

Miller Public School

2019 Annual Report



4338

Introduction

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

2019 was a period of rapid change for the Miller School community. I commenced in the role of substantive Principal at the beginning of Term 2. I was welcomed by the students, staff and parents and we quickly began the job of developing our shared vision for the school.

The staff at Miller Public School are committed to supporting every student to be the very best they can be. With a strong emphasis on Wellbeing and building positive relationships they have worked closely with me in 2019 to determine areas for growth, recognise areas of strength and to target key areas we can focus on for improvement beyond 2019. I would like to thank them for their support of me as Principal in Terms 2 – 4, we have worked extremely hard and will continue to do this beyond this calendar year.

The P&C played an active role in working with staff and I in regard to key decisions such as the permanent appointment of staff, feedback on school logo implementation and a new school uniform. This occurred alongside the P&C's continued focus on fundraising to support school programs. We took the final decision for uniform change to the greater parent body and the majority voted to commence the 2020 school year with a new uniform. Student voice played a key role in the design of the new school logo that will also commence in 2020. I would like to thank our small but dedicated P&C who supported Miller Public School in 2019.

The students at Miller Public School are each unique individuals who bring energy and enthusiasm to our school community and drive our purpose as educators. We value highly the role we have in leading their learning through our focus on evidence based teaching practices.

I hope you enjoy reading this analysis of the 2019 school year for Miller Public School.

Selena Gandy

Principal

School background

School vision statement

Learning and creating our future together!

As a school community the educational reality we want is one where:

- Everyone is learning
- Learning is challenging and innovative
- Students know they are cared for and supported
- Students have a voice
- We are problem–solvers
- We are responsible and resilient
- We connect with each other, our community and the world
- What we do today helps prepare us for our future

School context

Miller Public School (enrolment 220 students, including 56% from a non–English speaking background and 35 students who identify as Aboriginal), is a vibrant learning community within the Liverpool Network of schools. Staff are committed to the provision of outstanding educational, social and cultural programs aimed at ensuring all students have the opportunity to realise their potential and achieve their best across a broad range of areas. Current strategic directions include High Levels of Student Engagement and Performance, Excellence in Teaching and Learning and Authentic Partnerships and Learning Alliances.

Miller PS is an Early Action for Success school and we promote a culture of collaboration through instructional leadership. Key school initiatives in Literacy currently include Synthetic Phonics. Student wellbeing is paramount in all school programs and students are encouraged to be independent learners and responsible citizens. Students, staff and community members embrace our support unit consisting of one IO/AU class, four Autism classes, one IM class and one MC class. Inclusivity underpins all school practices with appropriate opportunities for integration across most curriculum areas, sport, excursions and assemblies. The school is supported by an active P&C.

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

Strategic Direction 1

High Levels of student engagement and performance

Purpose

Students achieve success through our relentless commitment to high expectations for every student. Differentiated teaching will empower learners to be creative, innovative, collaborative and critical thinkers who find joy in learning.

Improvement Measures

Increase the number of students who set learning goals and demonstrate self-assessment strategies.

Increase the number of students who engage in a wide variety of leadership and enrichment opportunities across the school.

Increase percentage of students achieving national benchmark in Writing.

Increase in student engagement in the classroom.

Progress towards achieving improvement measures

Process 1: 1. Maintain and extend programs for personalised learning that supports students to become *creative, innovative, collaborative learners and critical thinkers* – Australian Curriculum

| Evaluation | Funds Expended (Resources) |
|--|--|
| <p>Kids Curriculum ran successfully across years 3–6 in Semester 1 and 2 and across years K–2 in Semester 2. Students engaged in different activities according to their interests. Activities included Dance groups, Minecraft Club, Cooking and Public Speaking.</p> <p>Five students from the Support Unit chose to participate in Shining Stars in the area of Dance. Together with a Teacher and School Learning Support Officer these students performed at both the Seymour Centre and The Campbelltown Arts Centre.</p> <p>Structured games and playground activities led by three different School Learning Support officers were introduced to the playground during Term 2 and were a great success in promoting student engagement in physical activities and in promoting more positive interactions for all students in the playground.</p> <p>At the end of Term 3 the Junior and Senior Dance groups performed as part of the Western Liverpool Performing Arts Centre at Club Marconi. In addition to this a number of students performed as part of the Combined Schools Choir across the three evenings of the festival.</p> <p>All students in the Support Unit were supported by an Individualised Education Plan that was developed in collaboration with parents and where appropriate the student.</p> | <p>\$5000 Kids Curriculum Resources</p> <p>Shining Stars \$250 – \$50 per child</p> <p>\$5000 Resources and SLSO staffing</p> <p>\$1000 costumes, choir shirts and transport</p> |

Process 2: 2. Continue to provide enrichment pathways and leadership opportunities for all students; including authentic participation in school and community decision making.

| Evaluation | Funds Expended (Resources) |
|--|---|
| <p>Student voice was heard across the school and community through the various student leadership roles and projects students have the opportunity to participate in. These roles included Student Representative Council (total of 21 students K–6), 2168 Children's Parliament (5 students years 4–6), School Ambassador (1 year 6 student) and School Captain, Vice Captain, Prefects and House Captains (11 students years 5 and 6).</p> | <p>\$5000 Structured games and SLSO time</p> <p>\$1000 Lego Club</p> <p>\$14000 playground markings</p> |

Progress towards achieving improvement measures

The Ambassador for 2019 worked to improve student engagement in the playground. Her focus was on providing structured games, clubs at break and organising to have games painted onto the playground surface. This has been ordered and will be delivered early 2020.

Process 3: 3. Use DoE Wellbeing Framework to assess, refine and develop strong wellbeing practices and programs that enhance resilience and build capacity for self-regulated behaviour.

| Evaluation | Funds Expended (Resources) |
|---|--|
| <p>Extensive professional learning occurred for staff at Miller Public School from Term 2 – 4 in the areas of behaviour management and wellbeing. Some of this occurred at a school level whilst some was delivered through a Strategic Support Project from specialist members of the Learning and Wellbeing team. A few staff members attended off site professional learning in the areas of Positive Behaviour for Learning and Berry Street Training.</p> <p>The focus for all staff learning was on building relationships with students to enable them to better understand behaviours and to implement effective strategies to promote positive behaviour. As a result school suspension rates in 2019 dropped by 68% from 2018.</p> <p>A new Wellbeing system was developed as a result of school data analysis combined with an extensive focus on professional learning.. This system is ready for implementation in 2020. The Miller Mindset is based on five core values. Students will be taught how to be kind, courageous, resilient, inclusive and responsible. Explicit teaching of these values commenced in Term 4 on a weekly basis and will continue in 2020 using quality texts that embed these values. The Miller Mindset has a new logo that reflects these values and revised signage has been ordered for the playground to intentionally develop a common language amongst students and the community. A cumulative award system was also developed that will allow students to collect awards over their seven year enrolment at the school. Implementation of this will occur during 2020. This will provide students with the opportunity to accumulate their awards across their schooling with the ultimate presentation of a Miller Medallion.</p> | <p>\$25000 – Signage, TPL, Teacher relief, resources to support program implementation</p> <p>\$1600 Quality texts</p> |

Strategic Direction 2

Excellence in Teaching and Learning

Purpose

Create a high quality learning culture for all staff; characterised by a growth mindset and collective efficacy. Learning is evidence-based, differentiated and responsive to our school's strategic vision.

