.</p> <p>Excursion cost – bus</p> <p>Gardening equipment</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$1 313.40) • Aboriginal background loading – Teacher release (\$18 371.32) 	<p>Aboriginal students participated in a workshop with Aunty Carol around bush tucker and learned to identify bush tucker and their potential uses.</p> <p>Aboriginal perspectives and 8 Ways of Learning were included in class programs.</p> <p>Aboriginal students learned more about their culture and were more confident to share their new learning with non-indigenous students and staff.</p>
English language proficiency	<p>1.8 FTE teacher allocation</p> <p>ipads purchased</p> <p>Additional SLSO time allocated to support students.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • English language proficiency – 1.8 FTE (\$192 089.00) • English language proficiency – flexible funding (\$30 494.00) 	<p>Specialist teacher representation advocating for EALD students in the Learning Support Team.</p> <p>Targeted support resulted in achievement of individual student SMART goals.</p> <p>Students are able to better understand different cultures, displaying increased tolerance. There were two less notifications to the Anti-Racism Contact Officer than in 2018.</p>
Low level adjustment for disability	<p>ipads for support teachers</p> <p>Software to support individual needs</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability – 1.3 FTE (\$138 731.00) • Low level adjustment for disability – School Learning Support Officer (\$89 723.00) 	<p>The Learning Support Team provide exceptional support to all teachers, students and parents. Programs are constantly reviewed on a weekly basis and ongoing support provided to ensure students with a disability are supported to meet their learning needs.</p>
Quality Teaching, Successful Students (QTSS)	<p>Professional learning time is allocated for planning and in class teaching opportunities and demonstration lessons.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$113 332.00) 	<p>A high quality professional learning program has been established to ensure differentiated experiences for all staff to ensure all needs are being met and that there is consistency of practice K – 6. Assistant Principals have worked collaboratively to provide ongoing support for teachers and students, providing extension programs and support programs.</p>
Socio-economic background	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background – DP Instructional Leader (\$163 254.00) • Socio-economic background – Speech Pathology Program (\$28 	<p>The extensive support provided by our speech pathologist and occupational therapist to students and teachers has ensured individual needs of students have been assessed and programs developed to improve learning outcomes. The community Hub is a welcoming environment where parents can socialise and seek assistance or</p>

<p>Socio-economic background</p>	<p>500.00) <ul style="list-style-type: none"> • Socio-economic background – Occupational Therapy Program (\$24 700.00) • Socio-economic background – Furniture (\$21 595.00) </p>	<p>information to support their needs at home.</p>
<p>Support for beginning teachers</p>	<p>Beginning teachers released off class to work with DP Instructional Leader.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers –teacher release (\$60 419.00) 	<p>A mentor program was established by the DP Instructional Leader to provide expert support with planning, programming and assessment. Teachers were given additional time with a mentor to plan, program and view demonstration lessons on specific curriculum areas.</p>
<p>Targeted student support for refugees and new arrivals</p>	<p>Teacher released to run New Arrival Program.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Targeted student support for refugees – teacher release and new arrivals (\$20 420.00) 	<p>The establishment of the New Arrivals Program has ensured students are in a very supportive environment to develop English language acquisition. Students gradual transition to a classroom environment is also supported to ensure students feel comfortable and learning needs are met.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	319	338	328	361
Girls	335	321	310	310

Student attendance profile

School				
Year	2016	2017	2018	2019
K	93	93.3	93	91.6
1	92.5	93.3	93.3	91.4
2	92.9	94.2	92.1	92
3	94	94.3	94.3	92.1
4	94.3	94.9	94.8	93.8
5	93.9	94.7	94	93
6	95.7	93.3	92.8	93.7
All Years	93.7	94	93.4	92.5
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	24.3
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.3
Teacher Librarian	1.2
Teacher ESL	1.8
School Administration and Support Staff	4.26

