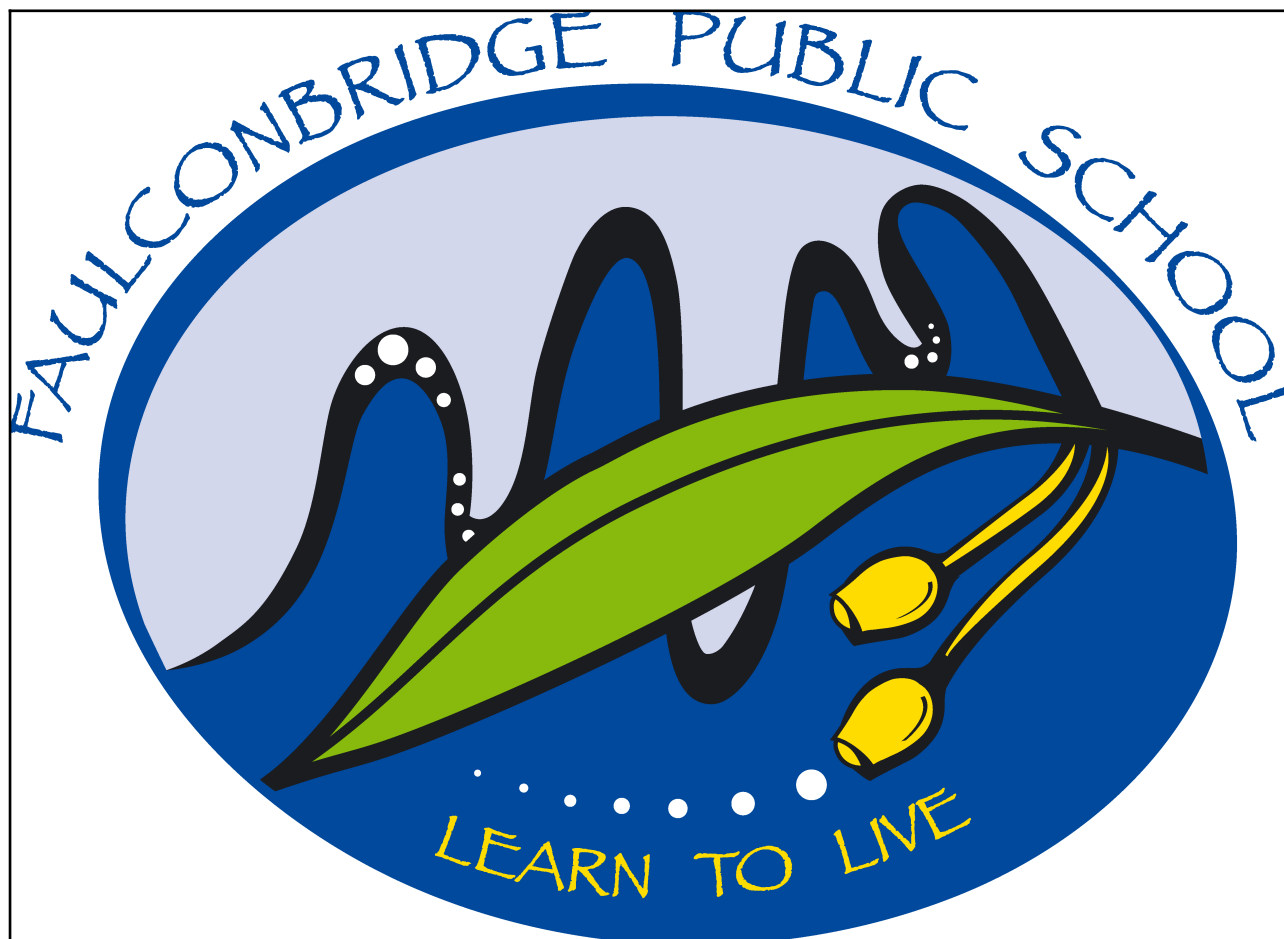


Faulconbridge Public School

2019 Annual Report



Introduction

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

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

School contact details

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School background

School vision statement

Learning to live in a safe engaging environment, inspiring innovative learners and positive growth for all.

School context

Faulconbridge Public School was established in 1965 and celebrated 50 years of operation in 2015. Our school prides itself in being a Federation school. Sir Henry Parkes named Faulconbridge after his mother Martha Faulconbridge. Faulconbridge is also home of the Corridor of Oaks – a place where past and present prime ministers of Australia plant a tree to commemorate their term of office. A monument of Sir Henry Parkes remains in Faulconbridge to this very day.

Faulconbridge Public school has a current enrolment of 333 students, across 13 stage based classes. We have 5% of students from language backgrounds other than English and 4% of students identify as Aboriginal or Torres Strait Islander.

Faulconbridge Public School has a highly dedicated staff that consistently focuses on providing quality educational programs. Staff work in four Stage Teams to develop teaching and learning programs led by Assistant Principals. Excellence is promoted across all areas of the curriculum and emphasis is placed on providing a broad range of learning opportunities to meet the needs of all students.

The school is committed to continuous improvement in teaching and learning. Our strategic directions for the 2018–2020 school plan continue the journey for our community, our learning and our wellbeing. The school's parent community is highly involved and there is an active P&C association which meets on a regular basis.

Self-assessment and school achievement

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

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

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

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

For more information about the School Excellence Framework:

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

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Our Community

Purpose

Improve communication systems to better engage the school community.

Improvement Measures

Increased authentic Aboriginal education engagement for all compared to early 2018 baseline data.

Increased effectiveness of school communication compared to 2018 baseline data.

Increased community engagement.

Progress towards achieving improvement measures

Process 1: Restructure and refine the school-wide methods of communication.

