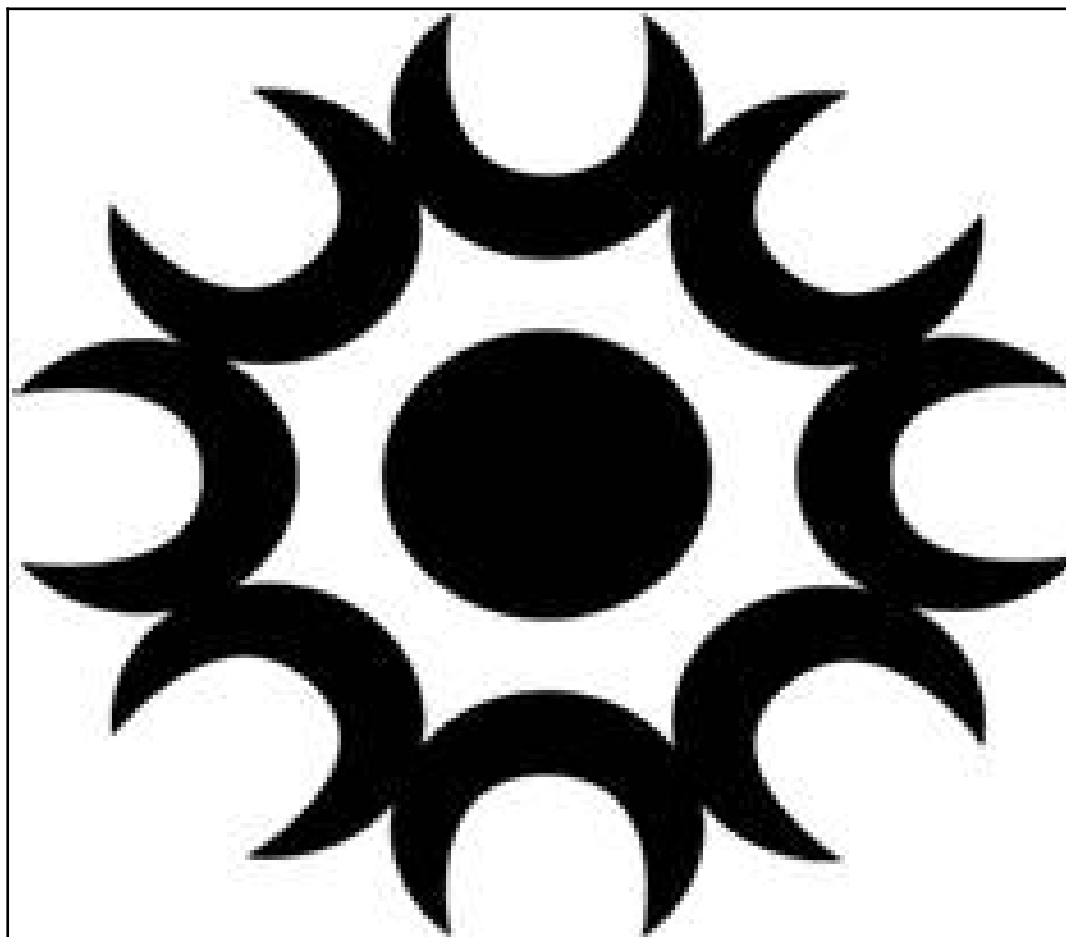


# Jannali East Public School

## 2019 Annual Report



4004

## Introduction

The Annual Report for 2019 is provided to the community of Jannali East 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

Jannali East Public School

Box Rd

Jannali, 2226

[www.jannalie-p.schools.nsw.edu.au](http://www.jannalie-p.schools.nsw.edu.au)

[jannalie-p.school@det.nsw.edu.au](mailto:jannalie-p.school@det.nsw.edu.au)

9528 8101

## School background

### School vision statement

We will prepare our students to lead rewarding and productive lives in the world community by inspiring and celebrating the achievement of personal best.

### School context

Jannali East Public School is situated in the Sydney suburb of Jannali and has an enrolment of 369 students. There are 15 classes and students come from diverse socio-economic and cultural backgrounds. Additional programs are provided in a number of areas .

