

# Northmead Public School

## 2019 Annual Report



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## Introduction

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

It has been my privilege to join Northmead Public School in 2019 as principal and my thanks to everyone in our school for welcoming me into their community.

I would like to take this opportunity to acknowledge and thank the Executive team, teachers and support staff, for their on-going commitment to providing a happy, quality learning environment for all students, which promotes high expectations for all.

My thanks also to the parents/carers and community for their high level of participation and consistent support that is both appreciated and valued.

It is an honour to lead the school and work with the wider school community to enhance our students' learning experiences, aligning our practice to the school's motto of "Endeavour".

It is Northmead's aim is to instil the New South Wales Department of Education's Strategic Plan purpose to prepare young people for rewarding lives as engaged citizens in a complex and dynamic society. Our goal is that every student is known, valued and cared for in our school and all students will have a strong foundation in literacy and numeracy along with deep content knowledge. The school is committed to facilitating students to demonstrate future focused capabilities of creative, critical and collaborative thinking and learning across all curriculum areas.

The students at Northmead Public School enjoyed a year of quality academic, creative, leadership and sporting achievements, where the educational outcomes and learning opportunities for all children were made possible through the efforts of committed teachers and supportive community members.

**Mrs Anne Ezzy**

## School background

### School vision statement

***Few, if any forces in human affairs are as powerful as shared vision.***

*Peter Senge, The Fifth Discipline*

We as a collaborative learning community seek to promote a safe, compassionate and stimulating school environment in which everyone is inspired to think critically while developing the necessary skills to become empowered to achieve to their potential as a caring, resilient and productive citizen in the twenty first century.

### School context

Northmead Public School opened in 1923 and has a current K–6 enrolment of approximately 730 + students. Northmead is located in the Sydney metropolitan area, approximately 6 kilometres north of Parramatta. Northmead Public School serves a diverse community with regular, strong support from an active parent body.

The Index of Community Socio-Educational Advantage (ICSEA) rating is 1066 and the school Family Occupation and Education Index (FOEI) is 55. The school is culturally diverse with over 37% of its students coming from a language background other than English which includes 46 language speaking backgrounds – the five highest being Mandarin, Cantonese, Spanish, Farsi and Hindu.

There are nine Aboriginal or Torres Strait Islander students.

Projected school growth of school-age children is expected to continue in Northmead in the next few years. While this is a positive trend, it brings challenges. Currently there is an increasing mobility rate with the construction of large numbers of medium density housing. The annual enrolment growth from 2010 was 2.0%

Northmead Public School has a highly dedicated staff that consistently focuses on providing quality educational programs.

Staff work in four Stage Teams to develop teaching and learning programs led by teaching Assistant Principals.

Excellence is promoted across all areas of the curriculum and emphasis is placed on providing a broad range of learning opportunities to meet the needs of all students. The school provides a wide range of sporting, social and cultural opportunities for its students.

The school also has an extensive Band program. There are also strong literacy and numeracy support programs. These programs are supported by a strong wellbeing tradition and a highly competent and effective administration team.

## Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

## Strategic Direction 1

Innovative and creative teaching transforms learning

### Purpose

**This means that at Northmead Public School we have teachers who:**

- Are professional, collaborative, dedicated, supportive of one another and celebrate success
- Act as facilitators of learning
- Collaborate with students to guide their learning
- Provide stimulating and authentic learning experiences
- Make strategic choices about the use of technology to transform learning
- Focus on developing skills of creativity, inquiry, critical thinking and problem solving
- Are accountable for student learning
- Actively engage in professional learning that is embedded in classroom practice.

### Improvement Measures

By the end of the school planning cycle:

- Work samples demonstrate evidence of personalised learning for students.

All class programs and classrooms demonstrate evidence of the use of visible learning strategies.

Creativity and critical thinking is explicitly documented in all teaching programs.

Inquiry based learning across the school is evident in student work samples and teaching and learning programs.

Increase in professional conversations based on innovation and research and its effect on student engagement will be evaluated through focused interviews and staff self- assessment survey.

Evidence in all teaching programs of the use of technology to transform learning and monitoring bandwidth increases from 2015–17 baseline usage.