Improvement Measures

All teaching and learning programs are differentiated to meet the needs of all students.

Increasing teacher understanding of evidence-based learning to drive teaching and learning programs.

PDPs are linked to the Australian Teaching Standards.

Progress towards achieving improvement measures

Process 1: 1. Provide quality professional learning for effective practice and feedback through coaching/mentoring to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes.

| Evaluation | Funds Expended (Resources) |
|--|--|
| <p>Four staff from across the support unit and mainstream classes participated in the Quality Teaching Rounds partnership with the University of Newcastle. Student data was analysed after implementation of the PAT-R and PAT Maths assessment. Staff enjoyed the collaborative nature of the project and the opportunity to engage in professional dialogue around pedagogy and practice.</p> <p>To further promote the opportunity for collaborative dialogue all staff had the opportunity to engage in a collaborative planning day with members of their stage team each term. This was received as an extremely positive initiative by all staff as they had the opportunity to share planning and work consistently around assessment and reporting. It also promoted inclusivity as members of staff from both the support unit and mainstream teaching teams worked together on planning days.</p> <p>All teaching staff had the opportunity to showcase their learning across a chosen area of the curriculum at one of the four Celebration Of Learning professional meetings held in 2019. Areas showcased included use of the See Saw app to share learning with families, differentiation of class learning activities using technology and the implementation of morning routine across the support unit.</p> | <p>QTR \$10000 – funded by the University of Newcastle</p> <p>Collaborative planning days – \$2500 across three terms = \$7500</p> |

Process 2: 2. Targeted professional learning to enhance evidence-based practices with high impact in literacy and numeracy.

| Evaluation | Funds Expended (Resources) |
|--|----------------------------------|
| <p>Professional learning for all staff continued with Mr Justin Caban from Get Reading Right around the implementation of evidence based teaching practices in Literacy programs. In particular staff undertook fortnightly training sessions around morning routine, synthetic phonics and reading comprehension. Staff have reported a higher level of student engagement during morning sessions. This has been achieved through a focus on differentiated teaching strategies with an emphasis on the short, sharp delivery of key concepts.</p> <p>Differentiating the key ideas from this program for students in the support unit continues to be an area of discussion and will form the basis of the literacy planning for the Deputy Principal Special Education and her team in 2020.</p> | <p>Get Reading Right \$70000</p> |

Progress towards achieving improvement measures

Additionally, the need to regularly upskill new staff in the program continues to be an ongoing challenge that the school is conscious of addressing.

Process 3: 3. Enhance accreditation and PDP processes within the school by ensuring alignment with system priorities and NESA requirements.

| Evaluation | Funds Expended (Resources) |
|---|---|
| <p>94% teaching and non teaching staff at Miller PS engaged in the performance and development process in 2019. Time was spent with supervisors to engage in professional dialogue around learning goals, the professional learning required to achieve these goals and evidence to collect to support the achievement of these goals.</p> <p>All teaching staff worked with their supervisor on a fortnightly rotation between in class support and collaborative time to plan, analyse data and evaluate their teaching pedagogy.</p> <p>Teachers identified as beginning teachers qualified for additional funding to support their professional learning. A New Scheme Teacher Mentor was appointed and funded one day per week at higher duties to mentor and support identified staff. All involved staff reported the benefits of this initiative and three staff are in the final stages of completing their initial accreditation and evidence document.</p> | <p>\$20000 relief costs for staff to engage in Instructional Leadership</p> |

Strategic Direction 3

Authentic Partnerships and Learning Alliances

Purpose

Build and strengthen learning alliances that support dynamic opportunities which contribute to a positive and inclusive school culture.

Improvement Measures

Increase in staff involvement in a diverse range of learning alliances.

Streamline organisation and communication systems between school, P&C and the wider community.

Increase in Best Start student achievement in phonemic awareness.

Progress towards achieving improvement measures

Process 1: 1. Strengthen and expand Communities of Practice (CoP) across schools and partner organisations to build staff capacity and increase opportunities for students.

| Evaluation | Funds Expended (Resources) |
|---|---|
| <p>Term 1 saw the school community rally to raise funds for Dymocks Children Charities and resulted in \$10000 worth of quality literature being donated to the school. A book launch was held to coincide with Book Week and Book Character Day. Each class has access to a rotating library of texts that support student learning across all key learning areas. The school was also invited to host the Channel Nine Today show one morning to promote participation in the Mission Australia partnership with Little Scribe that allowed every student in years 3–6 to publish their own piece of writing.</p> <p>Therapy services were re-established in Term 3 for families who nominated to have therapy for their children at school. This allowed services including speech and occupational therapy and psychologists to work with students on site.</p> <p>The school was fortunate enough to continue to receive support from a variety of agencies. Weekly bread deliveries support the breakfast program, deliveries of cheese sandwiches allow the school to provide lunch for students when needed and OzHarvest continue to deliver fruit to the school each week. These services have proven to be crucial in supporting many families.</p> <p>Two rotations of Occupational Therapy practicum students in their final year of study completed two separate rotations at Miller. During the rotations at Miller the students screened and identified students requiring support, provided guidance to teachers around class programming strategies and conducted a parent workshop that was strongly supported by the parent community. These students worked collaboratively with staff in the Kindergarten transition program known as Miller Mini's. Jointly, the OT students and staff created a document that enables teachers and support staff to more effectively identify students with learning needs.</p> <p>All students had the opportunity to attend the Life Education van in Term 4 to promote and learn how to maintain a healthy lifestyle. Liverpool City Council funded 50% of the cost of this program and the school funded the other 50%.</p> <p>In Term 4 the school hosted a dental van on site to allow families to access Medicare funded screening for students to promote and ensure dental hygiene. Approximately 30 students participated in this initiative.</p> | <p>\$7500 Breakfast club food items</p> <p>\$8000 supervision of Occupational Therapy students</p> <p>\$1000 Life Education</p> |

Process 2: 2. Improve community engagement and the positive learning culture of the school through increased

Progress towards achieving improvement measures

Process 2: communication and consultation with parents/carers about student learning needs.

| Evaluation | Funds Expended (Resources) |
|---|----------------------------|
| <p>P&C meetings were held the first Thursday of most months in the P&C room. Mrs Gandy as the Principal attended these meetings and a member of the school leadership team attended to promote positive communication between the school and formal parent body.</p> <p>The school supported the P&C in their fundraising activities including an Easter Egg raffle, two Bunnings BBQ's and two discos. The P&C have agreed to fund the purchase of a new school hat for every student as part of the transition to the new school uniform in 2020.</p> | |

Process 3: 3. Refine and further develop the transition to school program reflecting the Early Years Learning Framework to support successful entry into Kindergarten.