The school has highly dedicated staff members who provide quality educational programs to meet the needs of all students. Excellence is promoted across all areas of the curriculum and the school is committed to continuous improvement in teaching and learning. An emphasis is placed on perseverance, providing students with a range of opportunities and the embedding of technology to enhance learning. A number of creative and performing arts and sporting programs are offered, giving students the opportunity to participate in extra-curricular activities and represent the school. Promoting student voice and Positive Behaviour for Learning are priorities, and students are given opportunities to develop leadership skills through programs such as the Student Representative Council, Peer Support, Buddies and in elected school-based positions. The school is well supported by an active School Council and Parents and Citizens Association who focus on bringing our families together and work in collaboration with the school to promote a sense of community.

## 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	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
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

### Excellence in Teaching and Learning

#### Purpose

The purpose of **excellence in teaching and learning** is to ensure the delivery of quality teaching in literacy and numeracy by expert teachers who are responsive to individual needs and able to effectively integrate digital technologies so that every student achieves their personal best

#### Improvement Measures

Increased proportion of students in top two bands in literacy and numeracy to sustain student growth on internal and external measures

Increased proportion of students in the top two bands in writing with a stretch goal of most students achieving in the top two bands in writing

Increased capacity of learners in being able to reflect, deliver, utilise and apply feedback to meet individual learning goals

Teacher observations reflections and programs show increasing expertise in evidence-based teaching practices, including the use of digital technologies, in literacy and numeracy

#### Progress towards achieving improvement measures

##### Process 1: Numeracy Project

Unpacking data to target specific improvement in numeracy and to develop teaching expertise to promote growth

Evaluation	Funds Expended (Resources)
<p>School-based assessments, targeted "sprints" and formative observations indicate students have made steady growth throughout the year in Mathematics. 43% of students have achieved in the top two bands which provides evidence of gradual improvement over time. Standardised tests have identified areas of need which, in general, include: understanding mathematical language, understanding a worded problem, measurement areas and equipping students with a range of strategies to problem solve.</p> <p>A review of the school's scope and sequence for Mathematics was undertaken. Kindergarten, Stage 1 and Stage 3 teams made minor adjustments. Greater importance was given to vocabulary used in Mathematics. The scope and sequence for Stage 2 numeracy was adjusted to include specific number of the week work to increase the frequency of revision for addition and subtraction strategies, as well as telling the time focusing on minutes past then minutes to the hour. Problem of the Day was included to match the area of focus learning for the week with explicit teaching of steps to problem solving using Newman's Prompts. An emphasis on understanding the language of mathematics was specifically reinforced during the teaching of each weekly focus area through relevant problem solving. The amount of time spent on each area of Mathematics K-6 was adjusted to so as students had more time to consolidate concepts taught.</p> <p>Where to next:</p> <p>2020 budget to include Stage Team Planning Days for Maths each term. (based on the Planning Model used for English Planning Days in 2019). In addition, principal will apply for funding to support QTR project focussing on developing teacher expertise in the teaching of Mathematics.</p> <p>Professional learning for staff on the explicit teaching of measurement as these areas in NAPLAN/ACER were consistently problematic. Also noted</p>	\$5800

## Progress towards achieving improvement measures

through observations and student dialogue, students find measurement concepts difficult. Executive and curriculum teams to review the school's maths scope and sequence, particularly looking at the time allocated to measurement learning.

### Process 2: Literacy Project

Enhance comprehension skills through the consolidation of Focus on Reading practices, the development of vocabulary and English units to ensure students are continually demonstrating growth.

