

# Tomaree Public School

## 2019 Annual Report



2723

## Introduction

The Annual Report for 2019 is provided to the community of Tomaree 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

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### Message from the principal

This year I celebrate my fourth year at Tomaree Public School and it is a privilege to be the leader at such a caring and amazing school.

I want to acknowledge the dedicated staff at the school for their commitment to improving outcomes for all students through their knowledge, care and compassion. I also want to thank the students for always trying to demonstrate the PBL values of Respect, Responsibility and Personal Best.

I also wish to thank the parents and carers of the school community for their assistance, understanding and support, with special recognition for the members of the Tomaree Public School P&C for their unending enthusiasm to improve school facilities and resources.

Together we make a huge difference in the lives of our children.

Christene Gray

Principal

## School background

### School vision statement

At Tomaree Public School we develop meaningful partnerships with students, staff and the school community to inspire the development of active and engaged lifelong learners.

### School context

Tomaree Public School is located in Port Stephens at Salamander Bay. Tomaree Public School is an integral part of the Tomaree Education Centre, with Tomaree High School and the Hunter Institute of TAFE. The three entities work in a unique partnership to enhance learning opportunities for students across the Tomaree Peninsula, utilising shared resources and facilities to be an effective provider of high quality education in the 21st Century.

Our school has a non – teaching principal, four assistant principals, 14 mainstream classroom teachers, 3 special education classes, a full time learning and support teacher, a full time Teacher Librarian and two support teachers. We are heavily supported by a SAM, a SAO, a GA and a number of SLSOs who all work tirelessly to support our vision.

The school population of 357 includes 20 Aboriginal students, 29 students of Defence force families and a small number of students with language backgrounds other than English. Our population is transient and we have regular deployment of Defence families, so we have a mobility rate which is high. Tomaree Public School caters for a wide range of student needs and interests, including performing arts, sporting, cultural, leadership, environmental, enrichment and academic pursuits, ensuring our students have a rich and varied education.

Tomaree Public School has a percentage of students not reaching expected growth in all areas of NAPLAN. Improving this result will be a strong focus for programs of improvement during the next three years.

Tomaree Public School is supported by an active P&C and has strong community links and developing partnerships. We work together to maintain a school environment that is safe, pleasant, well maintained and rich in learning opportunities.

## 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	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

Learning – Thriving, succeeding, connecting and learning

### Purpose

To promote a student centred learning environment that supports student progress and achievement, using data and reflective processes to inform practice in order to meet individual needs.

### Improvement Measures

At least 80% of students (including ATSI) demonstrate expected growth in Literacy and Numeracy.

100% of teaching and learning programs use data to differentiate and track student achievement.

### Progress towards achieving improvement measures

#### Process 1: Research Informed Pedagogy

Teachers implement high quality professional learning and understanding in literacy and numeracy teaching practices.

Evaluation	Funds Expended (Resources)
<p>Scope and Sequences for English and Maths have been trialled, adjusted and finalised based on teacher feedback throughout the year. This will enable consistency throughout the school when programming and completing assessment tasks. English S&amp;S needs to be further reviewed and simplified based on staff feedback.</p> <p>Annual review of Writing Initiative was placed on hold due to time limits and adjustments of Professional Learning sessions. Staff gave positive feedback regarding the new rubric and this will be used as the school moves forward in 2020.</p> <p>All staff were introduced to Learning Progressions and are beginning to plot students in the nominated elements. Learning Progressions data will be handed to 2020 Classroom Teachers to assist with Term 1 planning as new classes are established.</p> <p>Individual support plans ( Individual Education Plans (IEP's), Out Of Home Care plans (OOHC), have been revised and reported to parent/carers for students who require supplementary, substantial or extensive adjustments in their learning. Individual support plans will be handed over to 2020 Classroom Teachers.</p> <p>NAPLAN analysis was completed and communicated to all staff with future directions on how to continue to improve.</p>	<p>NAPLAN analysis teams = \$11 025</p> <p>Staff Planning Days = \$28 000</p> <p>Enrichment Programs = \$8 000</p> <p>Review meetings = \$4 500</p>

#### Process 2: Informed Data Use

Teachers plan for and implement quality teaching programs using a consistent and whole school integrated approach to programming, data collection and analysis to drive future directions.

