

Lindsay Park Public School

2019 Annual Report



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Introduction

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

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

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Message from the principal

It is my privilege to mark the end of another year of learning and living at our wonderful school through the annual report. And what a year it has been! Our school turned 60 years old, a significant milestone and we celebrated by theming our fete with everything 60. It was wonderful to have some of our previous school alumni back in the grounds and as usual, we enjoy a very supportive and enthusiastic school community. So much so, I ended up with a face full of blue paint!

There are so many highlights of 2019.

We had a stellar year in sport. Notably Emerson representing the state for basketball, Blake for Cricket. And Jake, Grace, Ashleigh and Aiden for State Athletics. We had a record number of South Coast Representatives this year too. And one of my proudest moments was receiving an email about CJ at one of these events, acknowledging not only his skill, but I think more importantly his sportsmanship and support for other competitors. And Grace, who sacrificed playing for South Coast Basketball to play with the Lindsay Park AFL girls team to defend their Paul Kelly Cup win from 2018. It was a marvellous effort and they came away runners up.

On the stage, Mia was selected in the Southern Stars Performing Ensemble and Leila was part of the Illawarra Junior Vocal Ensemble.

Jake made the Grand Final of Number Crunchers. His skill at deftly solving a Rubik's cube in under 30 seconds was awesome to watch!

And then we had the events that bind us as a strong, connected community. Barbecues, Discos, the Fathering Project, the Outdoor Cinema Night and the very recent musical, The Life of Lindsay –again celebrating an amazing 60 years of Lindsay Park.

Our collaboration with Figtree High School has been further strengthened this year with Masterclasses, Taster Days, the Premiers Sporting Challenge Leadership Program, Numeracy Stage 3 and 4 Initiative and the Athletics Carnival.

As well as acknowledging our students, I want to acknowledge the adults who are integral to our school's success. 2019 marks the end of an era at Lindsay Park for some of our Year 6 parents. In particular, there are a few families who will move on and it would be remiss of me not to highlight their significant contribution to our school. It is a family effort for these people who take time away from their own families to contribute to the success of our school; at P&C meetings, fetes, canteen, uniform shop, auxiliary committees, barbecues, trivia nights, raffles, selection panels and the list goes on.

Thank you to Kerry and Scott Morrison. Kerry has served as P&C President for the last 3 years. Kerry has been a strong and passionate advocate for students and the community and I truly respect the legacy she will leave at our school. Turkan and Peter Benten have been the quiet achievers! Turkan has coordinated the uniform shop for many years, she always found time for canteen and her baked goods are legendary amongst staff! Peter served as P&C Treasurer for the past two years and I am grateful for his input, crunching the numbers and ensuring I could keep coming to P&C with my wish list. Kim and Hamit Iseri are another quietly supportive family, donating services, time and goods that assisted in fundraising. Paul and Trish Davis have both been integral to our P&C and canteen. Paul coordinated the

canteen for many years and Trish tirelessly worked on events, providing a creative flair and giving craft lessons in classrooms at Christmas time. Vi and Kerry Kyriacou were a tremendous team, always supporting school events and providing hours of time behind the scenes for our fetes. All of these parents, along with the other members of our P&C, auxiliary and sub-committees make such a difference to our school. We will certainly miss those of you moving on.

Our parents, who are our partners in learning and wellbeing have supported our school and their students in 2019, assisting every child to be happy, successful learners. Our school learning community works together to create kind, creative, thoughtful and motivated individuals who will go on to lead amazing lives. This is rounded off with an amazing team of dedicated staff who strive for excellence in learning and teaching.. The staff in the office are a dream team. They work tirelessly to bring everything together. We have an awesome group of teachers and support staff who truly care about kids. Every day I am grateful and very proud of the work they do and the care they give. And of course, we wouldn't do what we do without our wonderful students who fill our classrooms, energise us to come to work each day and inspire us to keep learning and growing.

Kind regards,

Jacqui Conway



School background

School vision statement

'Every child happy, healthy, active and engaged in successful learning.'