### Progress towards achieving improvement measures

#### Process 1: Teacher Development

Implement a whole school teacher development system that promotes, supports and showcases the most effective and innovative teaching strategies.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Staff are confident with support but will require further TPL in 2020 with Learning Progressions</li><li>• Beginning Teachers demonstrating competency with Accreditation and Literacy/Numeracy expectations</li><li>• Significant Executive and staff changes have shifted focus and priorities for teaching, learning and wellbeing</li></ul>	<ul style="list-style-type: none"><li>• TPL Literacy and Numeracy support team from Nirimba</li><li>• QTSS used to release Executive for additional class observations and employ additional teacher to support students with social and emotional challenges</li><li>• Senior Executive planning time to evaluate progress</li></ul> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• (\$0.00)</li></ul>

#### Process 2: Technology

Revolutionise technology infrastructure and embed innovative pedagogy to achieve enriched learning outcomes to optimise learning.

Evaluation	Funds Expended (Resources)

## Progress towards achieving improvement measures

<ul style="list-style-type: none"> <li>• Stage 2 STEM project highly successful and valuable professional learning and student outcomes</li> <li>• Completed garden STEM project and utilised engineer to assist students with irrigation system</li> <li>• Decision to employ Xenontech 2020 as "Saturday TSO" not conducive to upskill teachers, infrastructure capacity and day-to-day infrastructure maintenance</li> <li>• Ratio students/digital devices hampering whole class on-line platforms</li> <li>• Speed of internet is hampering successful consistency of learning delivery</li> </ul>	<ul style="list-style-type: none"> <li>• Technology budget to review infrastructure 2020</li> <li>• Additional 90 laptops purchased to support mobile learning and NAPLAN online 2019</li> <li>• Change Technology infrastructure 2020 to Xenontech as "Saturday TSO" not conducive to upskill teachers, infrastructure capacity and day-to-day infrastructure maintenance</li> </ul> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• (\$0.00)</li> </ul>
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## Process 3: Transformative Teaching and Learning

Implement transformative teaching and learning programs that address individual student needs, ensuring all students are challenged and future focused, with teachers as facilitators of 21st Century learning.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> <li>• Initiate and lead student participation in online projects and online learning communities. – Stage 2</li> <li>• Evidence that the students are being offered broader curriculum options and are more engaged in learning. Staff actively and collegially develop Project Based Learning units of work,</li> <li>• STEM activities, Visible Learning and Student self-reflection opportunities evident but not consistent K-6</li> <li>• Teacher practice evidences the six attributes of the formative assessment in the instructional process: 1. Learning progressions 2. learning goals and success criteria 3. Eliciting evidence/instructional modifications based on evidence 4. Self and peer assessment 5. Descriptive feedback 6. Collaboration *Teachers regularly review learning goals with each student so parent – review 2020</li> <li>• SeeSaw not yet consistent – school licence purchased for 2020</li> <li>• Survey Monkey licence purchased to facilitate feedback 2020 Students, Staff and Community</li> </ul>	<ul style="list-style-type: none"> <li>• L3 professional learning \$28,000</li> <li>• Technology budget</li> <li>• School budget licences</li> </ul> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• (\$0.00)</li> </ul>

## Strategic Direction 2

Collaborative and engaged students actively contribute to their learning.

### Purpose

**This means that at Northmead Public School we have students who:**

- Collaborate, support one another and celebrate success
- Know why they are learning, what they are learning and when they are successful
- Take responsibility for their learning
- Have access to a range of specialist teachers and other professionals with specific expertise to support their needs
- Use technology to enhance, engage and support their learning
- Apply the skills of creativity, critical thinking and problem solving to their learning.

### Improvement Measures

- Increase in on-task behaviour from 2017 baseline checklist analysis by 15%, with a focus on: taking turns, listening to each other, decision making and sharing.
- Average academic performance in NAPLAN, including growth data, is equal to or above similar schools, including comparisons for EALD students, Aboriginal students and students with disabilities. 85% of students in K – 2 meeting minimum benchmarks set by NPS– Level 10 in Kindergarten, Level 20 in Year 1 and Level 27 in Year 2.

Raising the percentage of all students in the top two bands in the National Assessment Program – Literacy and Numeracy (NAPLAN) by 8% by 2019.

Increasing the proportion of Aboriginal students in the top two NAPLAN bands for reading and numeracy by 30% by 2019.

Teachers' programs are collaboratively planned and adjusted, based on consistent understandings of literacy and numeracy progressions, syllabi outcomes and student assessment. Conceptual integrated programs developed, containing C21st skill development, effective use of digital technology (SAMR), personalised learning and clear learning intentions.

Average academic performance in NAPLAN, including growth data, is equal to or above similar schools, including comparisons for EALD students, Aboriginal students and students with disabilities. 85% of students in K – 2 meeting minimum benchmarks set by NPS– Level 10 in Kindergarten, Level 20 in Year 1 and Level 27 in Year 2.

