

Wyee Public School

2019 Annual Report



3522

Introduction

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

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

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School background

School vision statement

Wyee Public School, in partnership with the community, is committed to providing individualised learning and supporting student wellbeing in order to build resilient students, inspired to reach their potential in a complex and dynamic world.

School context

Wyee Public School opened in 1879. It now has an enrolment of 209 students in 9 classes, including 31 Aboriginal students. The school is located in the bush setting of Wyee, which is part of the Lake Macquarie Council area. The students and staff enjoy an attractive physical environment of many gardens, trees and wide open play areas. The school prides itself on being a welcoming and friendly school, which works in close partnership with parents, local businesses and the wider community. We have strong partnerships with our 5 partner primary schools and the local high school in our learning alliance (Western Shores Learning Alliance), the Itji–Marru Aboriginal Education Consultative Group and the local pre–school. Parents are engaged in their children's learning and actively participate in a wide range of school activities across all aspects of school life.

Our school delivers a range of evidence–based teaching and learning practices. We have been an Early Action for Success school since 2017, with an Instructional Leader appointed to oversee the academic progress of all students K–2. In 2018, we introduced a Curriculum Leader who oversees the progress of each student in Years 3–6. Teachers regularly engage in Data Talks with IL, CL and LaSTs, working collaboratively to ensure targeted intervention programs are successful. In 2019, we implemented a collaborative approach to delivering ongoing professional learning to staff. Every fortnight, staff have two hours to work with their colleagues on an identified school focus area. In this time they review current research, plan how they will trial approaches in the classroom, share the successes throughout the implementation and reflect on the impact these new approaches have on student outcomes. This approach fosters a culture of continual improvement.

Wyee PS students have access to a range of extra–curricular activities including sport, choir, dance, public speaking, debating, an environmental group, Aboriginal cultural groups and GATS programs. Innovative ICT opportunities are provided across the school. A range of interest activities take place each lunch and recess break to engage a range of students.

We are a PBL school and readily promote our 3 school expectations of being Safe, Respectful and Engaged.

We have an active P&C and close ties with local businesses who support the school and our students.



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

Strategic Direction 1

Quality Learning Environment: for all students, at all times

Purpose

Students engaging in rich learning experiences, tailored to their needs, will develop foundation skills in literacy and numeracy and the vital skills required to be responsible citizens and flourish now and in the future.

Improvement Measures

* Increase the percentage of students across the school with attendance rates at or above 94%.

* Student TTFM surveys show an increase in school scores to equal or meet the NSW Govt Norm in the areas of 'Students with a positive sense of belonging', 'Positive Behaviour at school' and 'Positive learning climate'

* Increase in the % of students in the top 2 NAPLAN bands in Year 3 and 5 NAPLAN in Reading, Writing and Numeracy.

Progress towards achieving improvement measures

Process 1: Learning Transitions

The school will establish professional connections with relevant educational centres and key stakeholders to support continuity of learning across settings.

Evaluation	Funds Expended (Resources)
<p>Kindergarten transitions to school were strengthened with increased visits from the pre-school throughout the year. Kindergarten orientation programs ran over five weeks with a four week Kickstart program targeted towards those requiring extra transition. A survey of parents involved in the Kindergarten orientation showed overwhelmingly positive feedback about information received and the positiveness towards their children starting school.</p> <p>Year 6 to 7 transitions included visits to the high school and visits from high school staff to our school. The introduction of a combined schools rock band, taught by a high school music teacher was a valued new addition to transition programs.</p> <p>Transition packs and information between classroom teachers was further enhanced this year with staff providing transition packs about their class to the 2020 teacher. Staff feedback about the handover packs showed that they were useful and staff felt it prepared them for their incoming cohort. Packs were refined at the end of the year based on staff feedback to improve information given to staff for 2020.</p> <p>In 2019 we had 100 students with an attendance rate at or above 94%, an increase from 89 students in 2018. Across the school boys had an average annual attendance rate of 92.6% while girls had an average of 91.6%.</p>	<p>Teacher release for collaborative discussions and sharing of programs – \$2000</p> <p>Purchase of instruments for Rock Band – \$1500</p> <p>Kindergarten Orientation Packs and morning tea – \$1000</p> <p>Teacher release for Kindergarten Orientation and Kickstart – \$5000</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$9500.00)

Process 2: Wellbeing

Whole school wellbeing processes will be implemented across the school.