School context

Lindsay Park Public School is an urban school in a quiet residential area of West Wollongong. The majority of the parents either work in Wollongong and its surrounds or commute to Sydney. In 2019 there are 15 classes with an enrolment of approximately 394 students, including 11 Aboriginal students and 85 students from language backgrounds other than English. The school has had a period of sustained growth in its student population and during this time there has also been a period of staff turnover due to retirement. The mission statement 'Learning for Living,' is central to the philosophy of the school. Our aim is to promote educational opportunities and positive social interactions, which lay strong foundations, for the future.

The teaching staff is highly dedicated and ranges from experienced to early year teachers. The school provides quality learning experiences and a wide range of extra-curricular activities, which enhance student growth. The community has high expectations for the school and its students and actively supports all aspects of school life.



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	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
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	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

Explicit, evidence–informed teaching

Purpose

To create a culture of high expectations through strategic assessment, evidence–informed learning and effective feedback. Students are empowered to reflect and become responsive learners.

Improvement Measures

All teachers deliver effective classroom practice in literacy and numeracy resulting in differentiated learning meeting the needs of all students.

85% of students will achieve their year appropriate standard in literacy and numeracy with 20% above expected standard.

The school achieves value–add results of Sustaining and Growing or above.

Increased effective use of Assessment for Learning strategies by both students and teachers, is evident in every classroom.

Progress towards achieving improvement measures

Process 1: Assessment practices as, for and of learning inform differentiated teaching and learning across the school.

Evaluation	Funds Expended (Resources)
<p>All teachers show evidence of moving learners forward through utilising a range of effective, task specific feedback strategies. They have actively participated in Professional Learning Communities, informed by the work of Dylan Wiliam, and work side by side with the Instructional Leader to collaborate, develop and share feedback practices.</p> <p>Staff survey data indicates:</p> <ul style="list-style-type: none"> – Increased number of staff indicating frequently/ always posting LISC for reading, writing and maths on a daily basis – shift from 56% to 100% – Significant shift from sometimes/ frequently to frequently/ always for providing feedback that moves learners forward. – Majority of staff still working towards bump it up with 40% using this strategy sometime and 30% never. – Majority of staff still working on peer feedback <p>Student survey data indicates:</p> <ul style="list-style-type: none"> – 85% in most/all lessons – teacher tells us what is expected – 80% in most/ all lessons – teacher sets clear goals – 86% in most/all lessons – teacher asks us to explain answers <p>All teachers provided sets of work samples that were annotated with feedback to students and an opportunity to resubmit to address the feedback provided.</p>	<p>Stage planning days</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio–economic background (\$10000.00) • Low level adjustment for disability (\$10000.00)

Process 2: Implement and sustain a whole school approach to the most effective evidence–informed teaching practices in literacy and numeracy.

Evaluation	Funds Expended
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Progress towards achieving improvement measures

Evaluation	(Resources)
<p>Every teacher received 22 hours of co-planning, co-teaching and co-reflecting with the Instructional Leader to develop effective pedagogy in Mathematics.</p> <p>Teacher numeracy survey data indicates:</p> <ul style="list-style-type: none"> – 94.1% of teachers strongly agree or agree to having a deep understanding of the syllabus. (35.8% increase from 2018) – 100% of teachers feel confident in implementing the Maths syllabus and use this to inform their planning. (27.3% increase from 2018) – 100% of teachers use assessment for learning strategies in mathematics – 100% of teachers use learning intentions and success criteria in mathematics – 100% of teachers give students feedback and an opportunity to apply feedback to their learning in mathematics – 94.2% of teachers use assessments to track progress and inform teaching. These include: SENA, diagnostic assessments, evaluative photographs, number talks as assessments, checklists, pre and post tests, anecdotal notes, formative assessment, summative assessments. <p>Student achievement data indicates we are meeting the improvement measure of 85% of students achieving at grade expectation with 20% above in the following grades: Year 1, 2, 4 and 6.</p> <p>The Most Significant Change evaluation tool elicited 'Number Talks' as the most significant change for both teachers and students in mathematics followed by the process of planning a quality numeracy block for teachers and the range of learning strategies for students.</p>	<p>Instructional Leader</p> <p>Casual release for co-planning, co-teaching and co-reflecting</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$64000.00) • Professional Learning (\$24000.00) • Literacy and Numeracy (\$9000.00)

Process 3: Using a 5-week planning approach, student learning and wellbeing is supported by collaboration between the classroom teacher and the Learning Support Team through explicit and focussed intervention.