Evaluation	Funds Expended (Resources)
<p><b>Have the students shown growth in comprehension skills and how do we know?</b></p> <p>During the year a significant focus was on building students' comprehension skills, beginning with building vocabulary.</p> <p>NAPLAN results in reading show 53% of students achieved in the top two bands providing evidence of gradual improvement over time.</p> <p>Increased proportion of students in top 2 bands in literacy.</p> <p>Anecdotal observations and student responses, particularly in Stages 2 and 3, demonstrate overall improvement in students' capacity to reflect, respond to and apply feedback to their work and the work of their peers</p> <p>Students and teachers use the terminology of "learning intentions" and "success criteria" consistently which is building students' understanding and application of these in their daily class work.</p> <p>Results at the end of term 4 for students in Kindergarten show:</p> <ul style="list-style-type: none"><li>– 94% of students achieved excellent results in reading: 23% of students achieved expectations and 71% exceeded expectations whilst 6% of children are working towards.</li><li>– 69% of students made excellent progress in spelling: 44% of students achieved expectations and 25% exceeded expectations, whilst 31% of kindergarten children are working towards at the end of 2019.</li></ul> <p>Of the 55 students in Year 1, at the end of the year, 32 are reading in the average range and 12 students are reading at Level 28+. The average reading level at the end of the year is 19, up from 8 at the beginning of the year. Most of the students reading below Level 16 are currently working on Individual Education Plans.</p> <p>Stage 2 results:</p> <p>Year 3 – 24% below year in Term 1 – now 8%</p> <p>9% low sound in Term 1 – now 4%</p> <p>22% sound in Term 1 – now 13%</p> <p>16% High sound in Term 1 – now 20%</p> <p>29% Above Year level in Term 1 – now 54%</p> <p>These results correlate with Stage assessments that include written and oral responses.</p> <p>Year 4 – 23% below year in Term 1 – now 7%</p>	\$27000

## Progress towards achieving improvement measures

18% low sound in term 1 – now 19%

16% sound in Term 1 – now 13%

27% high sound in Term 1 – now 37%

15% above year in Term 1 – now 37%

These results correlate with Stage assessments that include written and oral responses.

Collaborative planning literacy texts with specific Focus on Reading strategies implemented throughout the year have ensured quality learning experiences and reinforcing student strategies for comprehension.

### Process 3: Learning Sprints Project – Writing

Community of practice project on Writing using the Learning Sprints protocol to build teacher expertise and enable students to achieve their personal best

Evaluation	Funds Expended (Resources)
<p>All teachers completed the online Narrative Marking NESA Accredited course to improve their application of consistent judgement and use of rubrics to assess student writing. Teachers found the course valuable and informative, but demanding. Opportunities to discuss the work samples would have been beneficial during the course (professional discourse) as this occurred post-completion with many staff.</p> <p>Teachers are effectively using rubrics to assess student writing.</p> <p>Collaborative planning, implementation, lesson observations and reflections provide evidence of the Learning Sprints protocol assisting teachers to target specific areas of need, and successfully embedding learning intentions and success criteria into writing lessons.</p> <p>Professional learning using the TRIO format during 2018–2019 has continued to increase staff confidence in teaching writing, as well as introduced a consistent, school wide approach to collaborative planning in English.</p> <p>Analysis of NAPLAN results for 2019 indicate an improvement in the top two bands from 2017 to 2019 with 16% of students now represented.</p> <p>Individual Student Growth shows growth of students from Year 3 to Year 5 who participated in the targeted writing program. The data shows 61% of students are at or above expected growth.</p> <p>Where to next?</p> <p>Professional learning in writing next year to continue with a focus on text structure, especially in informative and persuasive texts.</p> <p>Staff PL – NESA Online writing – Persuasive text</p> <p>Differentiation (using Sprints Protocol)</p>	<p>\$9000</p> <p>QTSS funding to support executive staff to conduct lesson observations.</p>

## Strategic Direction 2

### Engaging the Community

#### Purpose

The purpose of **engaging the community** is to develop a culture of trust based on quality communication and deep parent/carer awareness of curriculum, school processes and our goal to improve learning for all students.

#### Improvement Measures

Increased number of parents/carers participating in school/P&C community engagement activities

The school is recognised as responsive to local needs (through survey data, focus group meetings) by its community

Successful introduction and continuation of the Fathering Project

#### Progress towards achieving improvement measures

##### Process 1: Fathering Project

Improve long-term wellbeing of students by increasing engagement of fathers and father figures in students' lives