Evaluation	Funds Expended (Resources)
<p>Throughout the year we continued to implement PBL across the school with the focus moving to classroom settings as well as non-classroom settings. The SRC continued to operate with representatives from each class involved to assist in whole school decision making including the range of interest groups available at break times. Students were rewarded for their</p>	<p>Reward Day and mid term rewards – \$2800</p> <p>Peer Support – Resources and membership – \$440</p>

Progress towards achieving improvement measures

engagement and behaviour with mid-term and end of term reward days.

Throughout the year 99% of students attended the Term 1 and 2 Reward Days and 95% of students attended the end of year Reward Day.

An SRC survey showed students enjoyed working on PBL focuses and expectations, organising events, sharing information with their classes. In 2020 they would like to have meetings every week, with some being outside. Students would also like to lead lessons in class.

Student surveys across the school showed students enjoyed the reward sessions. They would like similar reward sessions next year with an inclusion of a mini Olympics type reward.

A PBL staff survey (SAS) showed staff value PBL. Feedback showed majority of features 'in place'. Staff felt that behaviour management needs to be more consistent in classroom settings and students achieving high academic success is to be a focus for 2020.

TTFM Student surveys showed in the area of 'Students with a positive sense of belonging', we had a School Mean of 69 compared to the NSW Govt Norm of 81. In the area of 'Positive Behaviour at School', we had a School Mean of 65 compared to the NSW Govt Norm of 83. In the area of 'Positive Learning Climate', the surveys showed us with a School Mean of 6.3 compared to the NSW Govt Norm of 7.2.

Funding Sources:

- Socio-economic background (\$3240.00)

Process 3: Assessment

Consistent school-wide practices for assessment are used to monitor, plan and report on student learning.

Evaluation	Funds Expended (Resources)
A whole school assessment plan has been established including both formative and summative assessment across literacy and numeracy. An assessment plan for 2020 has been communicated to staff in readiness for the beginning of the year. A Wyee SharePoint has been created where all results are stored and accessible to all teaching staff.	Purchase of PAT assessments – \$1500 Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$1500.00)



Strategic Direction 2

Quality Teaching: every classroom, every day

Purpose

Quality teaching using data, evidence-based teaching strategies and staff working collaboratively will build teacher capacity to improve student outcomes.

Improvement Measures

- * Increase % of students achieving 'equal to or greater than expected growth' in Year 5 NAPLAN Reading and Numeracy
- * Increase % of students achieving 'equal to or greater than expected growth' in Year 7 NAPLAN Reading and Numeracy
- * TTFM teacher survey results will remain equal to or above NSW Govt Norm in the domains of 'Collaboration', 'Data Informs Practice' and 'Quality Feedback'.

Progress towards achieving improvement measures

Process 1: Evidence-based Pedagogy

Provide high quality professional learning which is evidence-based and proven to impact on the quality of teaching to improve practice.

Evaluation	Funds Expended (Resources)
<p>Staff engaged in professional learning about explicit teaching of 'The writing process' K-6, with the focus on creating learning intentions and success criteria for each part of the process and the use of effective 'think alouds'.</p> <p>From this professional learning, we have seen the writing process evident in all classrooms and programs K-6. The implementation of the writing process in K-2 started in 2017 as part of L3 training, and was expanded to whole school this year through in school PL. The impact of K-2 implementation can be seen in the Year 3 NAPLAN writing results showing improvement in the percentage of students in the top two bands in writing over the last three years. 25% – 2017, 34% – 2018, 46% – 2019. It is anticipated that this impact will be seen with Year 5 NAPLAN results, as the writing process becomes more embedded into classroom practice in Years 3-6.</p> <p>Moving forward into next year, we will differentiate the professional learning suited to teacher need. Support for 2020 will be offered in two different ways – a whole school refresher and shoulder to shoulder support in the classroom.</p> <p>Teacher expertise has been enhanced through professional learning on Professor Di Siemon's research on the Big Ideas in Maths – Trust the Count, Place Value and Multiplicative thinking. This can be evidenced in Data Talks and Collaborative Planning Time, when teachers have a common understanding of student learning progression through the big ideas and the language to discuss their students' needs and where to take their learning next. The Assessments of Common Misunderstandings have been utilised mainly by the LaSTs to identify specific interventions for students.</p> <p>Moving forward into next year, we will choose one of the big ideas as a focus across K-6 e.g. Place Value – where we will use the teaching</p>	<p>AP released off class as Curriculum leader to run PL and support staff – \$42686.28</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$42686.28)

Progress towards achieving improvement measures

and learning cycle to deepen teachers understanding through assessing, planning, programming, implementing and evaluating the teaching and learning of this one area.