Evaluation	Funds Expended (Resources)
<p>All teachers are using Learning Progressions to track all students in Literacy and Numeracy in nominated areas of Punctuation, Grammar, Writing, Additive Strategies , Quantifying Numbers and Multiplicative Strategies. Further discussion and professional learning on Learning Progressions is needed in 2020.</p> <p>A core group of 4 teachers were involved with the University of Newcastle</p>	<p>Professional Learning sessions both during the term and as part of Staff Development Days and afternoons.</p> <p>Additional staff attendance at QTR training with University of Newcastle.</p>

## Progress towards achieving improvement measures

Quality Teaching Rounds (QTR) focusing on Peer Observations. Another teacher became a member of the QTR with a local schools group. Planning and implementing curriculum content that is underpinned by the Quality Teaching Framework is crucial for successful explicit teaching at Tomaree Public School.

### Funding Sources:

- University of Newcastle grant (\$10000.00)

## Next Steps

Staff will continue to be involved with the QTR project with the University of Newcastle in 2020. This will then be expanded to include other staff in a distributive leadership model. This valuable professional learning will provide teachers with opportunities to learn from one another and receive valuable feedback that will be critical in building consistency across the school.

An Instructional Leader position was advertised and successfully filled in Term 4 2019, enabling a consistent approach to the teaching of Numeracy, assessment procedures and data collection, the analysis of data and clear setting of future directions and goals in 2020.

## Strategic Direction 2

Teaching – Commitment, collaboration and reflection for continued improvement and excellence.

### Purpose

To provide a stimulating and engaging learning environment based on best practice in wellbeing and quality teaching.

### Improvement Measures

All teachers demonstrate a high level of quality teaching practice.

Student engagement is improved by 20%.

Decrease behavioural incidents by 20%.

### Progress towards achieving improvement measures

#### Process 1: Quality Teaching

Develop and implement high quality professional learning based on quality teaching and the Wellbeing Framework.

Evaluation	Funds Expended (Resources)
<p>All staff are consistently using PBL expectations, language and lessons which has been implemented through PBL meeting minutes, lessons, PL minutes. The school scored 97% in the TFI. There has been a measurable decrease in behavioural incidents which was evident through data analysis of Sentral data.</p> <p>The following has been noted:</p> <ul style="list-style-type: none"><li>1 – Significant drop in incidents in occurring Area B, compared to term 4 weeks 1–5 (–20 incidents)</li><li>2 – Significant drop in incidents at both 2nd lunch and recess compared to weeks 1–5 in 2018</li><li>3 – Inappropriate play displays decreased incidents compared to weeks 1–5, although it still appears on the list of negative incidents over the term.</li></ul> <p>Moving forward for 2020, there needs to be a focus on reducing the negative incidents during recess. This could be achieved by establishing Social groups and other activities guided by teachers.</p> <p>We require further development in QTF elements in 2020 as the decision was made to put on hold the QTF professional learning due to other priorities within the school. Staff were offered places in the Quality Teaching Rounds for 2020. Four staff members became the core group for this project, with the focus on Peer Observations. The team would then be involved in the Quality Teaching Rounds in 2020.</p> <p>LST referral system flow charts have been updated and communicated to all staff to ensure consistency across the school.</p> <p>The learning support team minutes reflect a strong staff knowledge of LST processes and needs of students.. The data from the LST reflection tool has been gathered and analysed. Areas for improvement have been identified, with a focus on communication of information. Improved communication of information was the main goal for improvement in 2019. Policy changes and further review will occur in 2020.</p> <p>SLSO staff were used to support and assist students in the classroom and</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• School operational funds (\$9425.00)</li><li>• Low level adjustment for disability (\$36000.00)</li></ul>

## Progress towards achieving improvement measures

the playground to ensure academic and social needs were met.