Evaluation	Funds Expended (Resources)
<p>Throughout the year there were four Fathering Project events held for fathers/father figures – gardening project, Fathering for the Future presentation (fathers only), solar car race and a Skyzone evening. In total, over 300 fathers or father figures and their children participated in the Fathering Project events. There is now an established father's group that will need to be re-established early in 2020 and an open invitation given to families new to the school.</p> <p>Feedback from the father's group clearly showed a preference for events that included children – the fathers only event had 10 people attend. Fathers enjoyed events that they were involved in and enjoyed spending the time with their children and other fathers/father figures. Many fathers said they would be continuing with the fathering project in 2020 and knew others who were asking about it for next year.</p> <p>Where to next year?</p> <p>\$1500 budget</p> <p>Early meeting in Term 1 to brainstorm activities for 2020.</p>	<p>\$750</p>

##### Process 2: Community Engagement

School communication methods, increase opportunities for families to engage in school activities, increase the number of parents/carers providing feedback to the school, and provide a range of opportunities for parent/carer involvement in student learning (including electronic mediums)

Evaluation	Funds Expended (Resources)
<p>Community participation was encouraging during 2019 evidenced by the following P&amp;C Community Engagement Team activities, funds raised and number of supporting families and businesses:</p> <p>State election BBQ cake &amp; book stalls – raised \$2500 – 35 volunteers participated</p> <p>Federal election – BBQ, cake and book stalls – raised \$2300 – 20 volunteers</p>	<p>\$3400</p> <p>See P&amp;C financials for details of P&amp;C activities</p>



## Progress towards achieving improvement measures

Trivia Night – raised \$8000 – 2 x gold sponsors from the local area, 5 x silver sponsors from local areas and contributions from 50 local businesses (prizes/vouchers). 170 people attended

Bunnings BBQ – raised \$1900 – 20 helpers and approximately 20 children assisted during the day.

Movie Night – raised \$3700 and local business support. 55 people helped out Approximately 180 children and their families attended on the night.

Mother's Day Stall– \$1000 profit. 350 gift bags were purchased – approximately 250 children purchased gifts

Father's Day apron promotion – 204 children participated in the initiative which made \$600 profit

Only a small number of families responded to repeated requests via the school newsletter and SMS alert for feedback using the Tell Them From Me platform. In discussions with the School Council and P&C, in 2020 the school will explore different approaches for gathering responses to TTFM surveys to increase participation.

School activities , such as parent/carers workshops and numerous breakfasts with parents/carers and the community all contributed to the sense of community and was a small expression of the school's gratitude of the time parents/carers can give to helping or being involved in school event and activities.

### Strategic Direction 3

#### Engaging and empowering learning

##### Purpose

The purpose of **engaging and empowering learning** is to improve the learning capacity of students, staff and leaders. Developing a growth mindset empowers all learners to engage positively with their own learning so that improvement is continuous, responsive to assessment and feedback, and motivated by student needs and individual learning goals.

##### Improvement Measures

Teaching and learning programs show assessment is used flexibly and responsively as an integral part of daily teaching and learning

Staff and student data provides evidence of a change in practice

Data shows most students achieving stage outcomes and /or self-designed learning goals

Increased proportion of staff giving, receiving and reflecting on quality feedback from colleagues that improves professional practice and student learning outcomes

##### Progress towards achieving improvement measures

###### Process 1: The Feedback Project

Professional learning for all staff (teachers, SASS) on developing Personal Development Plans, using feedback to improve practice and having difficult conversations. Staff will be empowered to engage in giving and receiving feedback with a growth mindset, resulting in ongoing self-improvement

Evaluation	Funds Expended (Resources)
<p>The feedback cycle remains an ongoing embedded focus. Observations are linked to our formative assessment strategy and the objective of feedback is clearer – improve practice and improve student outcomes. Teachers regularly participated in giving and receiving feedback from different colleagues – not only stage/team leaders. The positive culture of the school has continued to ensure its success. Goals are being set for the planned observation, feedback given is based on the pre-determined goals of the lesson and linked to learning intentions and success criteria of the lesson.</p> <p>Where to next?</p> <p>Term 1 2020 – revisit the feedback cycle/observation proforma and discuss the feedback focus with any new staff.</p> <p>PDP goals to be a focus of quarterly "check in" by both stage and executive teams to support staff in achieving their goals.</p>	<p>Combined QTSS, Beginning Teacher and PL funds</p>