2019 NAPLAN data shows that 38% of our Year 5 students are at or above expected growth in Reading and 50% are at or above expected growth in Numeracy. The Year 7 data shows 44% of students at or above expected growth in Reading and 48% in Numeracy.

Process 2: School-wide Data Systems

Utilise school-wide data systems and practices to track and monitor student progress and inform teaching.

Evaluation	Funds Expended (Resources)
<p>This year we employed Sports in Schools Australia (SISA) to run sport programs for the students while providing teacher release for Collaborative Planning Time. (CPT).</p> <p>Collaborative Planning Time was also used for expanding teacher expertise and for Data Talks where student achievement was monitored on a 5 weekly basis. This data collection informed both CT programming and LaST interventions.</p>	<p>Employment of SISA for CPT – \$40000</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$40000.00)

Process 3: Collaborative Practice and Feedback

Use of explicit systems for collaboration and feedback to sustain quality teaching practice.

Evaluation	Funds Expended (Resources)
<p>Teaching Sprints have been established and embedded in 2019. On a fortnightly basis, stage teams engaged in disciplined dialogue with colleagues to improve teaching and learning in their classrooms. As part of the Teaching Sprint cycle, teachers used research to make informed decisions about pedagogical approaches and deliberately practised these in their classrooms. Evidence was collected throughout the cycle and uploaded to OneDrive. Regular check-ins during the sprint stage provided support for the teachers to refine their practice further. Teachers then met and reviewed the evidence to understand the impact on student learning. A Teaching Sprint impact wall was created, for teachers to showcase their learning and celebrate their successes. Sharing sessions were timetabled to allow ES1/S1 and S2/S3 teachers to present their learning to each other so new knowledge and skills could be shared. Throughout this process the culture of continual improvement has been deepened, psychological safety amongst staff members is evident and 100% of teachers value this style of professional learning.</p> <p>TTFM Teacher survey results showed school means of 8.5 for Collaboration, 7.9 for Data Informs Practice and 7.8 for Quality Feedback which placed us above the NSW Govt Norms of 7.8, 7.8 and 7.3 for all three areas respectively.</p>	<p>Casual release and accommodation for Teaching Sprint PL – \$2000</p> <p>Employment of SISA to allow for Collaborative Planning (see previous Process)</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$2000.00)

Strategic Direction 3

Quality Leading: high expectations, innovation and community partnerships

Purpose

Strong, strategic and effective leadership will develop a shared sense of responsibility within the whole school community for the engagement, learning, development and success of all students.

Improvement Measures

* PDP processes identify continual improvement in teacher quality and striving for improvement.

* On the Parent TTFM survey the school scores will increase to meet or exceed NSW Govt Norm in the element of 'Parents Feel Welcome'. The school mean will remain equal to or above NSW Govt Norm and in the element of 'School Supports Learning'

* Quality leadership is evident and indicated on the Teacher TTFM survey, in the area of 'Leadership' with school mean remaining above NSW Govt mean.

Progress towards achieving improvement measures

Process 1: Instructional Leadership

School executive team supports staff to achieve high standards, improve teacher quality and develop their leadership capacities, while ensuring sustained and measurable whole school improvement.

Evaluation	Funds Expended (Resources)
All teaching and non-teaching staff engaged with the PDP process this year. Staff were able to identify relevant professional learning to help support the attainment of their goals and provide evidence of their learning. We had support from school services around the accreditation process at executive level and then whole staff level giving all staff a deeper insight into the expectations and requirements of all staff. TTFM surveys indicated that staff, students and parents feel the school has a focus on student progress and quality service delivery. Teacher TTFM surveys showed a school mean of 8.8 in the area of Leadership with the NSW Govt Norm being 7.1.	Teacher Release for PL 1/2day – \$250 Teacher Release for executive planning day – \$500 Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$750.00)

Process 2: Facilities and Technology

The physical environment is used creatively to ensure it optimises learning. Staff integrate a range of technology into lessons to support student learning.