*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	1,144,570
Revenue	5,911,837
Appropriation	5,537,994
Sale of Goods and Services	26,502
Grants and contributions	338,058
Investment income	9,084
Other revenue	200
Expenses	-6,043,182
Employee related	-4,918,034
Operating expenses	-1,125,148
Surplus / deficit for the year	-131,345

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	3,113
Equity Total	703,392
Equity - Aboriginal	14,306
Equity - Socio-economic	238,049
Equity - Language	222,583
Equity - Disability	228,453
Base Total	4,285,658
Base - Per Capita	149,699
Base - Location	0
Base - Other	4,135,959
Other Total	307,535
Grand Total	5,299,698

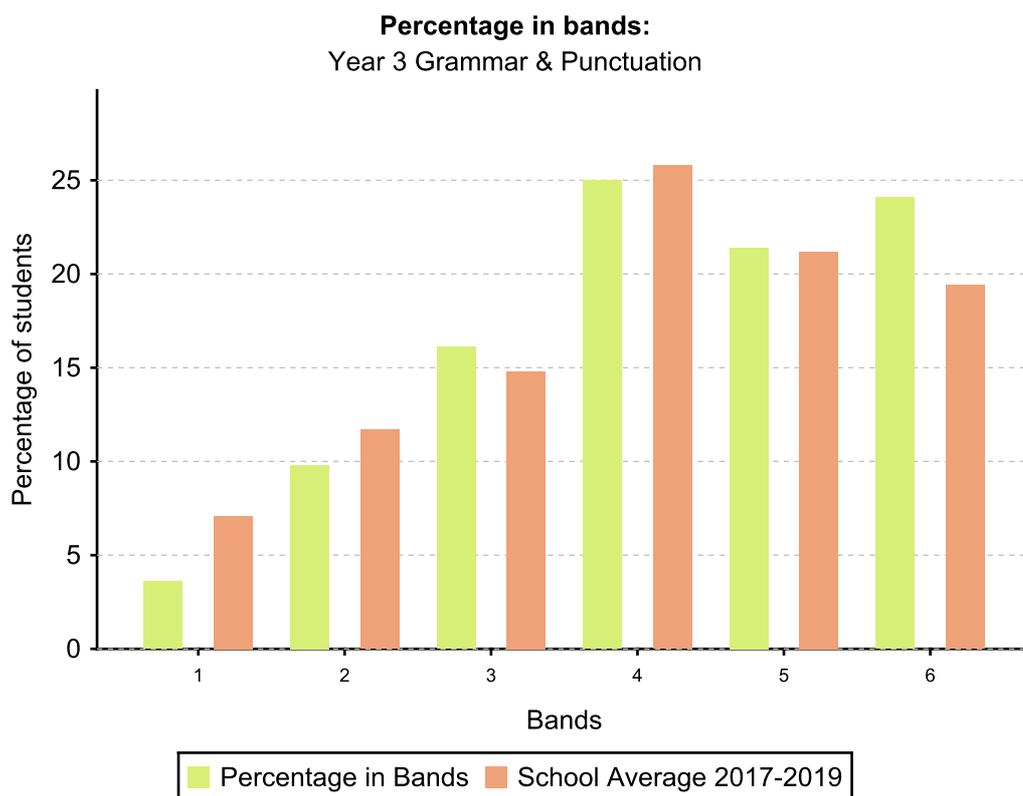
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