| Evaluation | Funds Expended (Resources) |
|--|--|
| <p>Miller Minis was revamped in line with Departmental policy and practice and commenced as a transition to school program in Term 3 and 4 for 2 x 3 hour sessions per week. Each session was supported by a teacher and School Learning Support Officer. A new promotional flyer, classroom, furniture and teaching resources were also purchased to set up this vital school program. A graduation ceremony was held in Term 4 and attended by parents and grandparents. Students from Lawrence Hargrave School attended and presented each graduating Mini student with a personalised library bag they had made as part of their Living Life with Purpose program.</p> <p>Occupational therapy students screened Miller Mini students and provided a workshop for their parents around school readiness.</p> | <p>\$20000 resourcing Miller Mini classroom – painting, furniture and new teaching resources</p> <p>\$15000 Staffing for Miller Minis – Teacher and SLSO twice per week</p> <p>\$8000 OT student supervision</p> |

| Key Initiatives | Resources (annual) | Impact achieved this year |
|--------------------------------------|---|--|
| Aboriginal background loading | <p>\$25000 AEO salary</p> <p>\$1000 Koori club resources</p> <p>\$1000 Koori room set up</p> <p>\$500 Acknowledgement of Country Sign</p> | <p>A committee of staff were formed called the Aboriginal Focus Group. All Indigenous student Personalised Learning Pathway documents were updated with student and parent input.</p> <p>In Week 5 of Term 2 the school held a Sorry Day assembly to coincide with Reconciliation week.</p> <p>All students across the school are invited to participate in Koori club one break per week where they engage in activities to develop respect and understanding of Indigenous cultures. An identified learning space the "Koori room" was established for this purpose. During learning time, weekly Koori club sessions are held. Students in years K–2 and years 3–6 attend once a fortnight.</p> <p>In week 10 of Term 2 the school ran a day of workshops and activities to celebrate NAIDOC week.</p> <p>The school employed an Aboriginal Education Officer two days per week for Semester 2. This member of staff works with all identified students during learning and play time.</p> <p>Term 3 Aboriginal students and selected staff attended the Combined schools LLAECG NAIDOC event at Ashcroft Public School.</p> <p>Throughout the year Aboriginal Focus Group members and the Principal attend LLAECG meetings twice per term. Miller Public School hosted one of the meetings in Term 3.</p> <p>During Term 4 all Aboriginal students and the School Captain, Vice Captain and School Prefect participated in a work shop with Aunty Carol Brown from the Aboriginal Education team at Glenfield office. A unique Miller Public School Acknowledgement of Country was developed and is now displayed in all learning areas of the school. A piece of artwork completed by one of the Aboriginal students was mounted as the background for this Acknowledgement and this was made into a wall mounted sign at the entrance to the school.</p> |
| English language proficiency | <p>\$30000 staff costs</p> | <p>Early Term 2 the school made contact with the Refugee Support Leader to upskill key staff in identifying students who require support in EALD. The accuracy of all students records on enrolment were checked and updated.</p> <p>The annual EALD survey was completed. As the school had no EALD staffing allocation the flexible funding was used to employ an EALD member of staff.</p> <p>A member of staff commenced in Term 3 and</p> |

| | | |
|---|--|---|
| English language proficiency | \$30000 staff costs | <p>targeted class programs commenced to support students with English as an additional learning dialect. EALD assessments were completed for all students and profiles updated.</p> <p>Semester 2 school reports included a comment detailing the targeted support that occurred for identified students.</p> |
| Low level adjustment for disability | \$50000 to employ one School Learning Support Officer | <p>The Learning and Support Team (LaST) was re-established in Term 1 with a new referral process and meeting protocols. The team included the school counsellor/s, Learning and Support Teacher and members of the leadership team. Class teachers periodically attended meetings to discuss students they had referred.</p> <p>The school employed three School Learning Support Officers (SLSO) to support student learning across the seven mainstream classes. One of these was funded through Low Level Adjustment for Disability funding. These SLSO's worked with individual or small groups of students in both the classroom and playground. Guided playground games and lunchtime clubs were implemented from mid Term 2 to provide structure and support in the playground for students who struggled to engage in safe and respectful play.</p> <p>In Term 3 data was collected detailing student disability and intervention for the National Consistent Collection of Data harvest.</p> |
| Quality Teaching, Successful Students (QTSS) | 0.44 staffing allocation | <p>All teachers had the opportunity to participate in weekly Instructional Leadership sessions with their Stage Assistant Principals. Assistant Principals were off class to facilitate these sessions and lead professional discussions around data, teaching pedagogy, lesson evaluation and differentiation. All K–6 mainstream classes focused on the Key Learning Area of Mathematics.</p> <p>Teachers in the Support Unit worked with the Deputy Principal Support to embed Individual Education plans for all students into a differentiated class program. Focus was also on establishing routines and procedures, supported by the appropriate policy and practices.</p> |
| Socio-economic background | <p>\$134 000 two School Learning Support Officers</p> <p>\$54000 four day per week School Administration Officer</p> <p>\$9600 General Assistant salary</p> <p>\$67000 Deputy Principal two days per week</p> <p>\$32015 (0.3) staffing to</p> | <p>Funding for two Learning Support Officers to support students in the mainstream.</p> <p>Additional School Administration Officer was funded four days per week to support the school office.</p> <p>The General Assistant was employed an additional day and a half per fortnight to make the position three full days per week.</p> <p>Deputy Principal Instructional Leader top up of time of two days per week to make a full-time position, to support and determine</p> |

| | | |
|---|---|---|
| Socio-economic background | <p>support school executive</p> <p>\$10000 Student Assistance funding</p> <p>\$12000 IT contractor</p> <p>\$12000 Breakfast Club</p> <p>\$10000 Communication systems</p> <p>\$40000 property upgrades</p> <p>\$19000 Comm box interactive screens in classrooms and \$7000 new Commbox</p> | <p>individualised professional learning needs of 3–6 staff to differentiate instruction and strategically plan appropriate interventions in literacy and numeracy.</p> <p>0.2 staffing funding to support the monitoring of attendance and to work alongside the HSLO.</p> <p>Student Assistance funding was provided to families who requested support for payment of various school activities, uniforms, excursions and events.</p> <p>An IT contractor was funded three hours fortnightly to support IT maintenance, upgrades and technical support.</p> <p>The Breakfast Club continued this year, with staff providing a nutritious breakfast daily for all students.</p> <p>Implementation of successful communication strategies such as Skoolbag, Seesaw, Sentral and School Interviews, to deliver information and strengthen parental engagement.</p> <p>Property upgrades occurred in the TPL room, Miller Minis room, administration block, COLA roof and guttering, storeroom doors in the support unit. New blinds were installed in the library and throughout the administration block.</p> <p>A new Commbox was installed in an additional classroom and the existing lease continued to be funded for all other school machines.</p> |
| Support for beginning teachers | <p>Two days teacher relief per week. One class teacher paid higher duties one day per week as a mentor.</p> | <p>A member of staff was identified as a beginning teacher mentor and had the opportunity to work with identified teachers on a weekly basis to support them in developing their pedagogy. Staff professional learning goals formed the basis of targeted professional learning opportunities.</p> <p>Every member of the teaching staff participated in weekly Instructional Leadership sessions with their grade supervisor to target a mutually agreed area of their professional practice.</p> <p>Three staff members worked collaboratively with their mentor to work towards achieving accreditation at proficient level.</p> |
| Targeted student support for refugees and new arrivals | <p>0.2 staffing allocation through NAP program</p> | <p>Applications to receive targeted funding for new arrival students were completed and resulted in the employment of a member of staff one day per week for Semester 2.</p> <p>Every new arrival targeted student had an Individual Education plan completed by their class teacher and intervention teacher.</p> <p>Small group instruction occurred for targeted students on a daily basis.</p> |