Evaluation	Funds Expended (Resources)
Throughout the year we further expanded our range of coding and robotics for use in classrooms and during interest groups at break times. Purchasing of new iPads supported the use of the Swivl for teachers to utilise in their classrooms for lesson observations. A K–6 scope and sequence for coding resources was utilised ensuring all students across the school learnt the fundamental skills of coding. Staff survey results showed that staff saw improved student engagement from using the robotics in class. All classrooms trialed a range of flexible learning spaces in their classrooms after attending six hours of professional learning. Across the school students became more engaged in learning due to the range of learning styles and settings provided. Student surveys indicated that 87% of students agreed or strongly agreed that the flexible learning spaces and furnishings have assisted in their engagement in learning, the condition of classrooms was	Purchase of software, hardware including subscriptions, now coding and robotics resources, headphones, iPads = \$20000 Purchase of now furniture for flexible learning spaces = \$15000 Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$35000.00)

Progress towards achieving improvement measures

good (an average score of 4 out of 5) and they felt productive in their classroom environment.

Process 3: Community Engagement

Staff, parents and community members work collaboratively to support a culture of high expectations and measureable whole school improvement.

Evaluation	Funds Expended (Resources)
<p>Throughout 2019 parents had multiple opportunities to be engaged in school activities. The introduction of a Meet and Greet evening and a Grandparents day were well received and will remain on the school calendar in 2020.</p> <p>Parent TTFM surveys showed a further increase in overall satisfaction from 2018. In the area of 'Parents Feel Welcome' the school mean was 7.5, against the NSW Govt Norm of 7.4 and in the area of 'School Supports Learning' our school mean was 7.1 compared to the NSW Govt Norm of 7.3. 79% of parents who completed the survey would recommend the school.</p>	



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Release AP 0.2 (Aboriginal Education Coordinator) to support welfare and coordinate programs (\$21343)</p> <p>Employment of an Aboriginal SLSO to support cultural programs – \$6175</p> <p>Connecting to Country PL – Teacher Release 2 x 3 days – \$3095</p> <p>Teacher release for PLP meetings and review meetings – \$2500</p> <p>Yarning Circle Signs – \$1145</p> <p>Resources for NAIDOC Week – \$250</p> <p>Performer for NAIDOC Week – \$1032</p> <p>Funds carried over from 2018 used to employing LaST 0.175 – (\$18675)</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$35 540.00) 	<p>Aboriginal RAM Equity funds were spent to support our Aboriginal students in the school to achieve individualised academic success whether it be through extension programs or support programs (73% of ATSI students receive intervention). Staff are supported to develop a greater understanding of Aboriginal culture and the knowledge to teach Aboriginal perspectives through targeted PL and by employing an SLSO to support staff and as a role model for students. Funds are also utilised to ensure that our ATSI parents and community members feel welcome in the school and have a voice in whole school decision making. External cultural programs and performers are also engaged to embed Aboriginal culture across the whole school and a staff member is released off class each week to oversee and support Aboriginal Education within Wyee PS.</p> <p>Our attendance for Aboriginal students has all students sitting above 85% attendance, with our average at 92.82%. This includes 3 students who have had marked improvement in 2019 and were on the HSLO caseload. 76% of our ASTI students have over 90% attendance.</p> <p>24 out of 33 Aboriginal students (73%) received intervention. Intervention ranged from small group withdrawal for targeted needs to GATS programs.</p> <p>In most cases our Aboriginal students scored equivalent to or above our non-Aboriginal students in their NAPLAN with the only exception being Year 5 Maths.</p> <p>Our ATSI parents feel welcome in the school. Our P&C President is Aboriginal as are three of our seven other P&C regular members. We have excellent attendance at our PLP meetings and most of our parents have a real presence in the school, regularly being seen within the school grounds supporting the school from planting gardens to attending Yarn Up sessions. 2019 TTFM parent surveys highlighted the range of cultural experiences offered to our ATSI students as one of the most positive things about our school.</p>
Low level adjustment for disability	<p>LaST Wage 0.7 – \$74701</p> <p>Contribution to employment of SLSOs throughout the year – \$29257</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$103 958.00) 	<p>Employment of additional SLSOs allowed for intervention support in every class, every day.</p> <p>87% of students across the school received intervention support in some form throughout 2019.</p>
Quality Teaching, Successful Students (QTSS)	<p>Entitlement – 0.347</p>	<p>QTSS funding allowed for an AP to be released in the Curriculum Leader role.</p>