Evaluation	Funds Expended (Resources)
<p>5-week data action plans were introduced and developed in all stages to embed a practice of explicit and focused intervention. Data analysis, goal setting and differentiated teaching and learning tracks the progress of selected students during a 5 week period. Collegial discussion occurs across all stage teams to support the evidence-based decision making. This has been a useful practice to identify how teachers differentiate learning and how they know when learning is occurring. It has also been useful for sharing intervention strategies. MultiLit has been implemented by the SLSO team for specific students. In 2020 the team will collect pre- and post- data on this program.</p> <p>Individual Education Plans are tracked every 5 weeks weeks, with formal meetings at the end of every term. 52% of goals outlined in IEPs across the school were achieved in Semester 1. The percentage in Semester 2 remained similar. The Learning Support Team will focus on ensuring students goals are SMART, with particular focus on shorter-term, achievable milestones for students that promotes success.</p> <p>Key transition points have been identified and clear procedures have been developed for each of these phases; Pre-K, class-class, 6-7, to ensure there is continuity and planning for students.</p>	<p>Learning and Support Teacher (LaST)</p> <p>SLSO support in classrooms</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$75000.00) • Aboriginal background loading (\$8000.00)

Next Steps

- Focus on student self- and peer-assessment, including the use of bump it up walls to support where students are at and where they need to move to next.
- Allow time for students to take feedback on board with opportunities to apply the feedback to the same or similar task.
- Focus on setting challenging learning goals for students, particularly those who may be cruising or those who require extension.
- Develop teacher capacity to identify the most successful teaching strategies, through the Spirals of Inquiry model.
- Big picture planning
- What is valid and reliable data? Development of a more consistent assessment schedule across the school
- Data driving the teaching and learning cycle
- Link IEP goals to the learning progressions for more specific, achievable goals.
- MultiLit – collection of pre- and post-data to better evaluate the impact of this intervention for specific students.
Training for staff
- Utilise Sentral student management system effectively as a way to store student learning and well-being information for effective intervention and transition discussions.



Strategic Direction 2

Future-focused learning

Purpose

To ensure a student-centred learning environment to produce independent, adaptable, collaborative learners who think critically and creatively. Teachers deliver a diverse and responsive curriculum to develop deep understanding within their students.

Improvement Measures

Improve the percentage of students who indicate positive social and emotional outcomes as indicated by Tell Them From Me.

Increase the effective use and integration of technology by students and teachers for quality teaching, learning and assessment.

100% of teaching and learning programs reflect an effective integrated, inquiry-based approach to meet the demands of the curriculum.

Progress towards achieving improvement measures

Process 1: Embed quality teaching with a focus on an integrated, inquiry approach to deliver the general capabilities across the curriculum.