| | | |
|---|---|--|
| Targeted student support for refugees and new arrivals | 0.2 staffing allocation through NAP program | <p>A modified school report was provided for all new arrival students in Semester 2 that reflected their emerging understanding of the English language.</p> <p>New arrival students, including refugee students were provided with an orientation program to welcome and support their transition into school including a buddy or mentor.</p> |
| Early Action For Success | \$98000 | <p>The school employed an Instructional Leader for three days per week to support Literacy and Numeracy development for all students K–2.</p> <p>Professional learning was held for all teaching staff in Term 3 around the Learning Progressions.</p> <p>Data was submitted into PLAN 2 by week 10 each term for students in accordance with reporting requirements.</p> <p>In Term 4 the leadership team commenced the development of a school assessment schedule to support the identification of student growth across literacy and numeracy. This will be implemented in 2020.</p> |

Student information

Student enrolment profile

| | Enrolments | | | |
|----------|------------|------|------|------|
| Students | 2016 | 2017 | 2018 | 2019 |
| Boys | 118 | 114 | 121 | 121 |
| Girls | 87 | 97 | 99 | 90 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2016 | 2017 | 2018 | 2019 |
| K | 91.2 | 89.7 | 91 | 91.2 |
| 1 | 85.9 | 87.4 | 89.3 | 88.8 |
| 2 | 87.3 | 89.1 | 91.4 | 89.2 |
| 3 | 91.4 | 87.1 | 93 | 93.4 |
| 4 | 89.5 | 90.2 | 91.5 | 91.3 |
| 5 | 91.3 | 94.4 | 88.7 | 88.8 |
| 6 | 94.2 | 90.5 | 92.9 | 91.3 |
| All Years | 90.2 | 89.6 | 91 | 90.5 |
| State DoE | | | | |
| Year | 2016 | 2017 | 2018 | 2019 |
| K | 94.4 | 94.4 | 93.8 | 93.1 |
| 1 | 93.9 | 93.8 | 93.4 | 92.7 |
| 2 | 94.1 | 94 | 93.5 | 93 |
| 3 | 94.2 | 94.1 | 93.6 | 93 |
| 4 | 93.9 | 93.9 | 93.4 | 92.9 |
| 5 | 93.9 | 93.8 | 93.2 | 92.8 |
| 6 | 93.4 | 93.3 | 92.5 | 92.1 |
| All Years | 94 | 93.9 | 93.4 | 92.8 |

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

| Position | FTE* |
|---|-------|
| Principal(s) | 1 |
| Deputy Principal(s) | 1 |
| Assistant Principal(s) | 2 |
| Classroom Teacher(s) | 12.96 |
| Teacher of Reading Recovery | 0.42 |
| Learning and Support Teacher(s) | 1.2 |
| Teacher Librarian | 0.4 |
| School Administration and Support Staff | 9.48 |
| Other Positions | 2 |

*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 | 457,292 |
| Revenue | 4,345,292 |
| Appropriation | 4,264,926 |
| Sale of Goods and Services | 15,920 |
| Grants and contributions | 62,908 |
| Investment income | 1,537 |
| Expenses | -4,088,974 |
| Employee related | -3,554,429 |
| Operating expenses | -534,545 |
| Surplus / deficit for the year | 256,318 |

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 | 1,302,378 |
| Equity Total | 745,090 |
| Equity - Aboriginal | 41,185 |
| Equity - Socio-economic | 460,055 |
| Equity - Language | 62,064 |
| Equity - Disability | 181,786 |
| Base Total | 1,519,326 |
| Base - Per Capita | 61,912 |
| Base - Location | 0 |
| Base - Other | 1,457,414 |
| Other Total | 544,355 |
| Grand Total | 4,111,149 |

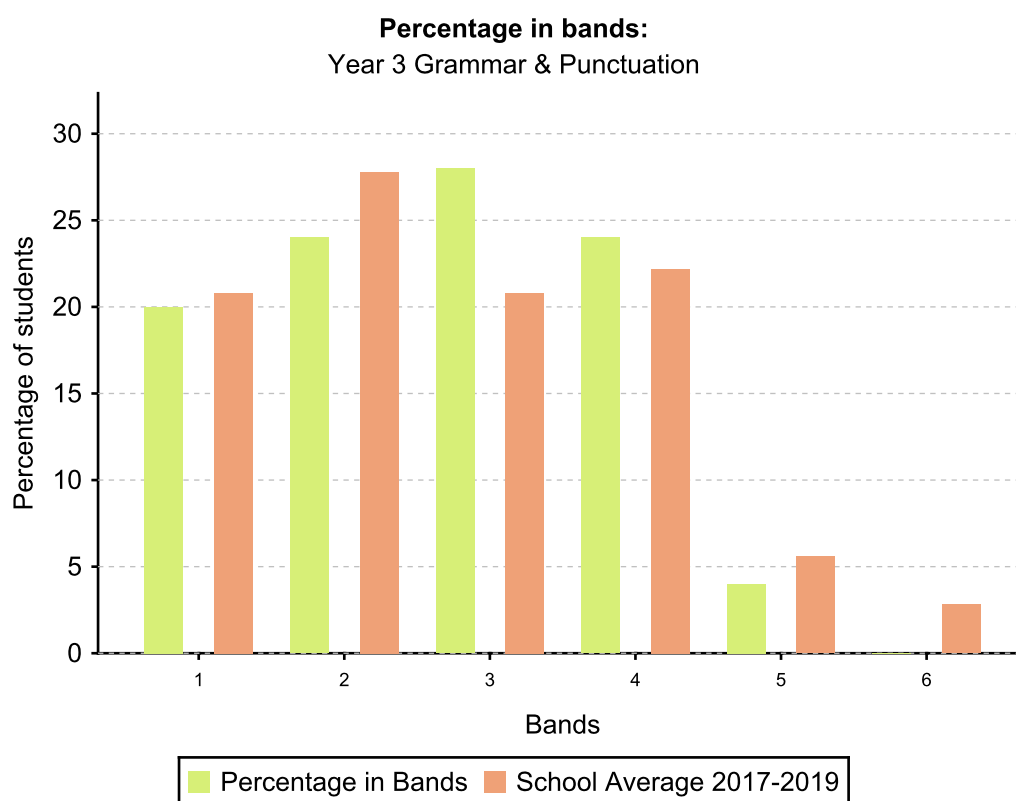
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