From analysis of the Welbeing Framework tool, goal setting was the focus of PL sessions and staff have familiarised themselves with student goal setting strategies. This will continue to be a focus in 2020.

### Process 2: Systems for Teacher Feedback

Collaborative professional feedback to improve teaching and learning. This includes observations of classroom teaching practice, with feedback, to improve professional knowledge and practice.

Evaluation	Funds Expended (Resources)
<p>All staff could identify relevant areas for professional development on their PDP, and plan and reflect upon their professional learning needs. Through collaborative discussions with their supervisor, staff could review their PDP at the mid and end point, iterating their goals when needed and reflecting upon their achievements and future directions.</p> <p>All staff participated in collegial observations each semester. A consistent proforma was created and used by a majority of staff members. Staff found the process valuable as they were able to chose a colleague to observe their lesson. Tools: QTSS timetable, participant feedback, staff survey</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Quality Teaching, Successful Students (QTSS) (\$69899.00)</li></ul>

### Next Steps

At Tomaree PS we will continue to establish and embed the PBL across the school, with a specific focus on classroom systems. Staff within the PBL team will continue to seek professional learning in order to refresh and expand the knowledge of the program. This information will then be distributed to the school via professional learning sessions and Staff Development sessions. The PBL team present data to all teachers each 5 weeks and improvements in data collection and strategies are put into place to ensure the success of the program. Lessons are based around the data and identified needs.

Professional learning, linked to PDPs is a focus for the school to enable staff to achieve goals set at the beginning of the year. Where possible this is addressed through whole school professional learning, with individuals supported to participate in on-line as well as face to face learning.



### Strategic Direction 3

Leading – Effective and sustained communication and connections

#### Purpose

To develop a school wide culture which maximises leadership opportunities, engagement and family partnerships to support student success.

#### Improvement Measures

1. Increase in parent/community engagement in school based activities and initiatives.

Increase effective two way communication systems by 20%.

Staff and students demonstrate an increased level of authentic leadership across the school.

#### Progress towards achieving improvement measures

##### Process 1: Communication Systems

Communication systems will be revised, evaluated and trialled.

Evaluation	Funds Expended (Resources)
<p>A whole school approach was adopted to Class Dojo, with a large increase in parents and carers coming on-line to communicate with teachers and receive information regarding their child and their learning. Facebook continues to be popular with parents with an increase in the number of posts being accessed. All executive staff have access and can post on the Tomaree PS Facebook site. To ensure we are able to concentrate on three key sites when sending out information to parents and carers (Tomaree PS website, Tomaree PS Facebook and Class Dojo) Skoolbag will be phased out in 2020 due to the small number of parents accessing the site.</p> <p>Parent Information sessions were held at the beginning of the year to allow parents/carers to meet teachers and learn about stage and classroom structures and strategies.</p> <p>Student Led Conferences again proved to be extremely popular with the majority of parents/carers involved in a three way conversation between teachers/students and parents and carers.</p> <p>External providers were allowed to work on the school site in order to assist and provide support for students. These therapists work closely with the school by completing observations on students with specific needs and providing recommendations to support students.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$7000.00)</li></ul>

##### Process 2: Parental Support

Upskilling of parents/community members in KLA's in order to support students in school and at home.

Evaluation	Funds Expended (Resources)
<p>Increased numbers of helpers at cross country, athletics and swimming carnivals was noted (estimated increase of 20%). Large numbers of parents volunteering to help with one day and overnight excursions (over 20 offers for Stage 2 and 3 overnight). An increase in attendance numbers for Christmas Carols, Tomaree Terrific Totally Awesome Day and Easter hat parade.</p> <p>Staff presented professional learning/information sessions at a number of P&amp;C meetings in order disseminate information to the school community. The</p>	

### Progress towards achieving improvement measures

P&C also contributed regular updates in the school newsletter.

Information sessions for parents on Key Learning Areas (KLAs) will be a focus for 2020.

### Process 3: Leadership Opportunities.

Leadership opportunities provided and supported through mentoring and feedback.