### Progress towards achieving improvement measures

#### Process 1: Curriculum

Engage in action research that develops deep knowledge and understanding of new curriculum, embeds a visible learning approach and innovative pedagogy to achieve enriched learning outcomes for all students.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Early Stage 1 data reflects significant positive improvement in pedagogy – move into Year 1 2020</li><li>• Assessment and Reporting schedule and policy needs considerable review for 2020 (Formative and Summative)</li><li>• Curriculum delivery linked to progressions and ALAN has been reviewed but needs consolidation of practice 2020</li><li>• Focus on Science and Technology K–6 reflected across school but needs consolidation and improved project-based learning opportunities</li></ul>	<p>\$35000 Wellbeing</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• English language proficiency (\$45000.00)</li></ul>

#### Process 2: Data – Learning Goals

1. Individualise the learning goals and provisions for students through analysis of internal and external progress and achievement data.
2. Adopt and apply evidence based strategies, including academic data and Learning Progressions to analyse past performance in determining teaching directions, monitoring and assessing student progress and achievement, and reflection on teaching effectiveness.

## Progress towards achieving improvement measures

### Process 2:

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Due wellbeing data a focus review A&amp;R schedule 2020</li><li>• Improved reports demonstrated more consistent data being used to inform T&amp;L</li><li>• Learning Success data demonstrating improved access to Student Services and support for high risk students in comparison to 2018 data</li><li>• Staff are shifting in focus for real data collection and expectation of consistency by Executive Team K–6</li><li>• More students are articulating their goals evidenced in classroom observations</li></ul>	1.0FTE QTSS additional support for targeted students



### Strategic Direction 3

Authentic community partnerships support future focused learning

#### Purpose

**This means that at Northmead Public School we work with a community that:**

- Supports learning within and beyond the classroom by providing opportunities for students to be immersed in authentic learning experiences
- Embraces the concept of a learning community which includes pre-schools, other primary schools, secondary schools, higher education institutions and industry
- Recognises the importance of being global citizens and engaging with cultures other than our own
- Welcomes an increasingly diverse and inclusive community
- Values education, the learning of students, the dedication of teachers and the safety of all
- Values the wellbeing of the whole child
- Build positive relationships, resolve conflict and display respect and self-discipline.

#### Improvement Measures

- Increase in the number of flexible learning spaces at the school.

Increased number of external learning opportunities provided to students.

Increase in the number of classes with links to a class in another learning setting.

Increase in the number of community based agencies working with our school.

Decrease of 5% from 2017 baseline data in the number of classroom behaviour issues as documented in Positive Behaviour for Learning referral sheets.

#### Progress towards achieving improvement measures

##### Process 1: Community Partnerships:

Establish community partnerships to ensure there is a school-wide collective responsibility for student learning and success. Planning for future-focused learning is informed by data-based research to ensure our spaces are used for creativity, collaboration and students have access to flexible learning opportunities that cater for different learning styles, abilities and aspirations.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Improved community attendance at School learning workshops and events</li><li>• Parents request 2020 workshops in literacy, numeracy, school readiness and behaviour (Greg Mitchell)</li><li>• Doubled attendance by 2020 Kindergarten parents to orientation and transition programs</li><li>• Parent feedback on previous vs 2019 workshops and transition programs very positive</li><li>• Parents positive about 2020 Newsletter directions</li><li>• Parent email feedback on positive and proactive communication by School around events and student learning</li><li>• Positive feedback from parents on personalised reporting in Semester 1 and 2 by school</li></ul>	<ul style="list-style-type: none"><li>• PL funding and school/community funds for Behaviour Specialist Greg Mitchell to run 2 x parent workshops in Semester 2</li></ul>

##### Process 2: Wellbeing:

Implement evidence-based changes across the school to improve student wellbeing, independence, confidence, resilience, engagement and the pursuit of excellence in the approach our students take to their learning.

Evaluation	Funds Expended (Resources)
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## Progress towards achieving improvement measures

- Multi-disciplinary approach being implemented
- 2020 applying Innovation Program (Disability) and look at employing Occupational Therapist, Speech Therapist and PL around Play Therapy (Wellbeing funding and Disability Flexible Funding)
- R/DP will be Learning Success Coordinator 2020 – funding through QTSS
- Review Anti-Bullying Plan 2020

\$30 000 Infrastructure improvements  
supplement Assets maintenance

### Funding Sources:

- Socio-economic background (\$35.00)