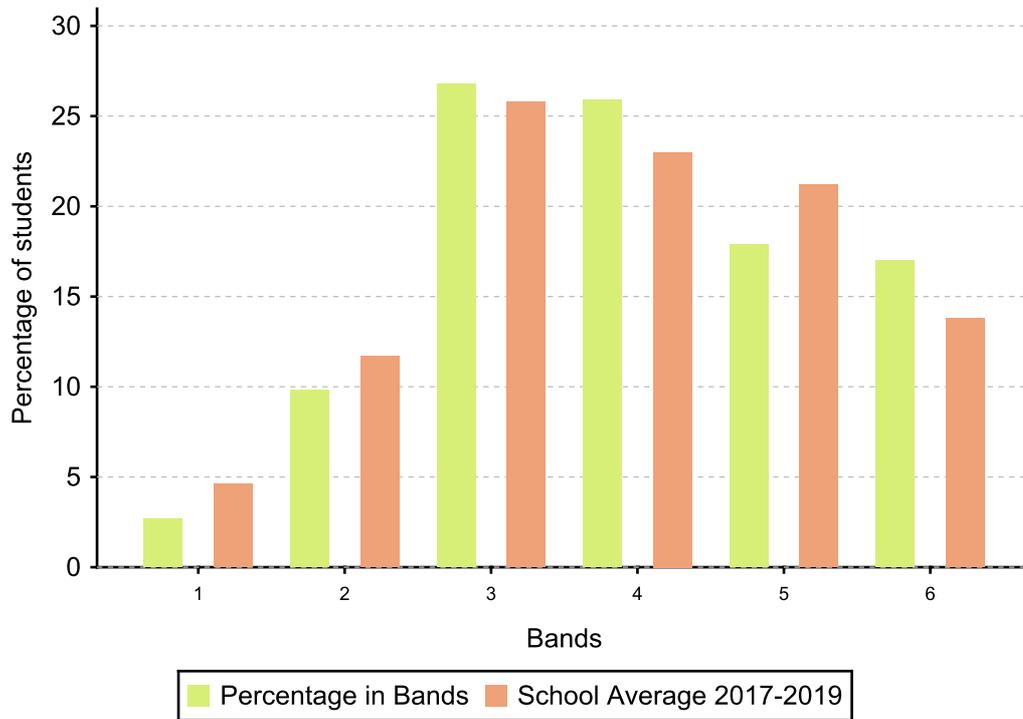
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison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



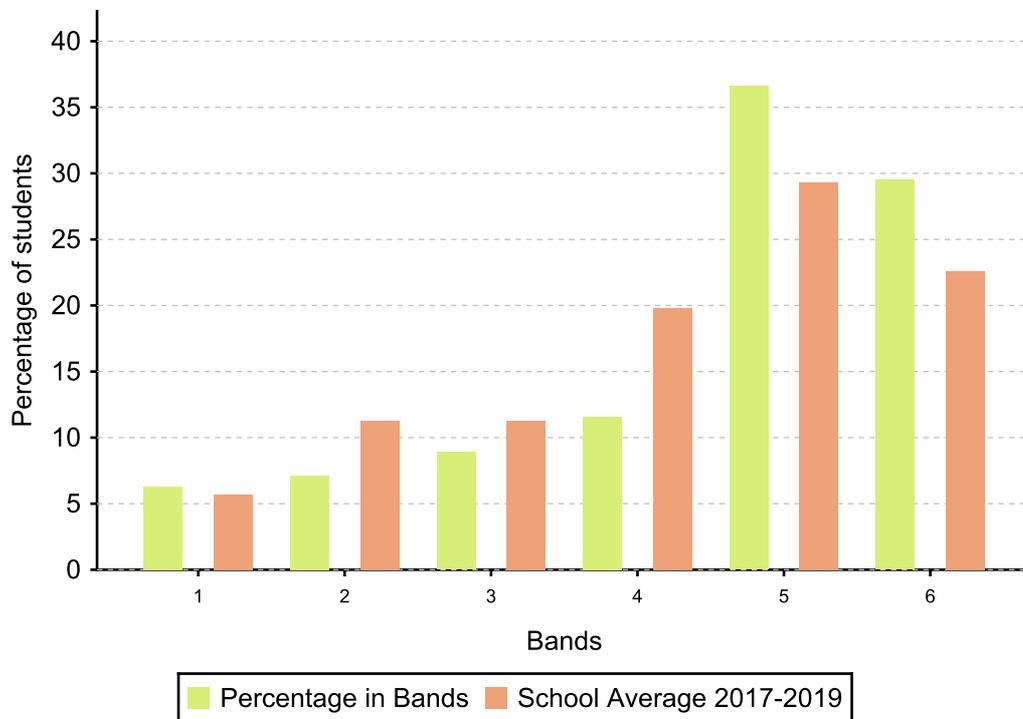
Band	1	2	3	4	5	6
Percentage of students	3.6	9.8	16.1	25.0	21.4	24.1
School avg 2017-2019	7.1	11.7	14.8	25.8	21.2	19.4