Evaluation	Funds Expended (Resources)
<p>The community information area has been completed with labels, pamphlet holders and a space for community members to view the information. The advertising of this space will occur in early 2020 when the new families are attending the school fulltime. The process for placing new information in the space needs to be finalised and communicated to the school staff to ensure a smooth operation and relevant information being placed in the space.</p> <p>The electronic notes trial has been carried over to 2020. The process of getting information on the legality of 'online' signatures and how to store them has held up the implementation of the trial.</p> <p>The assembly time change trial has been successful and will now be a permanent change.</p> <p>TTFM data indicates an increase of 1.0 to a score of 7.4 (NSW government norm being 6.6) on the questions 'parents are informed'.</p>	<p>Purchases included community noticeboard, pamphlet holders and our School E News Parent App subscription for email and SMS communication.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Local Decision Making (\$1200.00)

Process 2: Embed authentic Aboriginal perspectives into the curriculum and link with outside agencies.

Evaluation	Funds Expended (Resources)
<p>In 2019 we established a Koori Club for our Aboriginal and Torres Strait Islander students. One of their activities was to create an artwork for NAIDOC Day, which has been framed and displayed in the foyer of our school office. The students also led the school in our commemoration of Sorry Day. All Aboriginal and Torres Strait Islander students continued to develop their personalised learning pathways including cultural goals. An Aboriginal School Learning Support Officer was employed to support students with their goals. We continue to engage with local elders and the AECG as we move towards our goal of embedding Aboriginal perspectives into all areas of learning. One of our first steps has been to establish a 'Connection to Country' focus area in our staffroom which is regularly updated with new resources linked to curriculum implementation. We also initiated our first community Yarning Circle with parents.</p>	<p>This year funding supported the employment of our Aboriginal School Learning Support Officer, the framing of NAIDOC artwork, author/artist visit by Dub Leffler, teaching resources and Welcome to Country signage at the front gate.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Aboriginal background loading (\$9108.00)

Process 3: Increase community engagement through community learning and consultation.

Evaluation	Funds Expended (Resources)
<p>Three community meetings were held in 2019:</p>	<p>Resources included funding of</p>

Progress towards achieving improvement measures

- Resilience workshop;
- Got It (joint project with NSW Health) Anxiety Workshop; and
- Community consultation meeting.

These meetings were well attended and evaluations were positive. Results of the ongoing traffic consultation has resulted in initial works being booked in during the Summer school holidays to upgrade our bus bay area.

Feedback has been received from Blue Mountains City Council confirming safety works to be carried out around the perimeter of the school (the widening of the footpath) is scheduled for January 2020.

Other investigations will occur in early 2020 including:

- Pedestrian improvements (e.g. kerb ramp improvements);
- The circulation of traffic;
- Kiss and drop off locations / signage;
- Review of signage e.g. no stopping on intersections, kiss and drop, intersections;
- Review of line-marking – update if required.

The Triple P Parenting workshop series was facilitated at school and run by Mountains Outreach Community Service staff. Childminding was provided so that parents with toddlers could attend.

Tell Them From Me data indicated:

- an increase of 0.8 to a score of 7.9 (NSW government norm being 7.4) on the question 'Parents feel welcome'.
- A score increase of 0.8 to a score of 7.6 (NSW Government norm being 7.3) was achieved on the question 'School Supports Learning'.
- Increases in 'Inclusive school' and 'parents support learning at home' were also given.

Based on these results, the 'Our Community' initiatives are supporting an increase in community engagement.

Communication team to develop school based procedures for communication with the school community, hospitalities for Community Communication meetings and parent workshops.

Funding Sources:

- Local Decision Making (\$3000.00)

Next Steps

Our community team will continue to embed sustainable communication procedures within the school community using the school website, the school newsletter and the School ENews app. We will continue to offer parents opportunities to engage with the school through workshops and community communication meetings. In 2020 this team will have a greater emphasis on embedding Aboriginal Education into school curriculum and practices.

Strategic Direction 2

Our Learning

Purpose

Every student, every teacher, every leader will improve every year.

Improvement Measures

All students meet or exceed expected growth in literacy and numeracy.

All teachers use evidence informed practices.

School leaders demonstrate improved leadership practices compared to 2018 benchmark

Progress towards achieving improvement measures

Process 1: Student progress is effectively tracked across the school and effectively reported to parents.

Evaluation	Funds Expended (Resources)
<p>Assessment Schedule:</p> <p>Our assessment schedule was reviewed by each stage team. An updated school wide assessment schedule and accompanying scope and sequence is to be finalised and ready to use from day 1 2020.</p> <p>Mark It software has been purchased to support tracking and monitoring of student assessment data in 2020.</p> <p>A decision has been taken to purchase ACER PAT assessments – Reading, Maths and Spelling, to support consistency of judgement, and to triangulate student results.</p> <p>Reports:</p> <p>Report It software is now well established as the tool for reporting to parents. Teachers are now familiar with the software and reports are ready for parents in a timely manner.</p> <p>Our Reporting to Parents procedures and timelines are now consistent and adhered to.</p> <p>We are constantly looking for feedback from parents to improve this process.</p>	<p>Funding purchased subscriptions to Mark IT and Report IT, and released teachers to develop the assessment schedule.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$5400.00)

Process 2: All students will achieve academic progress in literacy and numeracy and all teachers will improve their formative assessment practices.

Evaluation	Funds Expended (Resources)
<p>Academic progress in literacy and numeracy, and teacher improvement in formative assessment was supported through our Quality Teaching, Successful Students (QTSS) funding this year.</p> <p>We began the year on Staff Development day by focusing on formative assessment practices, especially feedback. Stage teams then met each fortnight for a two hour block to look at student learning in relation to the formative assessment practices they were trialling in their rooms. <i>Visible Learning: Feedback</i> by John Hattie was purchased (10 copies) to support teachers professional reading and implementation of feedback practices. Other professional reading undertaken during QTSS including CESE documents: <i>What Works Best</i> and <i>Cognitive Load Theory</i>. QTSS time also</p>	<p>This staffing allocation was used to release stage teams to meet each fortnight for two hours to focus on learning.</p> <p>Other funding paid for teaching resources to support the implementation of Synthetic Phonics and Words Their Way.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Quality Teaching, Successful

Progress towards achieving improvement measures

supported teachers with their Performance and Development Goals and their observations of classroom practice. Lesson content was embedded through the introduction of Synthetic Phonics K–2 and Words Their Way (Spelling) in Year 3–6. These programs will continue into 2020. We would expect an implementation dip during the initial stages of implementing these approaches but are expecting improved results over time.