## Process 3: Strategic Alliances:

Develop and implement innovative, strategic alliances with other schools or organisations to ensure the school's curriculum provision supports high expectations for student learning in a globalized world.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> <li>• Significant leadership, staff and P&amp;C changes led to review this project and focus and concentrate on Community Partnerships and Wellbeing Processes</li> <li>• Leadership team is focussed on building Strategic Alliances with Learning and Wellbeing team at Nirimba</li> <li>• P&amp;C is not completely operational as at end 2019 – to be reviewed 2020</li> <li>• Principal review of 2018–2020 School Plan evaluated that the Practices and Products did not logically link to the 3 processes; Some practices were actually "products" and the focus behind Strategic Alliances were not generally understood by Executive due to change of staff; nor current/new teachers.</li> </ul>	<p>\$40 700 Professional Learning Behaviour Specialist Workshops and observations</p>

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Aboriginal Equity Loading \$6262	2019 reassess short and long term resourcing (literature and SLSO time), infrastructure improvements and staff monitoring, co-planning and implementing PLPs with a focus on wellbeing. Review 8 Ways for all new staff 2019 and leading into 2020.
<b>English language proficiency</b>	<ul style="list-style-type: none"> <li>• 0.4FTE additional teaching to support Newly Arrived Program</li> <li>• \$45316 flexible funding for additional teacher Semester 2</li> </ul>	Engaged new EAL/D coordinator for 2020 and build capacity of new staff moving from classroom teaching to EAL/D team including professional learning.
<b>Low level adjustment for disability</b>	<p>Integration support and flexible funding expended using:</p> <ul style="list-style-type: none"> <li>• \$65667 flexible used for additional SLSOs in classrooms and support playground</li> <li>• \$85373 for targeted students with high level needs</li> <li>• Additional staff to work 1:1 or small groups in classrooms</li> <li>• TPL based on Trauma informed practice; Behaviour Ambulance approach</li> <li>• AP L and Support provided TPL and support for staff</li> </ul>	<ul style="list-style-type: none"> <li>• Restructuring Learning and Support meetings for 2020 to focus on monitoring student progress against identified goals and using PLPs as working documents to inform planning, assessment and reporting progress and achievement.</li> <li>• LaST Team support the professional learning needs of staff deploy the school's resources to promote effective learning and support for every student.</li> <li>• Towards 2020 Learning Support rebadged to Learning Success and additional expert staff to be employed to build school capacity (students, teachers and families) Advises the parent/caregiver about the Disability Support Program.</li> <li>• Provides information about in-school support, the referral process, support services and schooling options and build capacity of staff to analyse, observe and complete resource requests and Behaviour Regulation Plans.</li> <li>• Arranges to meet or to consult with appropriate participants of the student support group to complete the process</li> <li>• Improved Teacher confidence in supporting students with learning and/or wellbeing challenges</li> <li>• Improved K–6 focus on engaging students in classroom and playground</li> <li>• Improved resourcing of inclass and playground resources to engage students using differentiated approach</li> </ul>
<b>Quality Teaching, Successful Students (QTSS)</b>	<ul style="list-style-type: none"> <li>• \$128 593 additional Executive to support students and release executive for mentoring and team teaching</li> <li>• Use Learning and Numeracy teacher support from Nirimba Office to support introduction and implementation of Learning Progressions.</li> <li>• Expert Teachers are given time from their own class to support and mentor teachers, conduct observations and lead targeted teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Support from Literacy and Numeracy staff including focused Twilight sessions that demonstrated improved knowledge by teachers of Learning Progressions and linking to curriculum</li> <li>• Require additional PL 2020 focusing on writing and literacy in numeracy</li> <li>• Increased observations in classrooms by expert teachers including Highly accomplished</li> <li>• Teachers successfully complete and submit proficient accreditation end Term 4 for evaluation</li> <li>• Improved engagement in literacy learning K–6 by students and decrease negative behaviours due inappropriate level of teaching to student needs</li> </ul>