**Percentage in bands:
Year 3 Reading**



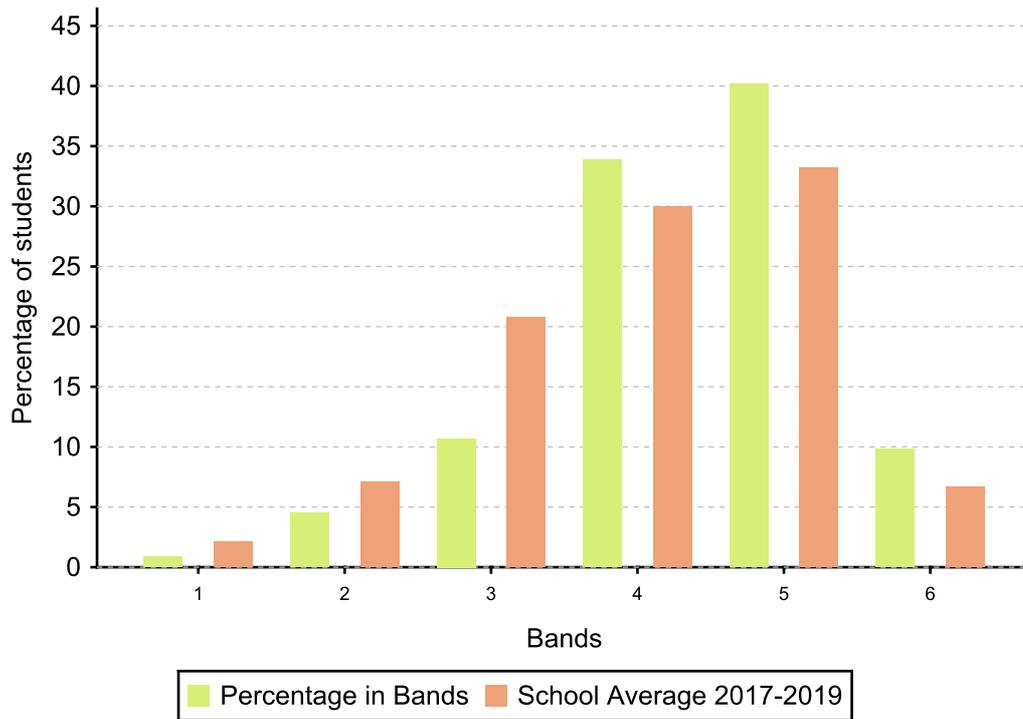
Band	1	2	3	4	5	6
Percentage of students	2.7	9.8	26.8	25.9	17.9	17.0
School avg 2017-2019	4.6	11.7	25.8	23	21.2	13.8