Quality Teaching, Successful Students (QTSS)	Entitlement – 0.347	<p>The Curriculum Leader (CL) worked alongside the Instructional Leader providing support for staff and students in Years 3–6.</p> <p>CL held Data Talks with staff, facilitated co-teaching rounds and led Teaching Sprints, modelling lessons, supporting staff and monitoring student progress. Staff surveys showed that their involvement in Teaching Sprints had the greatest impact on their teaching in the classroom.</p>
Socio-economic background	<p>Additional Staffing – \$71508</p> <p>KLA Resources– \$41121</p> <p>Extra Curricular – \$54000</p> <p>Individualised Support – \$33100</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$135 379.00) 	<p>Sports in Schools Australia (SISA) were employed to ensure all students received their 150 active minutes each week. Students enjoyed being engaged in fun and engaging activities using modern and unique equipment.</p> <p>Utilising the SISA time enabled all staff from two stages to come together for Collaborative Planning Time each fortnight. During this time staff participated in several Teaching Sprint cycles, targeted professional learning and held Data Talks to discuss student progress and design targeted interventions for students.</p> <p>The employment of additional staffing increased our LaST allocation allowing interventions across K–6 in every classroom every day. Additional SLSOs were also employed to provide targeted support in all classrooms. Resources were purchased to further support students in the classroom such as sensory toys and flexible furnishings. Speech pathology was provided for targeted students across the school each week. Targeted programs were strengthened in the classroom with support.</p> <p>Additional funds were allocated towards professional learning to support staff with their PDP goals and address the needs of our school plan. ICT resources, including coding and robotics resources were purchased for all classrooms.</p>
Support for beginning teachers	<p>Teacher release to attend PL and work with Mentor</p> <p>Course Fees and other resources</p> <p>Planning days with colleagues</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$28 260.00) 	<p>In 2019 we received funding for two temporary teachers and were able to use the funding on hold for our permanent staff member who returned from maternity leave.</p> <p>Funds were used for staff to attend a range of professional learning according to staff PDP goals and relevant to the stage of their career.</p> <p>Our temporary teachers were supported by being released off class to work on achieving their accreditation.</p> <p>Funds were also used to release staff to have mentor time with their AP (two hours each fortnight) and collaborative planning time individually, with their grade and stage (two days per term).</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	98	100	101	110
Girls	111	114	103	101

Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.7	93.1	94.3	95.2
1	93.7	94.1	90.5	93.2
2	94.3	94.6	92.6	93.8
3	94	94	93.4	91.5
4	92.6	95.3	93.9	93.9
5	90.6	93.8	89.7	93.5
6	95	90.4	91.5	90.9
All Years	93.4	93.6	92.3	93.4
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)	2
Classroom Teacher(s)	8.13
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.6
School Administration and Support Staff	2.42
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

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

Workforce ATSI

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

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

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

Financial information

Financial summary

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

	2019 Actual (\$)
Opening Balance	386,386
Revenue	2,558,194
Appropriation	2,465,906
Sale of Goods and Services	22,383
Grants and contributions	69,306
Investment income	599
Expenses	-2,510,276
Employee related	-2,233,019
Operating expenses	-277,257
Surplus / deficit for the year	47,918

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	136,056
Equity Total	330,169
Equity - Aboriginal	35,754
Equity - Socio-economic	190,457
Equity - Language	0
Equity - Disability	103,958
Base Total	1,703,755
Base - Per Capita	47,866
Base - Location	0
Base - Other	1,655,889
Other Total	333,563
Grand Total	2,503,544

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



School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

NAPLAN Online

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



Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. During 2019 students, staff and parents completed the Tell Them From Me (TTFM) surveys.

In 2019 we had a marked increase in the number of parents who completed the TTFM surveys, 56 as compared to 15 in 2018. This allowed us to get a broader perspective and a deeper understanding of parents satisfaction. Overall parents agreed that they felt welcome in the school (7.5), communication is clear and written in plain language (8.0), their child is encouraged to do their best work (7.5) and the school supports positive behaviour (7.8). Open ended questions showed that parents valued the use of Seesaw as a communication tools between the class teacher and home. Parents valued being updated on their child's progress and being kept updated on school events. The programs offered by the school that parents most valued were SISA and the interest groups run at break times.

81% of students surveyed in Years 4–6 stated they try hard to succeed in their learning, 92% stated they value school outcomes and 81% of students had positive relationships with their peers. Positive teacher–student relations were rated 8.2 out of 10, close to the Government norm for these years of 8.4. Student ratings of the drivers of student outcomes: Effective learning time (8.2), Relevance (7.9) and Rigour (8.5) were equal to or greater than the NSW Govt Norm.

Teacher responses in the TTFM survey placed our school mean above NSW Govt Norm in all areas. Teachers stated that the introduction of Teaching Sprints into the school had the greatest impact in their classrooms.



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.