Students (QTSS) (\$60000.00)
• Socio-economic background (\$14000.00)

Process 3: Opportunities allow for building the capacity of leaders to drive the priorities of the school.

Evaluation	Funds Expended (Resources)
<p>Leadership capacity has been built and developed during 2019 for executive staff and aspiring leaders.</p> <p>Executive staff attended Learning Sprints training with Simon Breakspear to support the implementation of Strategic Direction 2 – Our Learning.</p> <p>Two executive team members were selected to participate in the Mastery of Teaching project to gain their accreditation at Highly Accomplished level. This will be completed in 2020.</p> <p>One Assistant Principal was supported to complete the NSW Primary Principals Association Principal Program, which included a school improvement leadership challenge.</p> <p>Two executive members of staff attended the 'Art of Leadership' professional learning to develop their leadership learning, interpersonal skills and self reflection processes.</p> <p>The principal attended conferences related to leading the strategic directions of the school and building the capacity of the leadership team.</p>	<p>Funds were used to pay for course fees and release teachers to attend professional learning courses.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Professional Learning (\$20000.00)

Next Steps

Our approach to QTSS will continue in 2020 with stage teams meeting fortnightly to focus on student learning.

School wide consistency of teaching strategies will be developed and supported through engagement with consultants and online teacher learning.

In 2020, an Assistant Principal will be released 2 days per week to work as an Instructional Leader. The focus will be the collation and use of student data to inform learning across the school.

Strategic Direction 3

Our Wellbeing

Purpose

We will enable students to be healthy, happy, engaged and successful in a safe, consistent and positive learning environment.

Improvement Measures

Classrooms focussed on learning with a continued decrease in behavioural interruptions compared to 2018 baseline data.

Overall improvement in levels of social, intellectual and institutional engagement, as compared to 2018 baseline data.

All students demonstrate Safe, Respectful, effective Learning behaviours across all school settings.

Progress towards achieving improvement measures

Process 1: Implement a whole-school integrated approach to student well-being in which students can connect, succeed and thrive at each stage of their schooling.

Evaluation	Funds Expended (Resources)
<p>The team worked hard this year to identify and prevent undesirable behaviours and increase the likelihood of appropriate playground behaviour. We purchased a new bell system, artificial grass to create a calm space, sand and toys for the sandpit, soccer goals for our K-2 students and wheelie-bins to provide students with access to sports equipment during lunch and recess breaks. STARS data indicates a 13% decrease in playground behaviour referrals when compared to term 1.</p> <p>Students were placed in Wellbeing Groups and met weekly to learn about our PBL rules, social skills, anti-bullying etc. The team spent considerable time developing a scope and sequence and accompanying lessons. Feedback from staff indicated that the lessons were a little 'PBL heavy'. As a result, we will review the scope and sequence and look to have our stage 3 students take on more of a leadership role in these lessons.</p> <p>We developed a 'Tier 2' implementation plan that we feel is realistic and sustainable in our current school setting. This will form a large part of next year's milestones and will hopefully result in a decrease in behavioural referrals when compared to 2018 baseline data.</p> <p>We had 3 staff members attend Tier 1 training (PBL). 85% of our permanent employees are now trained, meaning that we are well on our way to establishing a consistent approach to behaviour throughout the school.</p>	<p>Funding was used to release teachers to develop school wide resources and Tier 2 interventions, and for staff to attend PBL training.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$5000.00)

Process 2: Lead and initiate the review of school policies to support the engagement and full participation of all students.

Evaluation	Funds Expended (Resources)
<p>The Wellbeing team continued to review and implement the policies from the Wellbeing Framework to enable students to Connect, Succeed and Thrive during their time at Faulconbridge Public School.</p>	<p>Funding was used to release teachers to review school wide implementation of DoE policies related to the Wellbeing Framework.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$4000.00)

Next Steps

Tier 2 Interventions will continue into 2020 with implementation being refined in response to need.

The Wellbeing team will also continue to review our policy implementation under the umbrella of the Wellbeing Framework.