**Percentage in bands:
Year 3 Spelling**



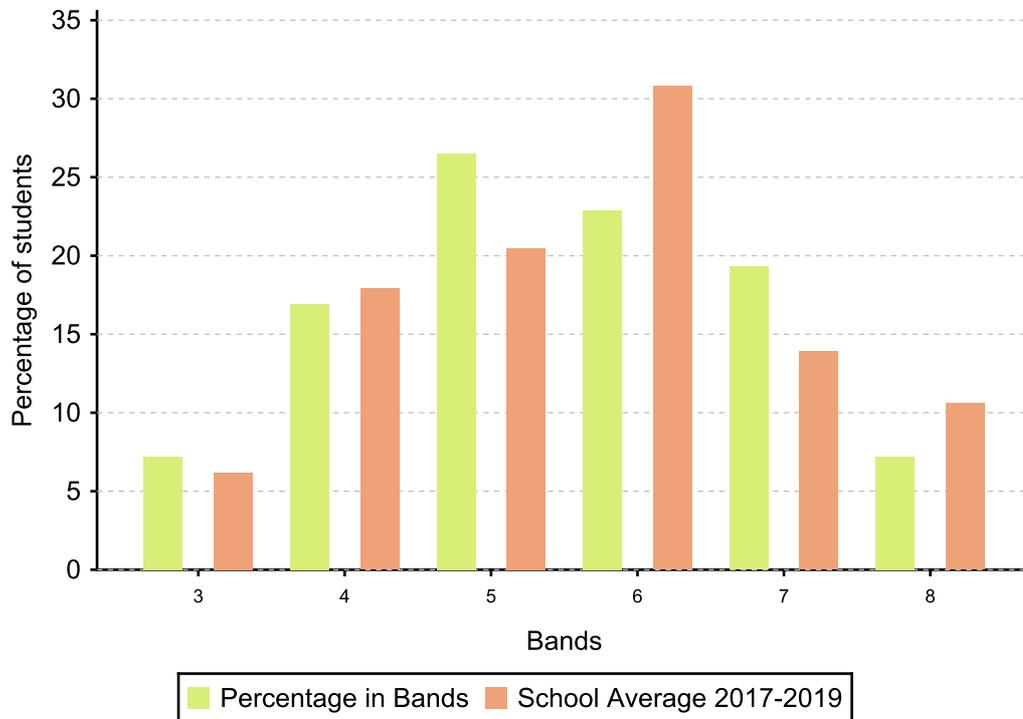
Band	1	2	3	4	5	6
Percentage of students	6.3	7.1	8.9	11.6	36.6	29.5
School avg 2017-2019	5.7	11.3	11.3	19.8	29.3	22.6

Percentage in bands:
Year 3 Writing



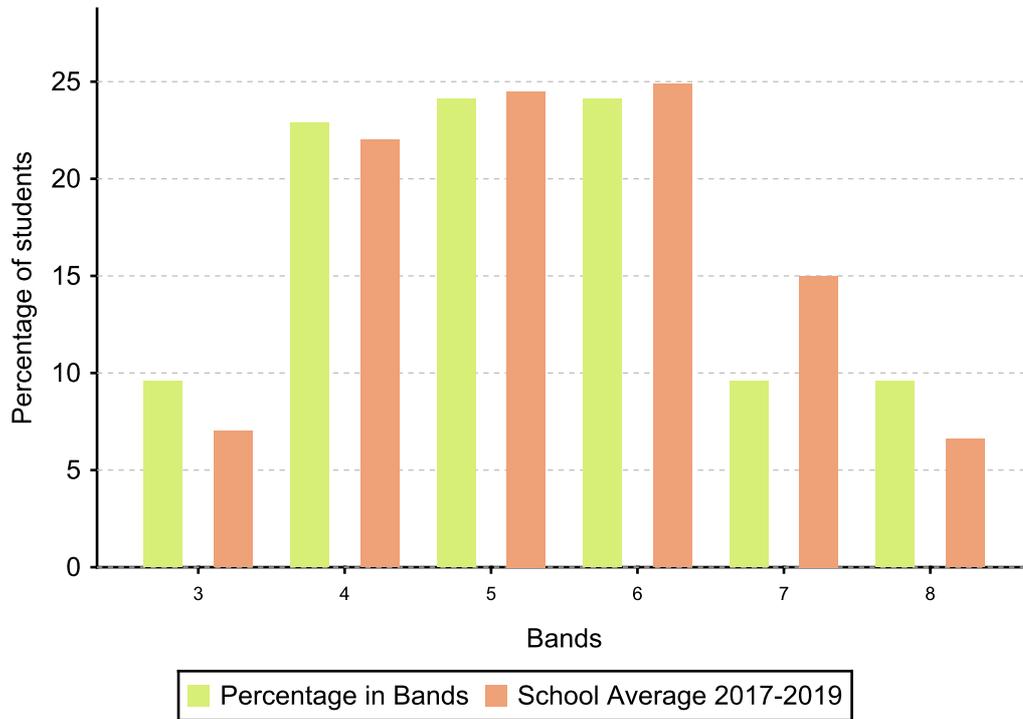
Band	1	2	3	4	5	6
Percentage of students	0.9	4.5	10.7	33.9	40.2	9.8
School avg 2017-2019	2.1	7.1	20.8	30	33.2	6.7