###### Process 2: Formative Assessment Project

Teachers will use the Learning Sprints protocol to engage in implementing formative assessment strategies and collect evidence of student learning to teach/take students to where they need to go next

Evaluation	Funds Expended (Resources)
<p>Teachers have completed the professional learning on Embedding Formative Assessment. All teachers from K–6 are using the strategies from the course to embed formative assessment into their everyday teaching practice. Students have learnt to both peer and self-assess and take on feedback which can help them achieve improvement. These strategies have led to improved outcomes for students because teachers are better able to modify and adapt lessons and programs to meet the needs individual students.</p>	<p>\$2200</p> <p>Combined QTSS, Beginning Teacher funds</p>

## Progress towards achieving improvement measures

Teacher surveys before and after the PL showed that only one teacher was consistently and confidently using most aspects of formative assessment before the PL compared to 85% after. Teachers were asked to rate themselves out of 10 for confidence in their ability to embed formative assessment into their daily teaching practice. Results showed that before the PL, 80% of teachers rated themselves less than 4 out of 10. After the PL, all teachers rated themselves as 8 out of 10 or higher.

Where to next?

Using FA evidence for improved differentiation  
Upskilling staff on different forms of assessment

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$8269	<p>Aboriginal and non Aboriginal students participated in a range of experiences to increase their knowledge of Aboriginal culture and heritage. Survey results indicate 80% of Aboriginal students feel staff have an appreciation of their culture and 100% of students feel good about their culture. Academic achievement is above state average with most Aboriginal student expecting to attend university once they leave school.</p> <p>Most students achieved targets set during Personalised Learning Pathways meetings. Regular meetings were held with families to review goals and discuss progress.</p> <p>Students and local community were invited to the official opening of the school year which included a smoking ceremony and blessing of the school flags. Visiting students from China were able to experience this event with Jannali East students.</p> <p>Students worked collaboratively to create "Friendship Poles" which were erected in the playground.</p> <p>SCOUT data shows Aboriginal students are achieving at similar levels to non-Aboriginal peers</p> <p>Students continue to be recognised at Deadly Awards</p>
<b>English language proficiency</b>	\$36092  One semester of EAL/D funding (1 day/week)	<p>Combined EAL/D funding and English Language Proficiency funding enabled an increased number of students to receive support in class</p> <p>Staff PL in English focussed on writing and broadening students' vocabulary and this positively impacted comprehension and spelling results.</p>
<b>Low level adjustment for disability</b>	\$64030  Combined funds (see below)	<p>Increased Learning and Support Teacher (LaST) time each week</p> <p>LaST worked with individual staff to support them and their work with challenging students</p> <p>LaST coordinated and supported students with transition (preschool to primary school, primary school to high school, mainstream to placement), and attended transition meetings.</p> <p>LaST attended IEP and PLP meetings to report on progress and plan future goals for students.</p> <p>LaST worked collaboratively with Reading Support teacher to supervise Reinforced Reading program with trained community volunteers, and with SLSOs to deliver MiniLit program. Average lesson growth for students</p>

<b>Low level adjustment for disability</b>	<p>\$64030</p> <p>Combined funds (see below)</p>	<p>participating in MiniLit program was 40.3. Average lesson growth for students participating in MacqLit during the year was 14.6</p> <p>Where to next?</p> <p>Further PL for LaST and SLSOs to improve delivery of MiniLit and MacqLit programs.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>\$65630</p>	<p>The ability of the school to allocate the appropriate release time on a regular basis was impacted by staff being assigned to other tasks and/or attending external professional learning. The time required to redistribute release time and the disruption to quality learning time for students was prohibitive. Despite these issues, school executive and collegial observations regularly occurred and focussed on PDP goals, formative assessment, using the learning sprints protocol and the school's writing project. 100% of staff members felt supported these areas.</p>
<b>Socio-economic background</b>	<p>\$15024</p> <p>Combined funds (see above)</p>	<p>LaST worked collaboratively with Reading Support teacher to supervise Reinforced Reading program with trained community volunteers, and with SLSOs to deliver MiniLit program.</p> <p>Increased SLSO time to support implementation of students' IEPs across a number of classes. SLSOs were trained in MAPA, behaviour management strategies, MiniLit and teaching reading to improve their effectiveness in the classroom. The result has been more settled learning environments and consistent behaviour expectations and language across the school, irrespective of the staff member.</p> <p>Where to next?</p> <p>Increased PL for SLSOs – MiniLit, MacqLit and in unpacking IEPs with CRTs</p>
<b>Support for beginning teachers</b>	<p>\$6500</p> <p>QTSS funds</p>	<p>Successful anticipation of changes and/or disruptions enabled the allocation of release time/mentoring time as required.. In other instances, negotiated release time has occurred which has been effective, and valued and welcomed by staff.</p> <p>Staff buddies/mentors/ supervisors conducted induction and provided ongoing support.</p> <p>New teachers comfortable to ask for support based on self reflection/guidance/clarification</p> <p>Supportive working environment. Beginning teachers encouraged to take on additional roles to build their capacity and experiences and to assist with future job applications.</p>