Evaluation	Funds Expended (Resources)
<p>Evidence of progress written into PDP reviews, with many staff developing/updating CVs this year.</p> <p>Staff volunteered to take on extra curricula roles within the school on a regular basis, ensuring additional programs for students were developed. Staff also relieved in higher positions and coordinated initiatives such as the Writing Initiative, PBL, Strategic Direction Teams and professional development in Learning Progression.</p> <p>Principal Support funding was used to create an off class role for an Assistant Principal in order to assist with student welfare and professional learning across the school.</p>	School Support Allocation = \$18 585

### Next Steps

Strategic Direction 3 will continue to be a major focus at the school in order to build and sustain relationships with the parent/carer and wider community.

This year, the PBL team was active in promoting the understanding of the program through regular contributions in the newsletter and on web sites. The team also promoted the program and the school at Salamander Shopping Centre during Education Week. The school will continue to build upon this in 2020.

An increase in parental attendance was noted at official assemblies and presentations. Parents regularly commented on Facebook and Class Dojo when seeking advice, or asking questions and teachers and Executive were able to respond in an appropriate time-frame.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>Casual relief for ATSI Coordinator – 1 day per term.</p> <p>SLSO assistance for ATSI students 40 days each year.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$22 203.00)</li> </ul>	<p>The ATSI students have shown growth in their Literacy and Numeracy results across the year from the SLSO support structures and personalised learning goals that have been established for every ATSI student. This can be evidenced from NAPLAN year 3 and year 5 growth data which was analysed in the NAPLAN analysis days for Numeracy and Literacy. The development and ongoing reflection of student PLP's been effective in encouraging student ownership and self regulation to improve their learning. This needs to be a focus area for 2020 to ensure that student ownership and teacher awareness of the personalised goals is heightened. This will also ensure an increase in student confidence or enthusiasm from the use of the cultural 'Write it Right' program as evidenced by TTFM survey results. The Write It Right program has promoted student awareness of their personal and ATSI heritage and sense of pride across the school. This has been evidenced by student participation in ATSI school based activities and through TTFM survey results. The SLSO structure and timetabling has been highly effective in supporting students and teachers alike in the classroom. This has been evidenced by ATSI coordinator conversations with staff and with ATSI SLSO.</p>
<b>English language proficiency</b>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• English language proficiency (\$9 829.00)</li> </ul>	<p>EAL/D Students were provided with explicit times within the LaST timetable which focused on specific learning opportunities to assist their development. This was achieved through the inclusion of both a temporary teacher and SLSO support.</p> <p>Resources were purchased which supported these learning activities.</p>
<b>Low level adjustment for disability</b>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$135 234.00)</li> </ul>	<p>Staff effectively use in-school support resources. LST procedures are known and used by all staff to help support students with additional needs. LaSTs and SLSOs provides effective support of individual students who require additional support to ensure they can access the curriculum and continue to make progress at their level.</p> <p>SLSO and LaST support is regularly reviewed and modified where necessary to ensure effective support of students. Data is used to inform programming and lesson delivery, as well as identifying students and effective groupings. Regular review of data informs modifications to groupings and programming.</p> <p>Profiles, plans and IEPs are regularly reviewed to ensure effective goal setting and modifications as needed. Professional learning sessions and collaborative discussions with supervisors and LST coordinator supported class teachers in designing, implementing and modifying plans</p>