<b>Quality Teaching, Successful Students (QTSS)</b>	demonstrations.	<ul style="list-style-type: none"> <li>• Support from Literacy and Numeracy staff including focused Twilight sessions that demonstrated improved knowledge by teachers of Learning Progressions and linking to curriculum</li> <li>• Require additional PL 2020 focusing on writing and literacy in numeracy</li> <li>• Increased observations in classrooms by expert teachers including Highly accomplished</li> <li>• Teachers successfully complete and submit proficient accreditation end Term 4 for evaluation</li> <li>• Improved engagement in literacy learning K–6 by students and decrease negative behaviours due inappropriate level of teaching to student needs</li> </ul>
<b>Socio–economic background</b>	<ul style="list-style-type: none"> <li>• \$65,667 Low Level Adjustment for Disability expended using SLSOs, expert teacher release</li> </ul>	<ul style="list-style-type: none"> <li>• Increased knowledge of and implementation of Contemporary Learning Theory and use of RDE resources including Blooms</li> <li>• Improved understanding of conceptual based integrated learning</li> <li>• Decreased off–class behaviours in targeted students</li> <li>• Parents articulate greater confidence with teachers and school practices to support their child's learning</li> <li>• Teachers request to continue engagement with Behaviour specialist in 2020 due to Value–Add to student positive behaviour as a result of changed/improved pedagogy</li> </ul>
<b>Support for beginning teachers</b>	<ul style="list-style-type: none"> <li>• Beginning Teacher money to release teaches</li> <li>• QTSS funding supplements expert teacher release</li> <li>• DP (off class)</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional Leader / Beginning Teacher (BT) Mentor position is maintained.</li> <li>• DP implements a comprehensive BT support program involving professional learning, lesson observations, instructional rounds and extensive feedback.</li> <li>• mentor and coach other teachers</li> <li>• observe teachers in their classrooms and demonstrate effective teaching strategies</li> </ul>
<b>Targeted student support for refugees and new arrivals</b>	0.2FTE Semester 1 and 2 – additional EAL/D teacher employed	<ul style="list-style-type: none"> <li>• additional PL required on Trauma informed practice and EAL/D progressions</li> <li>• teacher targeted for PL and EAL/D pedagogy for 2020</li> <li>• identified teachers attend online PL on EAL/D</li> <li>• DP Learning and Support identifies gap between expectations and delivery of learning by EAL/D and LaST in classrooms – target PL and expectations linked with PDP and teacher observations</li> <li>• Improved data collection resulted in increase EAL/D teacher funding for 2020 (1.8FTE)</li> <li>• Expert teacher employed for 2020 to coordinate EAL/D and provide PL for targeted teacher 2020</li> <li>• additional K–6 PL on EAL/D identified for 2020</li> </ul>

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	327	352	377	372
Girls	319	332	353	354

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	96.3	94.9	94.5	93.1
1	94.9	95.6	93.3	92.1
2	94	95.1	95.2	92.8
3	94.1	94.5	94	93.2
4	95.2	92.4	93.5	92.8
5	94.2	95.3	93.6	92.5
6	94	93.8	94.1	92
All Years	94.7	94.5	94.1	92.6
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)	2
Assistant Principal(s)	4
Classroom Teacher(s)	27.71
Teacher of Reading Recovery	0.74
Learning and Support Teacher(s)	0.8
Teacher Librarian	1.2
Teacher ESL	1
School Administration and Support Staff	4.47

\*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>	918,199
<b>Revenue</b>	6,200,587
Appropriation	5,816,530
Sale of Goods and Services	41,431
Grants and contributions	332,481
Investment income	8,845
Other revenue	1,300
<b>Expenses</b>	-6,503,858
Employee related	-5,534,486
Operating expenses	-969,372
<b>Surplus / deficit for the year</b>	-303,271

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>	59,945
<b>Equity Total</b>	345,157
Equity - Aboriginal	6,262
Equity - Socio-economic	35,823
Equity - Language	152,032
Equity - Disability	151,040
<b>Base Total</b>	4,873,336
Base - Per Capita	171,286
Base - Location	0
Base - Other	4,702,050
<b>Other Total</b>	404,214
<b>Grand Total</b>	5,682,653

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

### Students

Using the Tell Them From Me Surveys on Student Outcomes and School Climate, students were asked various questions about school life. 79% of students feel accepted and valued by their peers and have a positive sense of belonging. 83% of students stated they have friends at school they can trust and who encourage them to make positive choices. 95% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future. 91% of students stated that they do not get into trouble at school for disruptive or inappropriate behaviour. 91% of students stated they try hard to succeed in their learning.

### Parents

Parents indicated that they can easily speak to their child's teachers (7.5). They indicated that written information from the school is in clear, plain language (6.2). They stated that teachers have high expectations for their child/children to succeed (6.2) and that teachers encourage their child/children to do their best work (7.1). Parents indicated that their child is clear about the rules for school behaviour (8.4) and their child feels safe at school (7.2).

### Teachers

Teachers indicated that school leaders have helped them improve their teaching (7.5) and that school leaders have supported them during stressful times (8.1). They also stated that they worked with other teachers in developing cross-curricular or common learning opportunities (8.6) and that they discuss assessment strategies with other teachers (8.4). Teachers set high expectations for student learning (8.9) and monitor the progress of individual students (8.6). Teachers stated that they discuss with students ways of seeking help that will increase learning (8.3) and that they also establish clear expectations for classroom behaviour (9.2).

# 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.