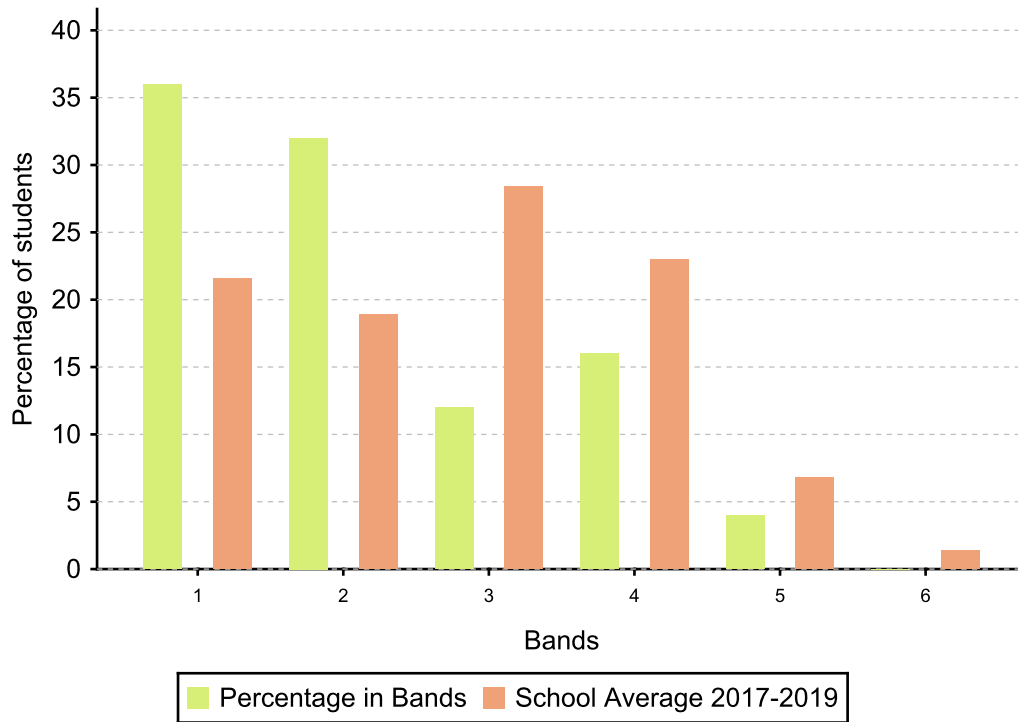
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison 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.

Literacy and Numeracy Graphs



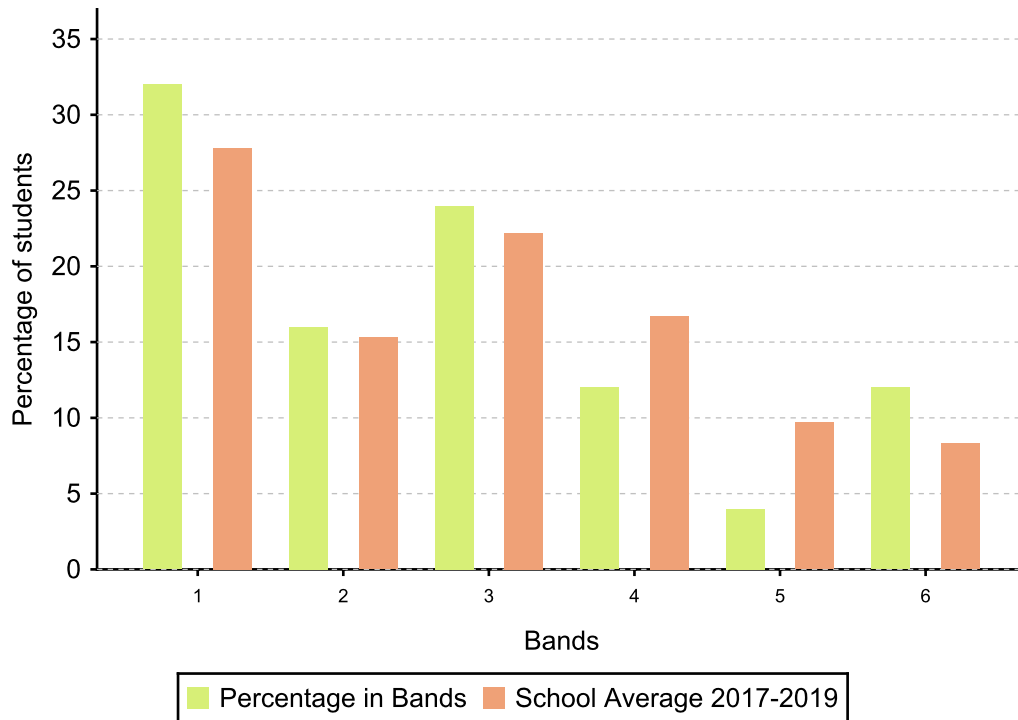
| Band | 1 | 2 | 3 | 4 | 5 | 6 |
|------------------------|------|------|------|------|-----|-----|
| Percentage of students | 20.0 | 24.0 | 28.0 | 24.0 | 4.0 | 0.0 |
| School avg 2017-2019 | 20.8 | 27.8 | 20.8 | 22.2 | 5.6 | 2.8 |

Percentage in bands:
Year 3 Reading



| Band | 1 | 2 | 3 | 4 | 5 | 6 |
|------------------------|------|------|------|------|-----|-----|
| Percentage of students | 36.0 | 32.0 | 12.0 | 16.0 | 4.0 | 0.0 |
| School avg 2017-2019 | 21.6 | 18.9 | 28.4 | 23 | 6.8 | 1.4 |