Evaluation	Funds Expended (Resources)
<p>The ICT Coordinator was released to work with an identified STEM leader from each stage to build their knowledge and capacity which can then be shared across their stage team.</p> <p>The Stage STEM leaders and the ICT Coordinator developed several school-based, integrated learning opportunities that utilised the STEMShare kits, including Early Stage 1 and Stage 1 Science, Stage 2 in Music, Stage 3 in Maths and Year 5 coding name badges for Kinder 2020 students. Planning developed and shared across stage teams.</p> <p>Teaching and learning programs are beginning to reflect evidence of effective integration and inquiry-based tasks. Program conversations indicate all staff have introduced either the STEMShare kits or school robotics resources into the programs.</p> <p>The Librarian trained in Minds Wide Open Coloured Thinking Caps and began to implement this framework through her teaching and learning program for Years 1-6. It was planned that all staff would have professional learning in the coloured thinking caps to embed this inquiry approach across the school, however this did not occur. The frame work feels like an 'add on' rather than a process that can be embedded into the already rich learning across KLAs. The leadership team will consider other evidence based strategies to embed an inquiry approach.</p> <p>Survey sent to staff to inform this direction and their professional learning needs indicated that they wanted PL in the STEMShare kits and how they can be used in their classroom context. The survey also indicated there were issues around time constraints and timetabling and teachers want to know how to effectively integrate learning that is purposeful and authentic.</p> <p>Increased teacher use of applications such as SeeSaw, Dojo and Notes to record classroom observations and provide feedback. PLAN2 accessible on staff iPads to ensure on the spot formative assessment can occur.</p>	<p>ICT Coordinator release</p> <p>Course fees</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Operational Funds (\$20000.00)• Professional Learning (\$1000.00)

Process 2: Build capacity in all staff to understand and implement collaborative learning tools that enhance students' future-focused skills, engagement and attainment.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>All teachers were provided with opportunities to integrate STEMShare resources into their teaching and learning program.</p> <p>A lead teacher was selected in each stage to work with the school ICT Coordinator, including team-teaching and planning, implementing the planning resources on the STEMShare Library, professional learning opportunities with the STEMShare team and implementing new school resources; Bee-bots, Dash and dot, Lego robotics, Makey Makey and Ozobots.</p> <p>The school purchased more iPads to support these robotics resources. All staff provided with an iPad to support implementation of PLAN2, as well as a tool for capturing formative assessment opportunities.</p> <p>Timetable established for new school robotics resources to ensure equity of access.</p> <p>The Wellbeing Hub was developed which offers a robotics club during play time, engaging students who are vulnerable in the playground.</p>	<p>Teacher iPads</p> <p>School robotics kits and iPads to support the kits</p> <p>ICT Coordinator/ Wellbeing Hub Leader</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Operational Funds (\$25000.00) Flexible Wellbeing Services (\$39000.00)

Next Steps

- Digital technologies to be included in the science semester-based scope and sequences
- 4Cs Transforming Schools – deep noticing for deep learning, integrated and interconnected understanding across all KLAs, a cohort of teachers (TBC) to participate in the training.
- Stage STEM Leaders who have been mentored by ICT Coordinator to share their expertise, new knowledge, units of work, integration with other stage members
- Teachers incorporate the newly purchased technology resources and Stem.T4L kits into teaching and learning programs
- Use CESE reading – General Capabilities: A perspective from cognitive science to promote discussion and ideas to move this direction forward. Consider networks, curriculum advisors and professional learning communities to address implications from staff survey.



Strategic Direction 3

Evaluative practices

Purpose

To continually strive for school improvement and excellence through evaluative practices, professional learning and collaboration. Strong, strategic and effective leadership fosters a shared sense of responsibility for student engagement, learning, development and success.

Improvement Measures

Increased leadership capacity as evidenced by the Teaching and Principal Standards, leadership profiles and improved use of the School Excellence Cycle.

Increased percentage of staff who achieve their annual Performance and Development goals as outlined in their Performance and Development Plan.

Effectively engage with parents, other schools and organisations to share and improve practice.

Progress towards achieving improvement measures

Process 1: Use systematic and reliable data that will inform future directions and successfully deliver improvement in school performance.

Evaluation	Funds Expended (Resources)
<p>School Leadership Team deliver to staff the key messages from Jenni Donohoo professional learning on building collective efficacy. As a result, milestone teams were introduced, with leaders and aspiring leaders driving the implementation and monitoring of strategic directions, using the School Excellence Framework to guide discussion.</p> <p>Development of the professional learning schedule, incorporating time for milestone teams to plan and evaluate their progress., utilising SPARO.</p> <p>Introduction of QDAI as a model for effective and systematic evaluation. Milestone teams have aligned their processes to the SEF and used this to make decisions about where to next in the school excellence cycle.</p>	<p>Course fees and executive release for Jenni Donohoo workshop</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Professional Learning (\$3000.00)

Process 2: Strengthen teacher and leader capacity through strategic formal and informal professional learning, sharing practices, reflection, observation, deep discussion, feedback, mentoring, coaching and collaboration.