The team will also begin to evaluate our current processes and implementation to inform future planning.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<ul style="list-style-type: none"> • Aboriginal Learning and Support Officer, 2 days a week during Semester 2 • Delivering Education Better PD T2 Course Costs—\$450 and casual cost • Welcome to Country Signage—Cost—\$1086.80 • Framed NAIDOC Artwork—Cost—\$286.00 Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$9 108.00) 	<p>In 2019 we established a Koori Club for our Aboriginal and Torres Strait Islander students. One of their activities was to create an artwork for NAIDOC Day, which has been framed and displayed in the foyer of our school office. The students also led the school in our commemoration of Sorry Day. All Aboriginal and Torres Strait Islander students continued to develop their personalised learning pathways including cultural goals. An Aboriginal School Learning Support Officer was employed to support students with their goals. We continue to engage with local elders and the AECG as we move towards our goal of embedding Aboriginal perspectives into all areas of learning. One of our first steps has been to establish a 'Connection to Country' focus area in our staffroom which is regularly updated with new resources linked to curriculum implementation. We also initiated our first community Yarning Circle with parents.</p>
English language proficiency	Funding Sources: <ul style="list-style-type: none"> • English language proficiency (\$11 766.00) 	<p>In 2019, a new staff member was trained in using the EAL/D learning progressions and then provided professional development to the staff in completing the EAL/D survey.</p> <p>Language learning support was also provided to Emerging and Developing students through the employment of a School Learning Support Officer.</p>
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$28 594.00) 	<p>Our ongoing commitment to meeting the needs of all students ensures the ongoing employment of School Learning Support Officers (SLSO). Students requiring learning support are provided with SLSO time in class. The school's Learning Support Team meet weekly to review the needs of students and distribute this finite resource equitably across the range of student needs. It is also responsive to needs as they arise.</p> <p>Teachers have been released to participate with students and parents in the development of individual education plans. Teachers have also participated in professional learning to support specific children, particularly relating to autism, anxiety and behaviour management.</p>
Quality Teaching, Successful Students (QTSS)	<p>This staffing allocation was used to release stage teams to meet each fortnight for two hours to focus on learning.</p> Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$60 000.00) 	<p>Stage teams met each fortnight for a two block to look at student learning in relation to the formative assessment practices they were trialling in their rooms. <i>Visible Learning: Feedback</i> by John Hattie was purchased (10 copies) to support teachers professional reading and implementation of feedback practices. Other professional reading undertaken during QTSS including CESE documents: <i>What Works Best</i> and <i>Cognitive Load Theory</i>. QTSS time also supported teachers with their Performance and Development Goals and their observations of</p>

Quality Teaching, Successful Students (QTSS)	<p>This staffing allocation was used to release stage teams to meet each fortnight for two hours to focus on learning.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$60 000.00) 	<p>classroom practice. Lesson content was embedded through the introduction of Synthetic Phonics K–2 and Words Their Way (Spelling) in Year 3–6. These programs will continue into 2020. We would expect an implementation dip during the initial stages of implementing these approaches but are expecting improved results over time.</p>
Socio–economic background	<p>Funding supported the implementation of all 3 strategic directions including professional learning, assessment and reporting, teaching resources and wellbeing initiatives.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio–economic background (\$24 000.00) 	<p>Our Socio Economic Background funding supported all 3 strategic directions including professional learning, assessment and reporting, teaching resources and wellbeing initiatives.</p> <p>Please see previous comments within each strategic direction.</p>
Support for beginning teachers	<p>Not all funds were expended in 2019.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$9 177.87) 	<p>During 2019 we had one beginning teacher in a temporary teaching position job sharing a class for 3 days a week. This teacher participated in some professional learning and used some funding to work with more experienced colleagues. This teacher now has a temporary position in another school.</p>
Community Consultation Project	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Local Decision Making (\$4 675.00) 	<p>Three community meetings were held in 2019:</p> <ul style="list-style-type: none"> • Resilience workshop; • Got It (joint project with NSW Health) Anxiety Workshop; and • Community consultation meeting. <p>These meetings were well attended and evaluations were positive. Results of the ongoing traffic consultation has resulted in initial works being booked in the Summer school holidays to upgrade our bus bay area.</p> <p>Feedback has been received from Blue Mountains City Council confirming safety works to be carried out around the perimeter of the school (the widening of the footpath) is scheduled for January 2020.</p> <p>Other investigations will occur in early 2020 including:</p> <ul style="list-style-type: none"> • Pedestrian improvements (e.g. kerb ramp improvements); • The circulation of traffic • Kiss and drop off locations / signage; • Review of signage e.g. no stopping on intersections, kiss and drop, intersections; • Review of line–marking – update if required. <p>The Triple P Parenting workshop series was facilitated at school and run by Mountains Outreach Community Service staff. Childminding was provided so that parents with toddlers could attend.</p> <p>Tell Them From Me data indicated:</p> <ul style="list-style-type: none"> • an increase of 0.8 to a score of 7.9 (NSW

Community Consultation Project	Funding Sources: <ul style="list-style-type: none"> Local Decision Making (\$4 675.00) 	<p>government norm being 7.4) on the question 'Parents feel welcome'.</p> <ul style="list-style-type: none"> A score increase of 0.8 to a score of 7.6 (NSW Government norm being 7.3) was achieved on the question 'School Supports Learning'. Increases in 'Inclusive school' and 'parents support learning at home' were also given. Based on these results, the 'Our Community' initiatives are supporting an increase in community engagement.
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Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	158	163	173	186
Girls	160	156	149	146

Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.5	94.8	94.2	95.2
1	93.7	95.2	91.6	92.6
2	94.4	93.6	92.4	92.3
3	94.4	94	93	91.5
4	94.6	92.9	94.4	92.4
5	94.4	94.5	91.8	92.7
6	95	92.9	92.1	93
All Years	94.6	94	92.8	92.8
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)	11.58
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
School Counsellor	1
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	413,763
Revenue	3,281,010
Appropriation	3,024,683
Sale of Goods and Services	3,124
Grants and contributions	250,362
Investment income	2,840
Expenses	-3,380,790
Employee related	-2,885,508
Operating expenses	-495,282
Surplus / deficit for the year	-99,781

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	154,326
Equity Total	148,688
Equity - Aboriginal	5,894
Equity - Socio-economic	24,262
Equity - Language	11,766
Equity - Disability	106,765
Base Total	2,319,455
Base - Per Capita	75,554
Base - Location	0
Base - Other	2,243,901
Other Total	313,354
Grand Total	2,935,823