Percentage in bands:
Year 5 Grammar & Punctuation



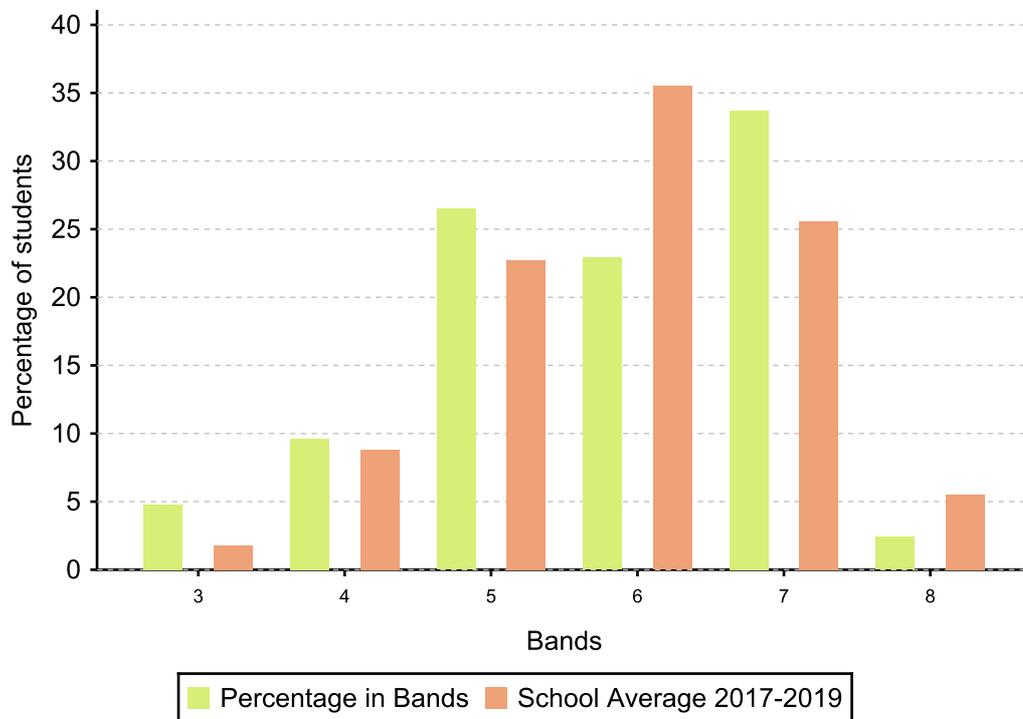
Band	3	4	5	6	7	8
Percentage of students	7.2	16.9	26.5	22.9	19.3	7.2
School avg 2017-2019	6.2	17.9	20.5	30.8	13.9	10.6