Evaluation	Funds Expended (Resources)
<p>School Leadership Team deliver to staff the key messages from Jenni Donohoo professional learning on building collective efficacy. As a result, milestone teams were introduced, with leaders and aspiring leaders driving the implementation and monitoring of strategic directions, using the School Excellence Framework to guide discussion. All teachers are involved in a milestone team.</p> <p>Executive team participate in BTS Spark, a series of workshops to develop their coaching and mentoring skills.</p> <p>Development of the professional learning schedule, incorporating time for milestone teams to plan and evaluate their progress., utilising SPARO, as well continued focus on Dylan Wiliam's Formative Assessment professional learning communities and the implementation of an Instructional Leader to co-plan, co-teach and co-reflect with individual teachers.</p> <p>Introduction of QDAI as a model for effective and systematic evaluation.</p>	<p>Course fees for BTS Spark for executive</p> <p>Art of Leadership course fees and casual release</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Operational Funds (\$5000.00)• Support for beginning teachers (\$5000.00)

Progress towards achieving improvement measures

Milestone teams have aligned their processes to the SEF and used this to make decisions about where to next in the school excellence cycle.

Most Significant Change tool used by Principal and Instructional Leader to evaluate impact of the numeracy initiative. The results of this evaluation can be found in Strategic Direction 1.

All teachers have a PDP goal framed around the changes to their Maths pedagogy, with the support of the Instructional Leader. All teacher's goals achieved by the end of the year, as evidenced by the Most Significant Change interviews, staff numeracy survey and PDP final reports.

People Matter Survey 2019 key findings:

100% strive to achieve client satisfaction (up 8% from 2018)

100% agree that our school focuses on improving the work we do (up 23% from 2018)

95% of people in my workplace treat each other with respect (up 3% from 2018)

95% of staff received useful feedback on their work that enabled them to deliver results (up 10% from 2018)

95% receive help and support from other members of staff (up 3% from 2018)

95% of staff feel their manager listens to what they have to say (up 10% from 2018)

95% agree their manager communicates effectively with them (up 26% from 2018)

95% of staff agree their manager encourages them to keep improving the work they do (up 3% from 2018)

Process 3: Strengthen learning alliances across and beyond the school to promote shared responsibility for school and student improvement.

Evaluation	Funds Expended (Resources)
<p>Focus groups used to examine findings from Tell Them From Me students survey in 2018, with particular focus on social./ emotional outcomes. Many findings from the focus groups reinforced the high agreements among students in many areas of the survey. Some findings that may assist in understanding aspects of the survey that don't have high agreement are:</p> <ul style="list-style-type: none"> • Students feel there is a disproportionate amount of time spent on English and Mathematics • The term 'extra-curricula activities' is misunderstood to be work provided to students when they finish a task rather than strategies that extend r motivate learners. • Game-based learning in Mathematics is valuable for some to apply and extend knowledge and understanding, while others opt out because they don't see it as 'real' learning. • Project based learning is valued by some students. They like applying real-world scenarios to their learning and see it as a way towards mastery of a concept. Others do not enjoy this learning due to perceived or lack of skills and/ or background knowledge required to achieve maximum learning from the tasks. PBL, as an engagement strategy should be considered and well-planned so that all students can achieve the intended academic outcomes. • There seems to be a 'fixed mindset' around subject areas that students find hard and/ or challenging. Well-being team to consider growth mindset when 	<p>Appoint an Assistant Principal 2 days per week to drive evaluation and planning for Wellbeing</p> <p>Berry Street Education Model course fees and casual release.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$13000.00) • Professional Learning (\$5000.00)

Progress towards achieving improvement measures

- There is mixed opinion on the purpose and value of learning intentions, success criteria and marking rubrics. While staff have done a lot of PL in this area, it may require some further evaluation on the implementation and impact of LISC across classrooms.