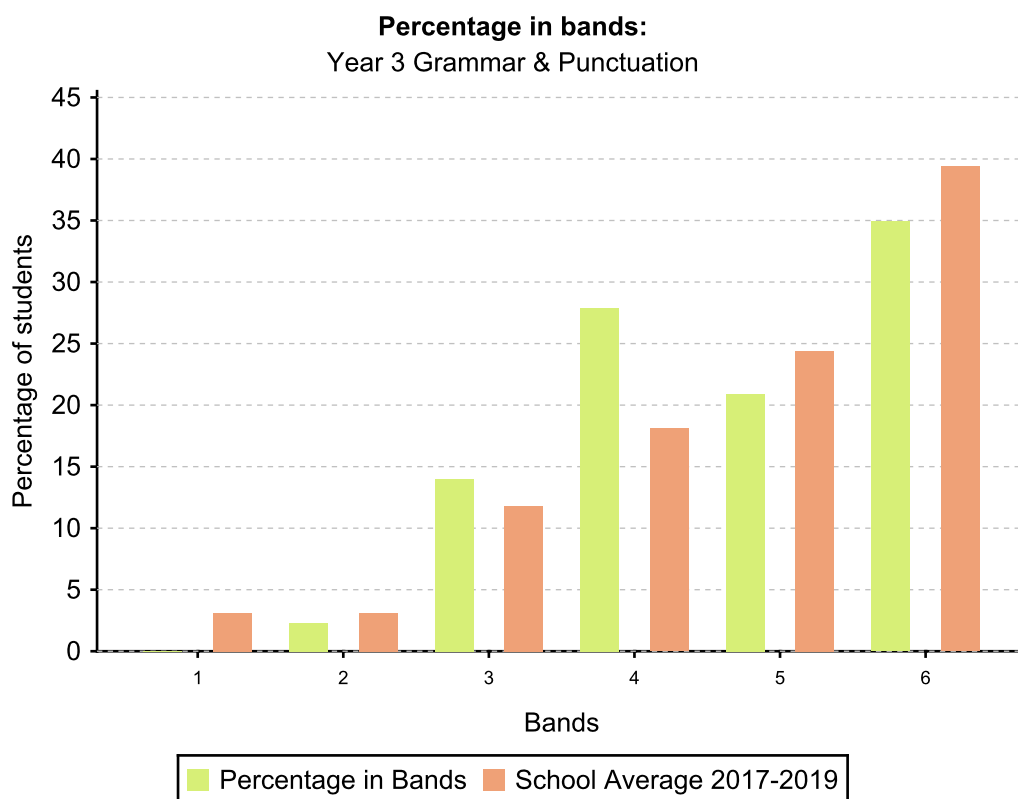
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

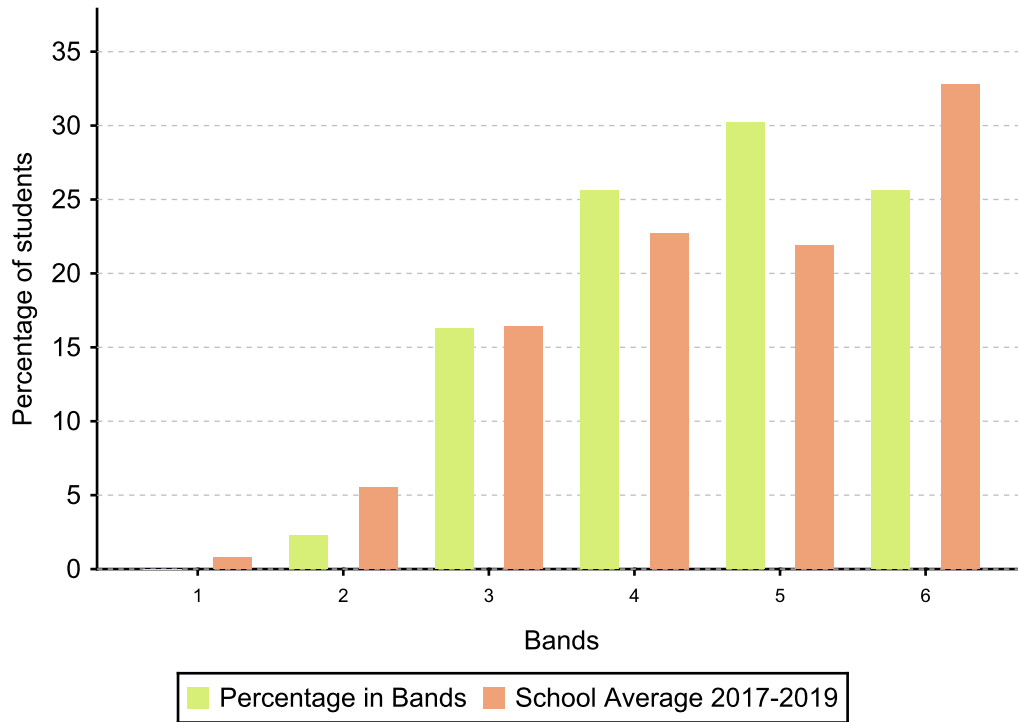
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison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