**Percentage in bands:
Year 5 Reading**



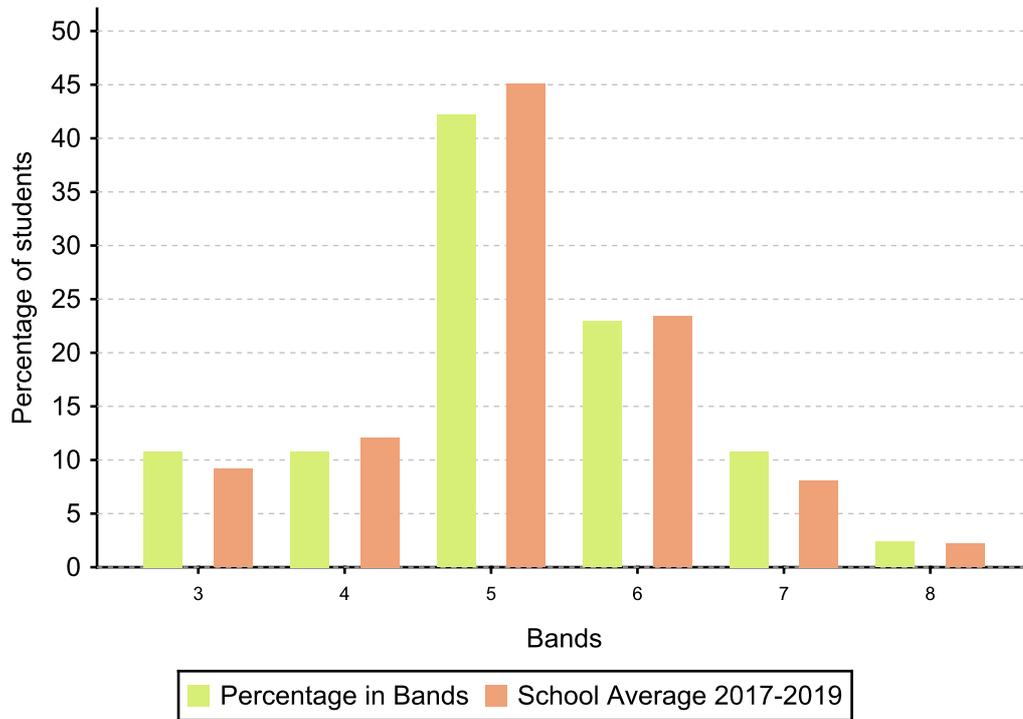
Band	3	4	5	6	7	8
Percentage of students	9.6	22.9	24.1	24.1	9.6	9.6
School avg 2017-2019	7	22	24.5	24.9	15	6.6

**Percentage in bands:
Year 5 Spelling**



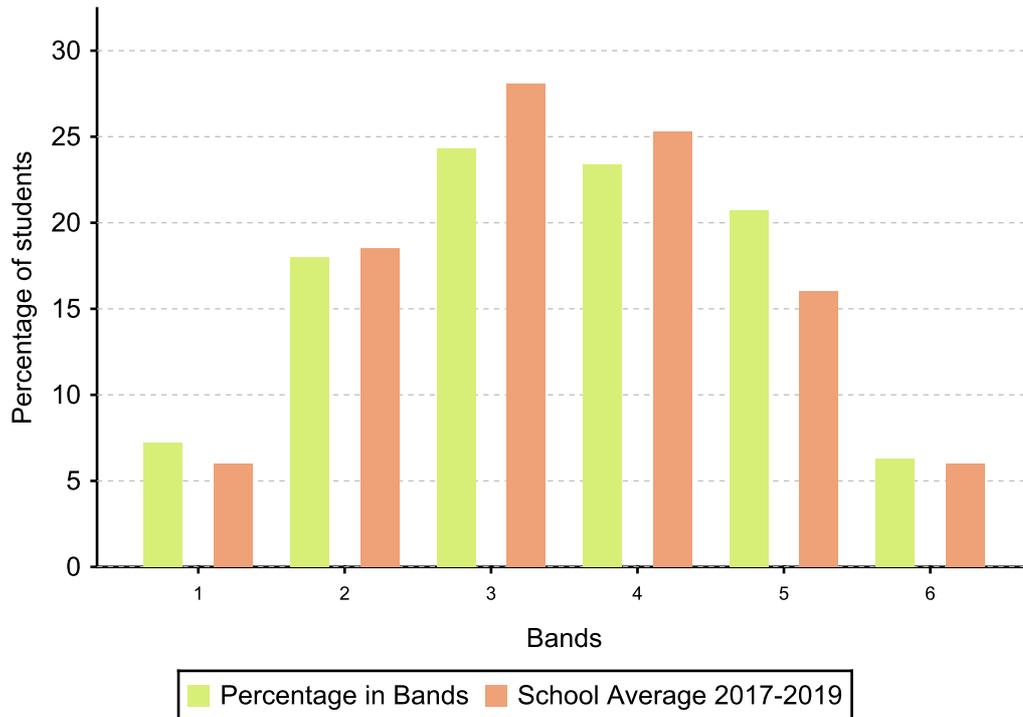
Band	3	4	5	6	7	8
Percentage of students	4.8	9.6	26.5	22.9	33.7	2.4
School avg 2017-2019	1.8	8.8	22.7	35.5	25.6	5.5