Well-being Team is established with representatives across each stage and from the PDHPE curriculum team.

Well-being Team participate in Berry Street Education Model training

Lindsay Park PS Well-being and Discipline policy revised.

Scope and sequence, along with teaching and learning programs developed that integrate PDHPE syllabus with Berry Street Education Model. Training and documents provided to all teachers by the Well-being Team.

Staff survey conducted from Building Collective Efficacy PL around the six enabling conditions:

- Highest agreement was 'Responsiveness of Leadership' with a score of 4.99 – indicating strong agreement – this condition is around administrators help to carry out duties effectively, leaders show concern for staff and protect staff from issues that detract from focusing on learning and teaching.
- Lowest score was for 'Teachers' Knowledge/ Work' with a score 4.0 – indicated somewhat agree – this condition relates to teachers knowing the management strategies their colleagues use, know about the feedback their colleagues provide and teaching practices used by other staff.

Next Steps

- Instructional Leader to work with stage teams in 2020 to continue to build capacity among staff, with a focus on Reading. Maintain dialogue around changed practices in Maths.
- Use Spirals of Inquiry framework to drive reflection and deep discussion about pedagogy and student achievement. Train executive team to deliver on this.
- Milestone Teams to further refine understanding and use of the QDAI process for evaluating milestone progress. Allow time in PL schedule for milestone teams to share their progress with the rest of the staff at least once a term, to develop collective efficacy.
- SPARO is used consistently by all milestone teams to monitor and track progress.
- Implement new wellbeing approach – Berry Street Education Model aligned to PDHPE syllabus
- Build on the Collective Efficacy work by Jenni Donohoo, with a focus on the enabling condition of 'Teachers' Knowledge/ Work – look at the Instructional Leader working with teams rather than individuals in 2020.



Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	Employ SLSO to support in classrooms to implement IEPs. Funding Sources: • English language proficiency (\$20 000.00)	See Process 3 in Strategic Direction 1 for evaluation.
Low level adjustment for disability	Learning and Support Teacher SLSO to support IEPs Funding Sources: • Low level adjustment for disability (\$75 000.00) • Low level adjustment for disability (\$33 000.00)	See Process 3 in Strategic Direction for evaluation.
Quality Teaching, Successful Students (QTSS)	Employment of an Instructional Leader to drive evidence-based Mathematics pedagogy across the school. Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$65 000.00)	See Process 2 in Strategic Direction 1 for evaluation.
Socio-economic background	Sentral third party software for student management and wellbeing Higher duties – teacher to Assistant Principal x 2 day a week Funding Sources: • Socio-economic background (\$7 500.00) • Socio-economic background (\$13 000.00)	All staff utilising Sentral for Learning and Support documentation, attendance and student reports, supporting goal setting, data analysis and transition. Wellbeing Team Leader conducted wellbeing evaluation and development of re-designed procedures and scope and sequence for a whole of school wellbeing policy. See Process 3 in Strategic Direction 3 for evaluation.
Support for beginning teachers	Art of Leadership program fees and casual cover Funding Sources: • Support for beginning teachers (\$5 000.00)	Funds held over from 2018 to provide teacher with leadership program. Teacher conducted Mathematics evaluation using the logic model, leading to the 2019 focus on Mathematics pedagogy. Teacher then used strategies learned during AoL program to evaluate and milestone the Wellbeing Team initiative.
Targeted student support for refugees and new arrivals	Employment of an SLSO x 15 days (Arabic speaking to assist in family engagement from our Arabic community) Funding Sources: • Targeted student support for refugees and new arrivals (\$5 000.00)	Six students identified as target students. Five out of the six students have annual attendance rate over 91% All students identified have an IEP with specific goals to move them forward on the EAL/D progressions.
Flexible Funding for Wellbeing Services	Allocate a one day per week role for wellbeing – to	See Process 3 in Strategic Direction 3.

Flexible Funding for Wellbeing Services

conduct TTFM evaluation and lead the establishment of the Wellbeing Team.