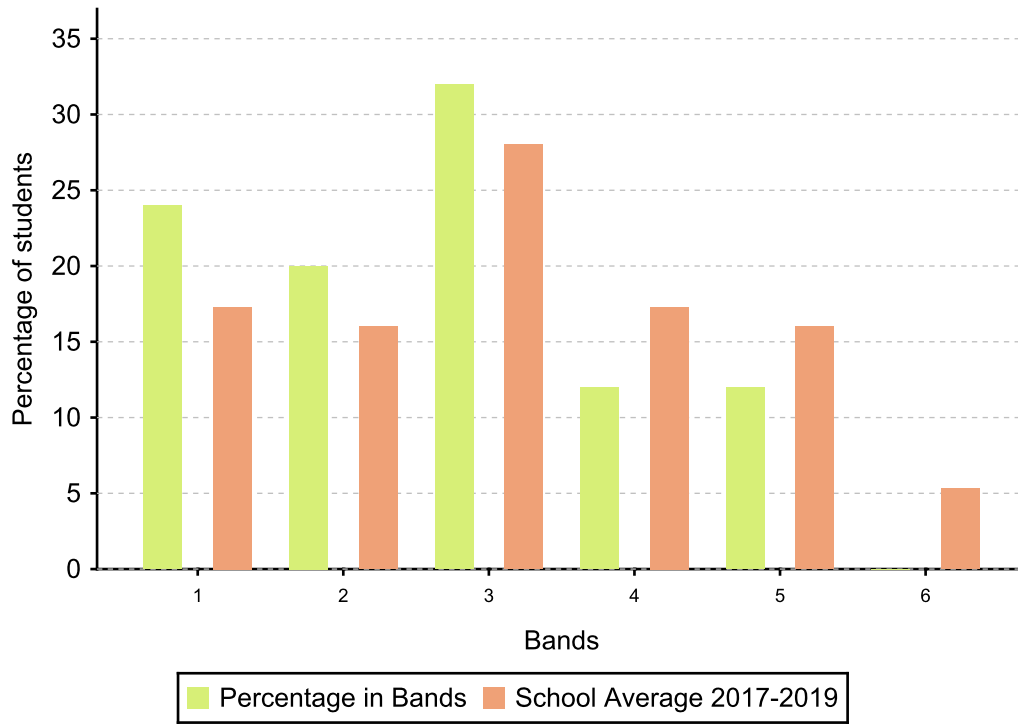
Percentage in bands:
Year 3 Spelling



| Band | 1 | 2 | 3 | 4 | 5 | 6 |
|------------------------|------|------|------|------|-----|------|
| Percentage of students | 32.0 | 16.0 | 24.0 | 12.0 | 4.0 | 12.0 |
| School avg 2017-2019 | 27.8 | 15.3 | 22.2 | 16.7 | 9.7 | 8.3 |

Percentage in bands:

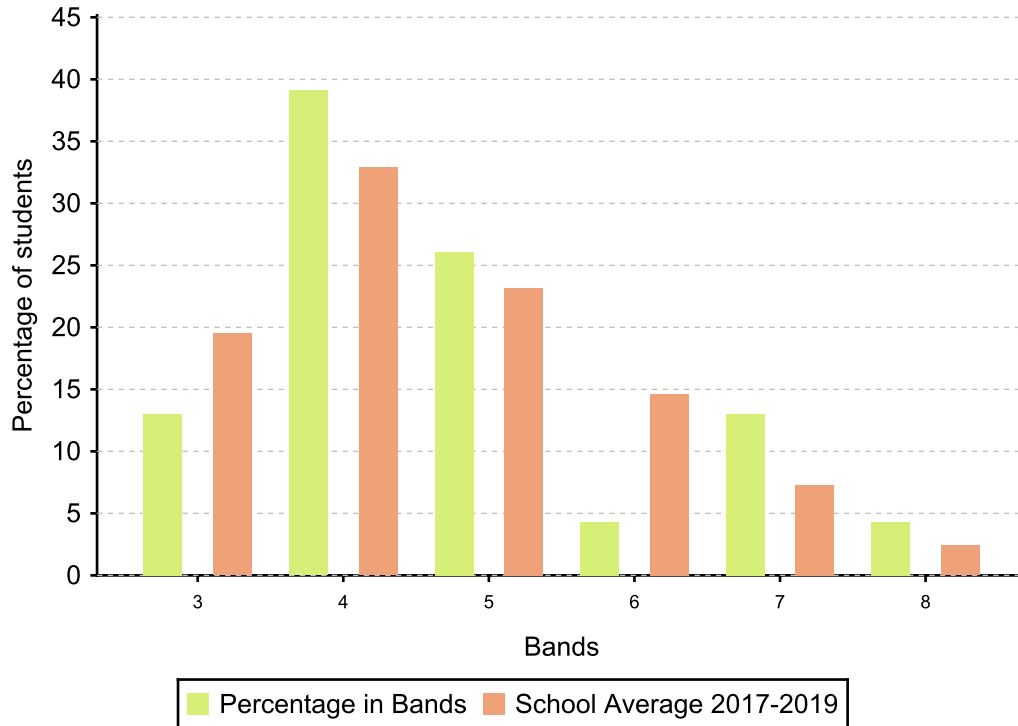
Year 3 Writing



| Band | 1 | 2 | 3 | 4 | 5 | 6 |
|------------------------|------|------|------|------|------|-----|
| Percentage of students | 24.0 | 20.0 | 32.0 | 12.0 | 12.0 | 0.0 |
| School avg 2017-2019 | 17.3 | 16 | 28 | 17.3 | 16 | 5.3 |

Percentage in bands:

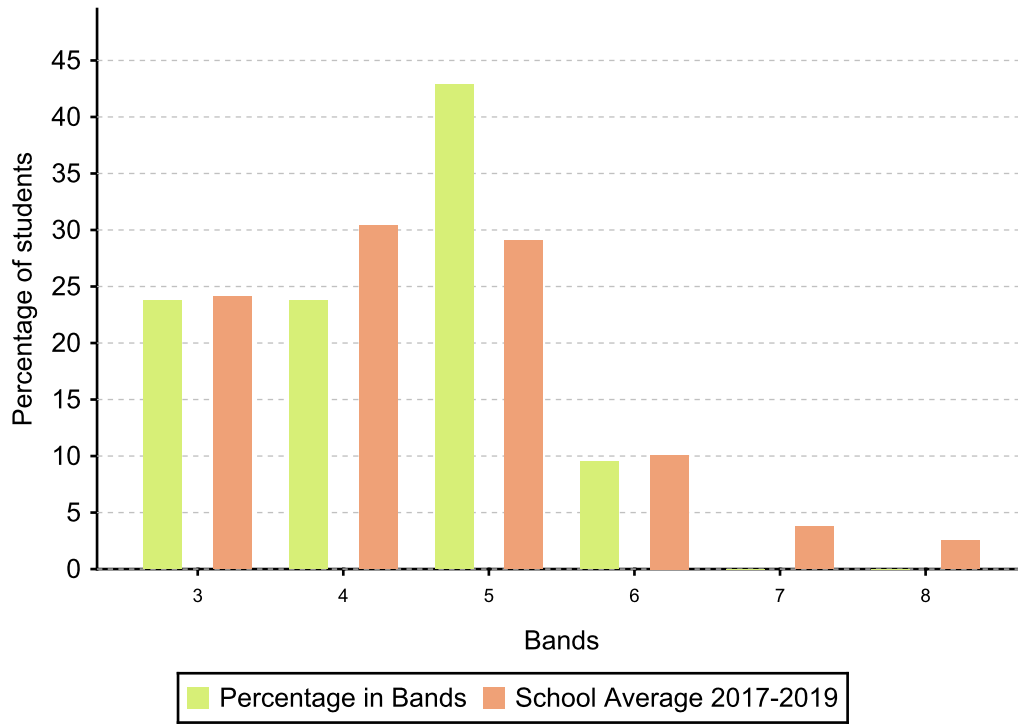
Year 5 Grammar & Punctuation



| Band | 3 | 4 | 5 | 6 | 7 | 8 |
|------------------------|------|------|------|------|------|-----|
| Percentage of students | 13.0 | 39.1 | 26.1 | 4.3 | 13.0 | 4.3 |
| School avg 2017-2019 | 19.5 | 32.9 | 23.2 | 14.6 | 7.3 | 2.4 |

Percentage in bands:

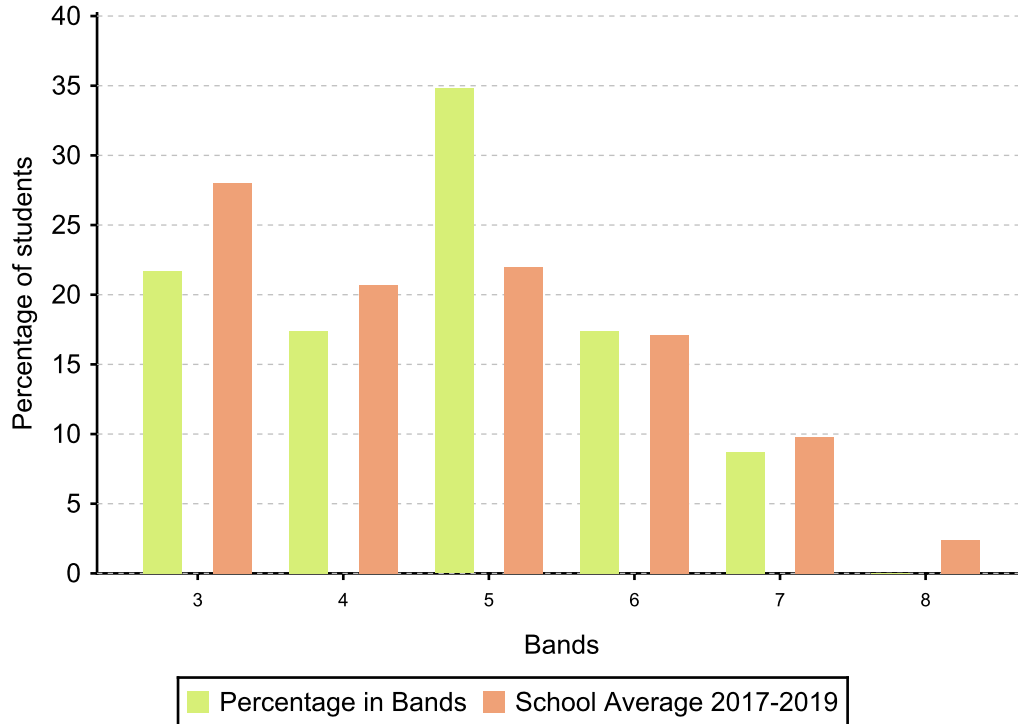
Year 5 Reading



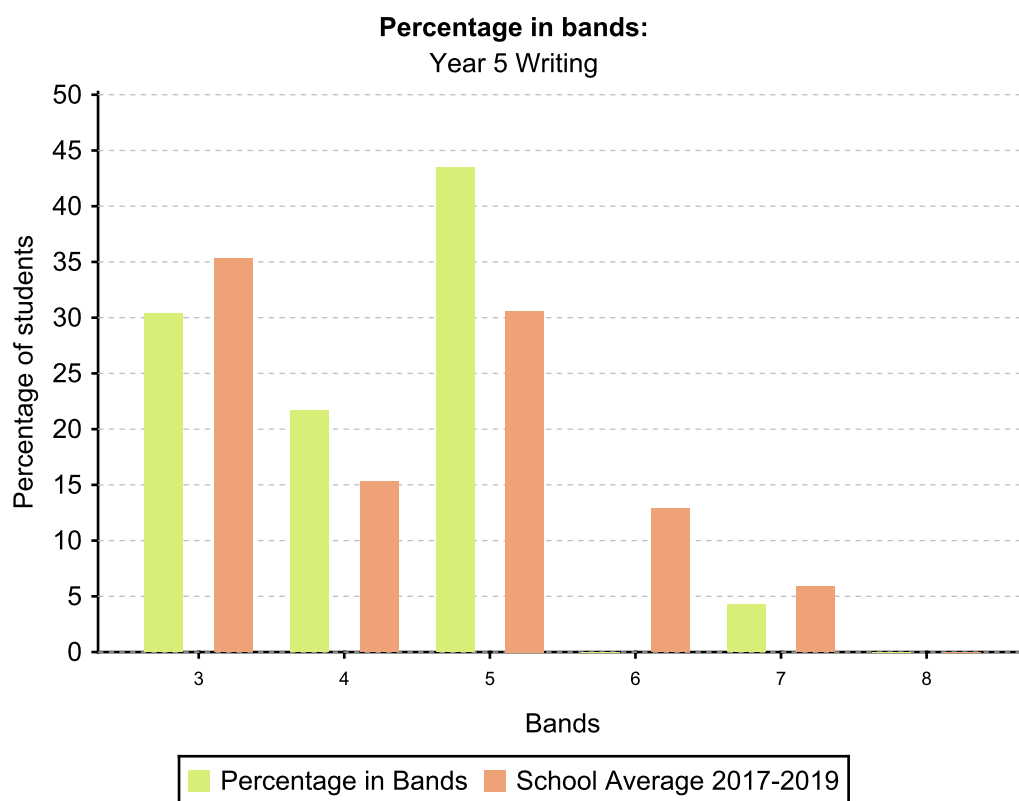
| Band | 3 | 4 | 5 | 6 | 7 | 8 |
|------------------------|------|------|------|------|-----|-----|
| Percentage of students | 23.8 | 23.8 | 42.9 | 9.5 | 0.0 | 0.0 |
| School avg 2017-2019 | 24.1 | 30.4 | 29.1 | 10.1 | 3.8 | 2.5 |

Percentage in bands:

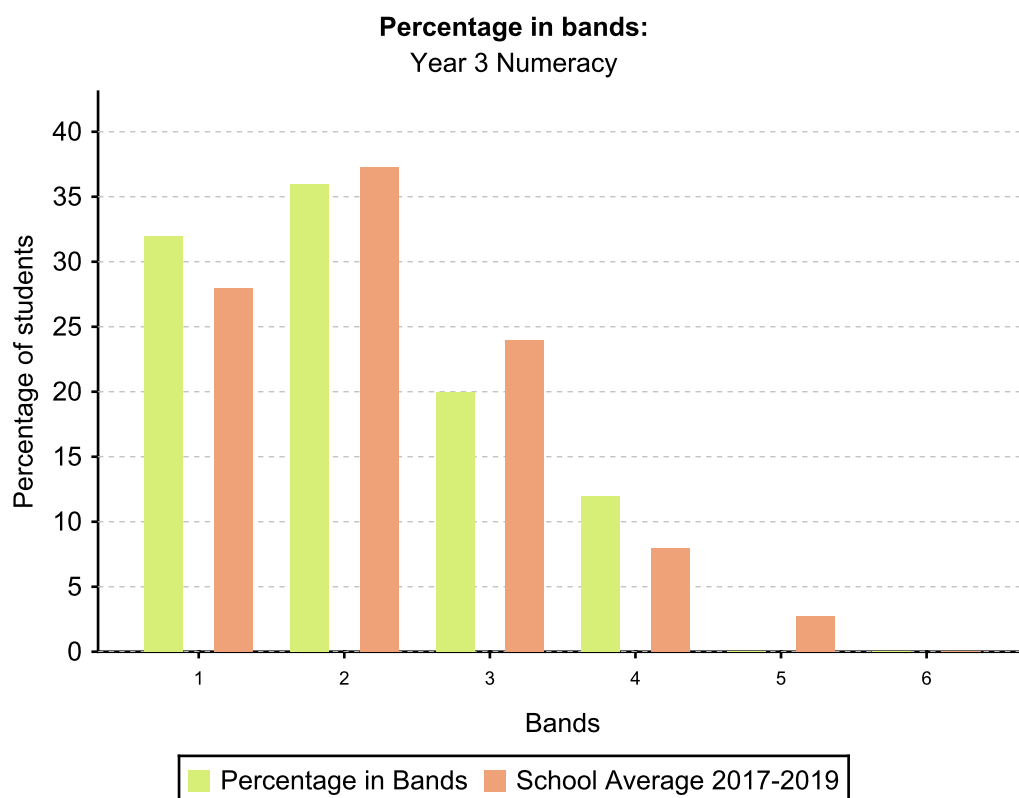
Year 5 Spelling



| Band | 3 | 4 | 5 | 6 | 7 | 8 |
|------------------------|------|------|------|------|-----|-----|
| Percentage of students | 21.7 | 17.4 | 34.8 | 17.4 | 8.7 | 0.0 |
| School avg 2017-2019 | 28 | 20.7 | 22 | 17.1 | 9.8 | 2.4 |

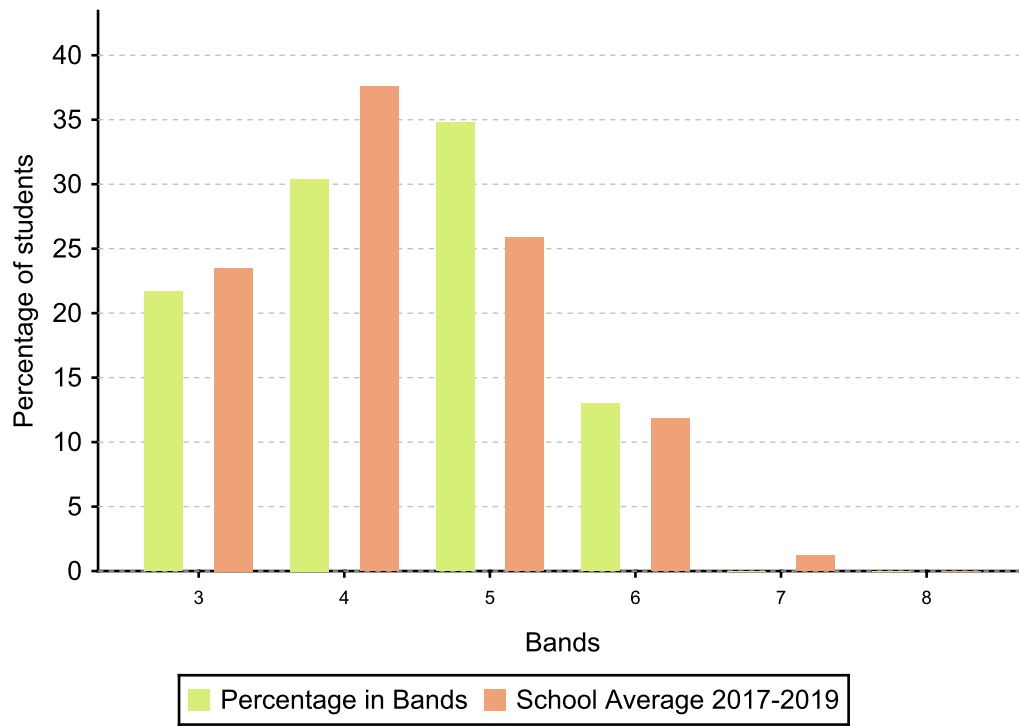


| Band | 3 | 4 | 5 | 6 | 7 | 8 |
|------------------------|------|------|------|------|-----|-----|
| Percentage of students | 30.4 | 21.7 | 43.5 | 0.0 | 4.3 | 0.0 |
| School avg 2017-2019 | 35.3 | 15.3 | 30.6 | 12.9 | 5.9 | 0 |



| Band | 1 | 2 | 3 | 4 | 5 | 6 |
|------------------------|------|------|------|------|-----|-----|
| Percentage of students | 32.0 | 36.0 | 20.0 | 12.0 | 0.0 | 0.0 |
| School avg 2017-2019 | 28 | 37.3 | 24 | 8 | 2.7 | 0 |

Percentage in bands:
Year 5 Numeracy



| Band | 3 | 4 | 5 | 6 | 7 | 8 |
|------------------------|------|------|------|------|-----|-----|
| Percentage of students | 21.7 | 30.4 | 34.8 | 13.0 | 0.0 | 0.0 |
| School avg 2017-2019 | 23.5 | 37.6 | 25.9 | 11.8 | 1.2 | 0 |

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2019 students, parents and staff participated in the Tell Them From Me feedback survey. The student survey measures factors that are known to affect academic achievement and other student outcomes. The 'Partners in Learning' Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. The 'Focus on Learning' Survey is a self-evaluation tool for teachers and schools on Drivers of Student Learning and Dimensions of Classroom and School Practices. Responses are presented below:

Students

76% students have friends at school they can trust and who encourage them to make positive choices

97% students believe that schooling is useful in their everyday life and will have a strong bearing on their future

89% students try hard to succeed in their learning

41% students are subjected to moderate to severe physical, social, or verbal bullying, or are bullied over the Internet

82% Aboriginal students feel good about their culture

77% students believe there is a teacher they can turn to if they are feeling upset/overwhelmed

81% students understand what is meant by a growth mindset

Parents

90% parents have talked to a teacher about their child's learning two or more times

100% parents believe their child will complete year 12

90% parents agree or strongly agree the school is well maintained

Staff

93% teachers seek out other teachers for support, their opinion on student matters

72% teachers feel they have the skills and confidence to meet the needs of students with disability or special needs.

In addition to the Tell Them From Me Survey parent and student feedback was sought around the current uniform and school logo. In Term 2 the P&C raised the possibility of making changes to the traditional school uniform colours. After consultation with the staff and uniform supplier, parents were offered the opportunity to vote for a change in uniform. In Term 3 both options for uniforms, one being the current green and gold and the second being a new red and black uniform option were presented to the parent body over the period of a week. 81% of the votes taken supported the move to a new school uniform in the colours of red and black. A few parents raised concern at the black shirt with red trim, citing heat as a concern. As such the P&C supported the decision to introduce a red shirt with black trim to ease these concerns. To support all families to fund this change in uniform the school agreed to supply all students with a new polo shirt with school logo and a new school jacket at no cost. The base of the uniform was kept as plain black to enable families to access affordable retail options. Additionally, the P&C voted to supply all students with a new school hat at no charge.

In Term 2 all students were surveyed around their understanding of the school logo. The majority of students did not know what the logo was or what it represented. A competition was held seeking students as the design voice. Elements of two designs submitted by Dezaray and Forgiveness (Year 6 2019 students) were combined with the windmill from the existing school logo to form the new school logo that will commence in 2020.

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.