Percentage in bands:
Year 5 Writing



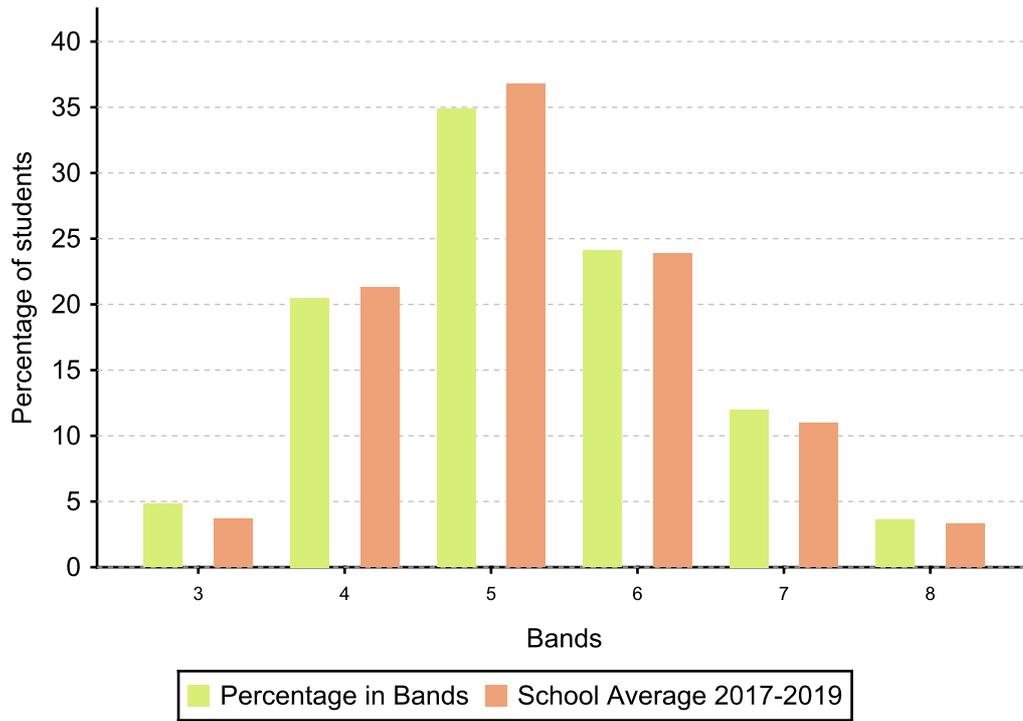
Band	3	4	5	6	7	8
Percentage of students	10.8	10.8	42.2	22.9	10.8	2.4
School avg 2017-2019	9.2	12.1	45.1	23.4	8.1	2.2

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	7.2	18.0	24.3	23.4	20.7	6.3
School avg 2017-2019	6	18.5	28.1	25.3	16	6

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	4.8	20.5	34.9	24.1	12.0	3.6
School avg 2017-2019	3.7	21.3	36.8	23.9	11	3.3

Parent/caregiver, student, teacher satisfaction

Tell Them From Me surveys indicate the following regarding our students;

- 95% of students believe that schooling is useful in their everyday life and has a strong bearing on their future.
- 82 % Students feel teachers are responsive to their needs.
- 73% of Aboriginal students feel good about their culture when they are at school.
- 80% of students feel proud of their school.
- Parent surveys indicated;
- 83% of parents would recommend the school to other parents.
- 96% of parents said the school was well maintained.
- 76% of parents said social media was a useful communication tool at the school.
- Teacher surveys indicated;
- 96% of teachers said the school was well maintained.
- 86% of teachers believe the leadership lead improvement and change.
- 83% of teachers said that school leaders clearly communicate their strategic vision and values for the school.

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.