<b>Support for beginning teachers</b>	<p>\$6500</p> <p>QTSS funds</p>	<p>Scheduled timetabled time for mentoring, collegial discussions and "trouble-shooting " conversations to provide support when issues arise</p> <p>Collegial observations – targetting key areas</p> <p>PL for new staff in PBL, and LST processes, writing , implementing and evaluating PLPs/IEPs</p> <p>All beginning teachers have been successfully been supported/mentored to achieve proficient accreditation. Two teachers are working towards completion and will do so in 2020.</p>
---------------------------------------	---------------------------------	--

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	180	194	202	194
Girls	169	170	172	165

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	96.2	96.9	96.7	94.5
1	93.8	94.7	96.3	95.9
2	95.5	94.6	96	94.5
3	95.7	96.6	95.7	94.8
4	96.2	96.7	94.8	93.2
5	96.8	97.1	96.1	94.1
6	96.8	96	93.7	92.8
All Years	95.8	96	95.6	94.3
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)	3
Classroom Teacher(s)	13.85
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
School Administration and Support Staff	2.87

\*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>	402,031
<b>Revenue</b>	3,588,397
Appropriation	3,259,346
Sale of Goods and Services	6,315
Grants and contributions	319,546
Investment income	3,089
Other revenue	100
<b>Expenses</b>	-3,485,376
Employee related	-2,877,748
Operating expenses	-607,628
<b>Surplus / deficit for the year</b>	103,021

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>	163,138
<b>Equity Total</b>	153,161
Equity - Aboriginal	8,269
Equity - Socio-economic	15,024
Equity - Language	36,092
Equity - Disability	93,775
<b>Base Total</b>	2,570,326
Base - Per Capita	87,755
Base - Location	0
Base - Other	2,482,572
<b>Other Total</b>	194,283
<b>Grand Total</b>	3,080,908

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

During the year, students, staff members and our community are asked for their feedback regarding various aspects of the school. Survey data found parents/carers felt welcome when they visited the school and that staff listened to them, were helpful, and were easily accessible if they needed to talk to someone. Parents and carers felt that school activities were not always at times when they could attend. Most parents and carers expressed satisfaction with the communication provided by the school in regards to their child's academic progress and behaviour. More than 60% of parents and carers had spoken with a staff member regarding their child.

While 33% of respondents stated they were involved in school committees, more than 85% stated they had attended meetings or social functions held by the school or P&C.

Parents/Carers and students agreed the school had clear expectations regarding behaviour. Students expressed they felt safe at school and that issues were dealt with in a timely manner, which parents/carers also agreed with. 90% of students stated they had friends at school who they could trust and who encouraged them to make positive choices. 90% of students stated they displayed positive behaviour at school and that the school had a positive learning climate

Staff, students and parents/carers agreed that teachers help students who need extra support, support students with developing positive friendships, and create opportunities for all students, making the school very inclusive. Approximately 80% of students felt accepted and valued by their peers and others at the school.

All staff members stated the school had a positive culture and that student learning and wellbeing were at the forefront of all decisions made by the school. The staff is highly collaborative and work towards continual improvement of professional practice and student learning outcomes.

# 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.