<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$135 234.00)</li> </ul>	<p>to meet individual student needs.</p> <p>LST policy and practices were reviewed by all staff. Data was collected and analysed and proformas drafted based on feedback from staff. In 2019, the primary focus of change for the LST was on developing effective communication strategies. In 2020, the policies, procedures and proformas will be finalised and staff will be involved in professional learning on these procedures.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$69 899.00)</li> </ul>	<p>Under the QTSS initiative executive and aspiring leaders are released from classroom responsibilities to engage in collaboration and discussion sessions, lesson observations and modelling. Feedback was provided to teachers as part of the process, focusing on the improvement of teaching practice and student outcomes.</p> <p>The Writing Initiative and Learning Progressions were the focus of the sessions in Term 1 to 3, with consistent assessment practices K–6 the focus in Term 4.</p>
<b>Socio–economic background</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Socio–economic background (\$96 758.00)</li> </ul>	<p>Technology to support Stem and STEAM activities were purchased in order to enable the successful hands–on teaching of these curriculum aspects. Programs developed and taught via the RFF program to ensure student engagement and knowledge is consistent.</p> <p>Staff supported through the purchase and upgrading of Promethean Boards within the classrooms and the professional learning provided to staff to assist with confidence when using the equipment.</p> <p>PBL– Teachers trained in classroom systems. Time was allocated to ensure the establishment and embedding of this program in all classrooms. Additional signage was purchased and the PBL team took the information to the wider community during Education Week. Time was also provided to ensure fortnightly lessons and resources were prepared and shared with the whole school.</p> <p>Staff well–being was identified as an issue and this was addressed during professional learning sessions. During these sessions staff were provided with a significant number of strategies aimed at the improvement of their own well–being and coping strategies during times of stress.</p> <p>Planning days were provided to ensure staff were able to work collaboratively when preparing teaching, learning and assessment tasks. This enabled consistent teacher judgement (CTJ) when planning, assessing and reviewing student learning needs.</p>
<b>Support for beginning teachers</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$14 130.00)</li> </ul>	<p>Support for the beginning teachers at the school was provided through professional learning, in class demonstrations, mentoring and assistance to develop quality evidence</p>

<b>Support for beginning teachers</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$14 130.00)</li> </ul>	for Teacher Accreditation, the development of quality reports for students and the opportunity to develop high quality teaching/learning/assessment tasks. The teacher was also accepted as part of the Quality Teaching Rounds with local schools, improving their understanding of the Quality Teaching Framework.
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## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	194	183	179	179
Girls	205	176	173	178

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	96.4	95.7	92.8	92.5
1	96	95.3	93.2	92.9
2	93.2	94.1	94	92.2
3	93	93.5	92.8	92.1
4	92.5	93.7	92.5	92.6
5	93.8	92.5	92.6	89.7
6	92.1	93.4	92.1	92.6
All Years	93.6	93.8	92.8	92
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)	4
Classroom Teacher(s)	14.1
Teacher of Reading Recovery	0.2
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	6.02

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 <b>Actual</b> (\$)
<b>Opening Balance</b>	504,958
<b>Revenue</b>	4,100,296
Appropriation	3,935,441
Sale of Goods and Services	21,968
Grants and contributions	139,640
Investment income	3,147
Other revenue	100
<b>Expenses</b>	-4,038,262
Employee related	-3,674,395
Operating expenses	-363,867
<b>Surplus / deficit for the year</b>	62,034

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



## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	813,259
<b>Equity Total</b>	265,745
Equity - Aboriginal	22,203
Equity - Socio-economic	96,758
Equity - Language	9,829
Equity - Disability	136,955
<b>Base Total</b>	2,398,662
Base - Per Capita	87,032
Base - Location	4,111
Base - Other	2,307,519
<b>Other Total</b>	296,357
<b>Grand Total</b>	3,774,023

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](https://myschool.edu.au) to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

## Parent/caregiver, student, teacher satisfaction

### Strategic Direction 2

2019 Tell Them From Me (TTFM) data showed 97% of students valued school outcomes (increase of 2% from 2018), and, 91% of ATSI students feel good about their culture. 88% of all students indicated they had positive student–teacher relations (4% decrease from 2018).

Data–driven LaST and SLSO intervention continue to be designed and implemented to support students specific learning needs.

### Strategic Direction 3

The TTFM parent survey results showed 83% of parents felt welcome at school (8% increase from 2018), and 79% of parents felt informed (4% increase from 2018). 82% of parents indicated that they felt their children were safe at school (6% increase from 2018).

The TTFM staff survey results showed 87% felt the workplace was an inclusive and collaborative environment, with positive leadership (7% increase from 2018). 85% of staff felt the school has a positive learning culture, data–informed practice, and challenging and visible goals (7% increase from 2018).

# 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.