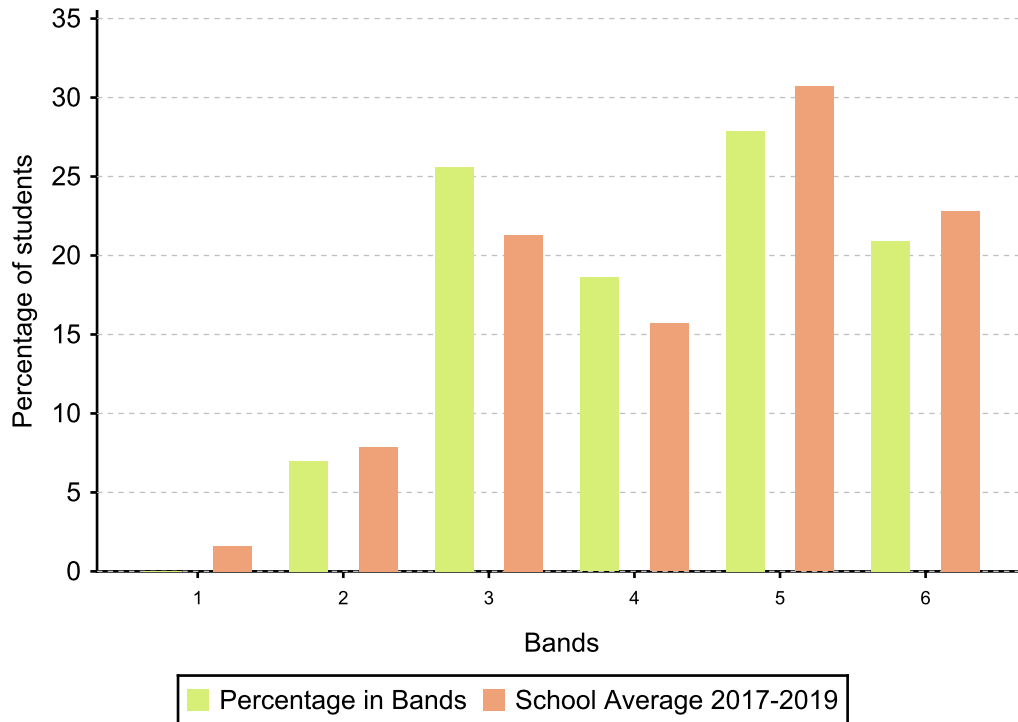
Band	1	2	3	4	5	6
Percentage of students	0.0	2.3	14.0	27.9	20.9	34.9
School avg -2019	3.1	3.1	11.8	18.1	24.4	39.4

Percentage in bands:
Year 3 Reading



Band	1	2	3	4	5	6
Percentage of students	0.0	2.3	16.3	25.6	30.2	25.6
School avg -2019	0.8	5.5	16.4	22.7	21.9	32.8

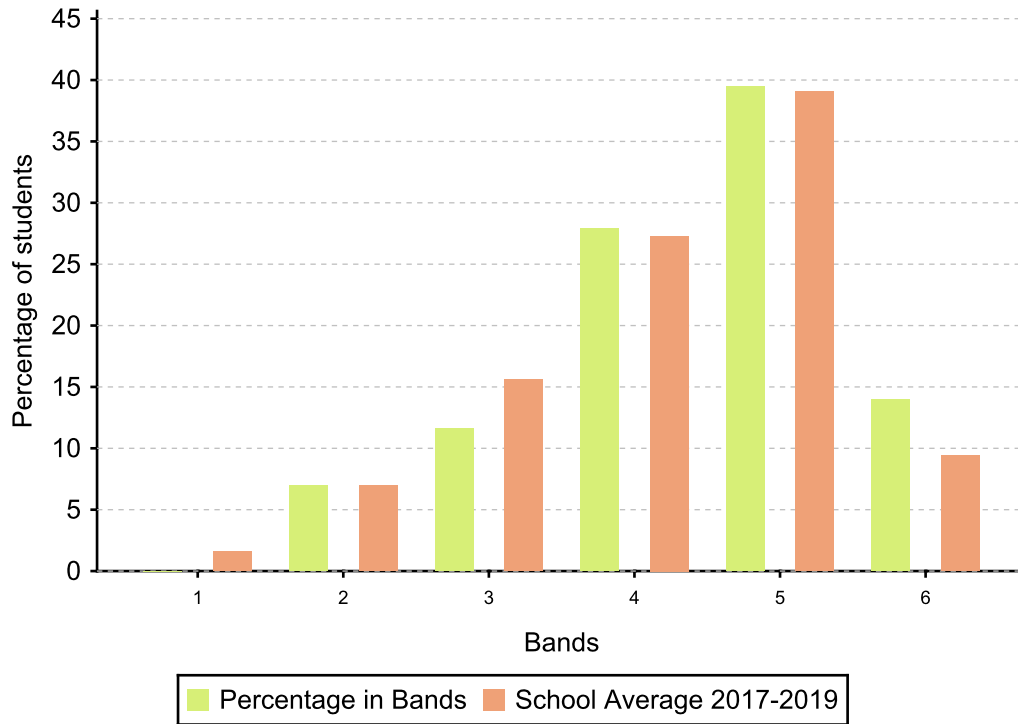
Percentage in bands:
Year 3 Spelling



Band	1	2	3	4	5	6
Percentage of students	0.0	7.0	25.6	18.6	27.9	20.9
School avg -2019	1.6	7.9	21.3	15.7	30.7	22.8

Percentage in bands:

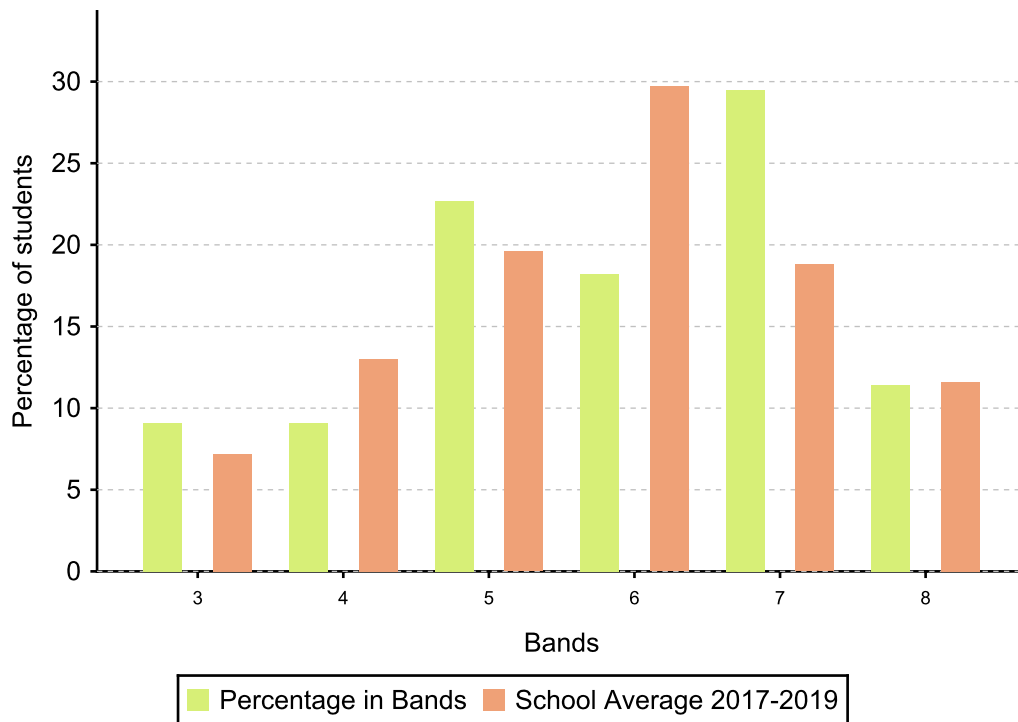
Year 3 Writing



Band	1	2	3	4	5	6
Percentage of students	0.0	7.0	11.6	27.9	39.5	14.0
School avg -2019	1.6	7	15.6	27.3	39.1	9.4

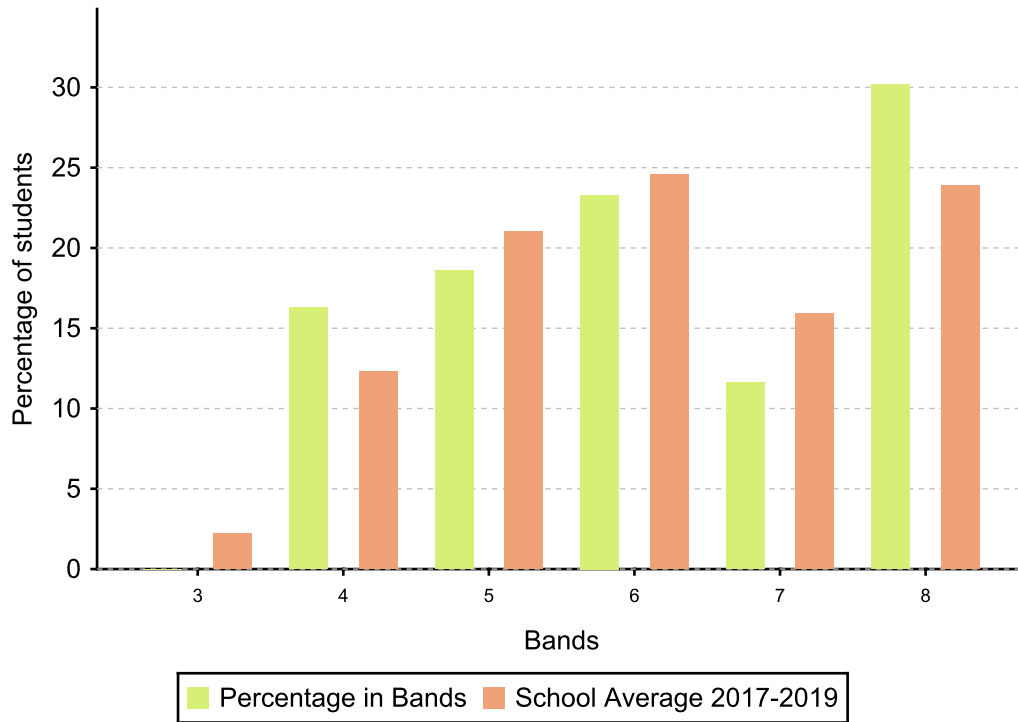
Percentage in bands:

Year 5 Grammar & Punctuation



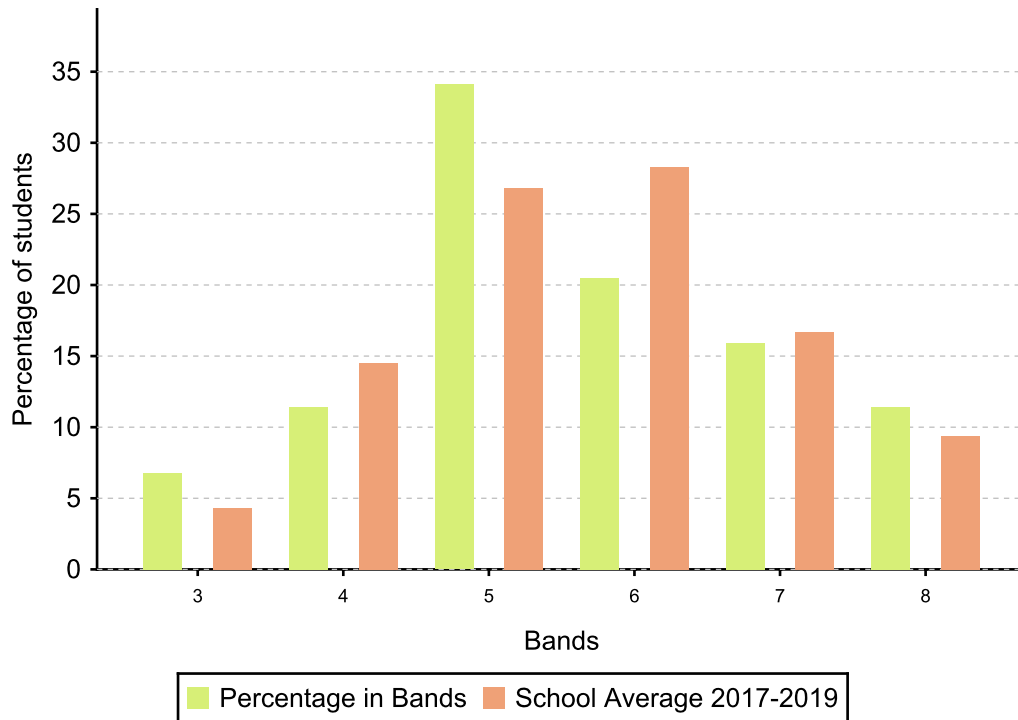
Band	3	4	5	6	7	8
Percentage of students	9.1	9.1	22.7	18.2	29.5	11.4
School avg -2019	7.2	13	19.6	29.7	18.8	11.6