See Process 3 in Strategic Direction 3.

Funding Sources:

- Flexible Funding for Wellbeing Services (\$39 000.00)



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	212	219	213	204
Girls	175	190	190	189

Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.3	94.7	95.3	94.7
1	94.1	94.1	94.1	93.8
2	95	93.5	94.5	92.2
3	94	94.8	94.2	92.7
4	94.2	93.7	92.9	94
5	95	94.3	93.5	92.8
6	93.8	93.4	95.5	92.2
All Years	94.5	94.1	94.2	93.1
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)	13.9
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
School Administration and Support Staff	2.82

*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	198,034
Revenue	3,511,179
Appropriation	3,329,044
Sale of Goods and Services	3,825
Grants and contributions	176,585
Investment income	1,725
Expenses	-3,469,275
Employee related	-3,076,322
Operating expenses	-392,953
Surplus / deficit for the year	41,905

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	251,217
Equity Total	171,844
Equity - Aboriginal	9,174
Equity - Socio-economic	21,191
Equity - Language	21,719
Equity - Disability	119,761
Base Total	2,572,406
Base - Per Capita	94,559
Base - Location	0
Base - Other	2,477,847
Other Total	250,995
Grand Total	3,246,461

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

In 2019, we had 66 parents respond to our annual satisfaction survey, which is 12 less than in 2018.

The agreement among our parents is significantly stronger than the state norm in all seven measures.

Improved responses between 2018 and 2019 include:

- parents feel welcome in the school, teachers listen to concerns and the administration staff are helpful,
- reports on my child's progress are written in terms I understand,
- there is an overall improvement in the way parents support learning at home, including discussing how their child is going, the importance of schoolwork, praising their children and asking about any challenges their child is facing,
- strongest agreement is 'teachers show interest in my child's learning' and 'my child is encouraged to do their best' ,
- teachers devote their time to extra-curricular activities,
- my child feels safe at school.

Areas we can improve in 2020:

- scheduling activities at times when parents can attend,
- teachers informing parents about their child's specific progress in school subjects,
- there is a decline in the number of parents involved in school committees,
- opportunities for students who are learning at a slower pace,
- teachers helping students develop positive friendships.

Students in Years 4–6 complete the Tell Them From Me Survey twice a year.

Areas with strong agreement or high percentages:

- domains of 'interest and motivation', 'effort', 'rigour', and 'expectations for success' – agreement remains fairly stable across the last 3 years,
- strongest agreement in 'effort' domain – although this percentage dropped from beginning of the year 92% to end of year 86%,
- custom measure used this year for students – Explicit Teaching Practices: 85% in most/all lessons – teacher tells us what is expected, 80% in most/ all lessons – teacher sets clear goals, 86% in most/all lessons – teacher asks us to explain answers, 73% in most/ all lessons – teacher asks me questions,
- Teachers take time to get to know their students,
- The school is kind, friendly and welcoming,
- 95% of students agree that students have positive behaviour at school, which is 12% higher than the state norm.

Areas we can improve in 2020:

- support for maintaining friendships with their peers as they move through school years,
- increase the percentage of students who are interested and motivated in their learning,
- increase the number of students in the high skill–high challenge quadrant.

Staff complete the Tell Them From Me survey at the end of each year. In 2019, there were 17 respondents.

Areas with strong agreement or high percentages:

- teacher agreement across all domains is higher than the state norm,
- increased agreement in the area of 'data informs practice, from 7.8 to 8.0 and 0.2 above state norm,
- there is strong agreement in the domain of 'teaching strategies'. In particular, strong agreement was in linking previously mastered skills/ knowledge and using more than two teaching strategies in most class periods,
- there is increased agreement in the domain of collaboration, specifically teachers discussing students learning goals with each other,
- in Learning Culture, a significant increase in agreement is teachers discussing the learning goal with students.

Areas we can improve in 2020:

- teachers helping students to set challenging learning goals,
- teachers are able to identify unproductive learning strategies.







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.