Percentage in bands:
Year 5 Reading



Band	3	4	5	6	7	8
Percentage of students	0.0	16.3	18.6	23.3	11.6	30.2
School avg -2019	2.2	12.3	21	24.6	15.9	23.9

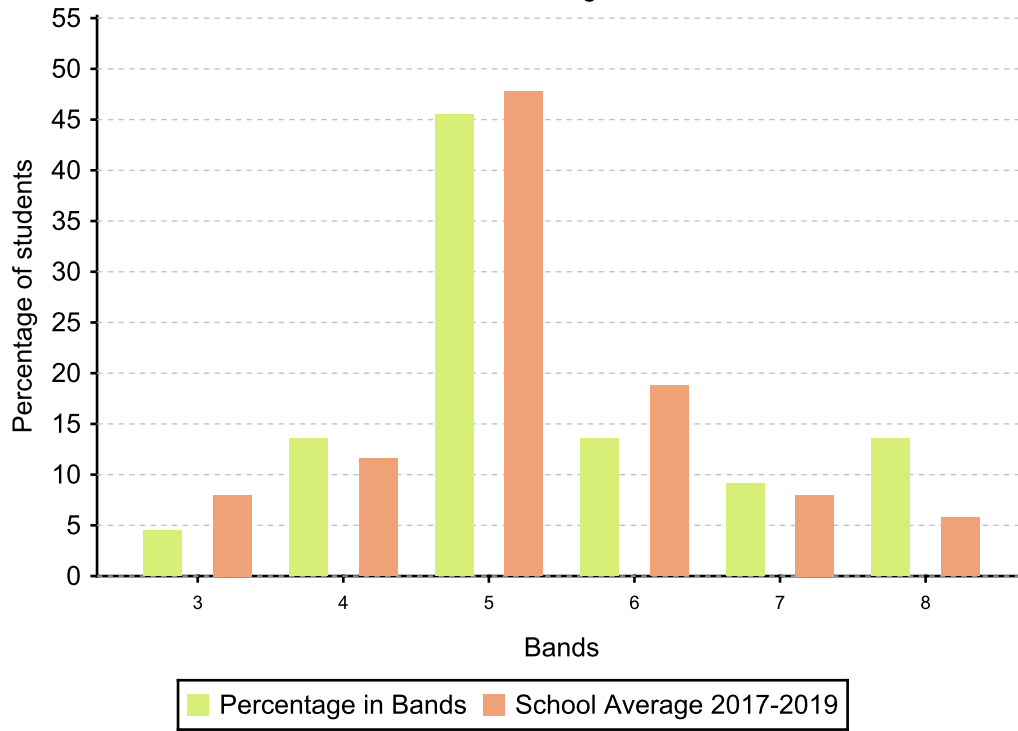
Percentage in bands:
Year 5 Spelling



Band	3	4	5	6	7	8
Percentage of students	6.8	11.4	34.1	20.5	15.9	11.4
School avg -2019	4.3	14.5	26.8	28.3	16.7	9.4

Percentage in bands:

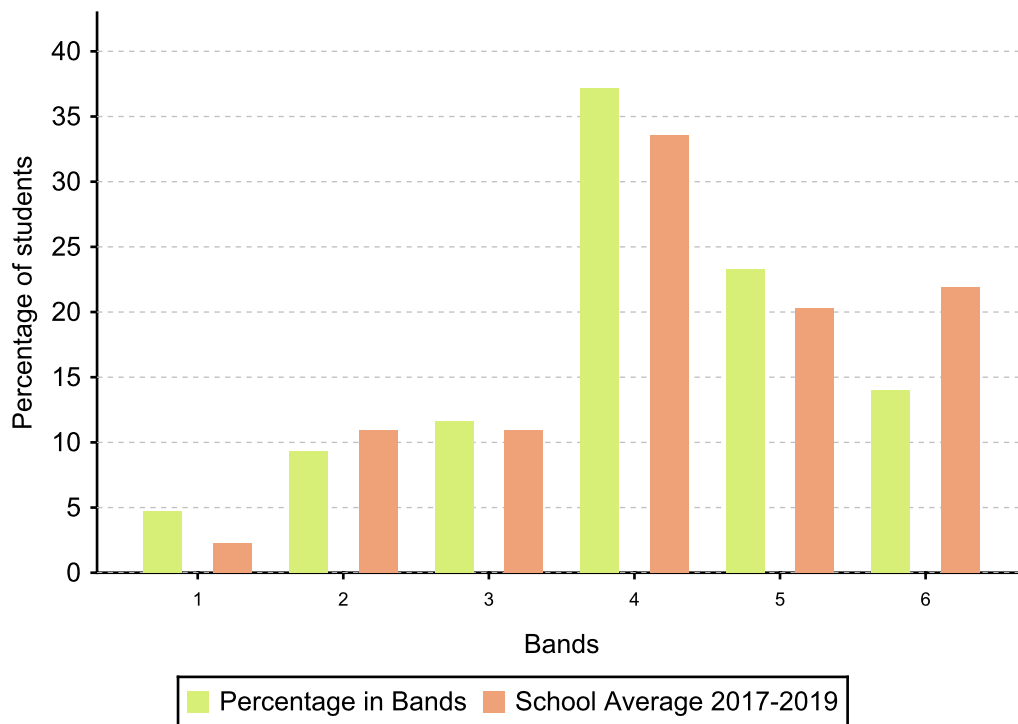
Year 5 Writing



Band	3	4	5	6	7	8
Percentage of students	4.5	13.6	45.5	13.6	9.1	13.6
School avg -2019	8	11.6	47.8	18.8	8	5.8

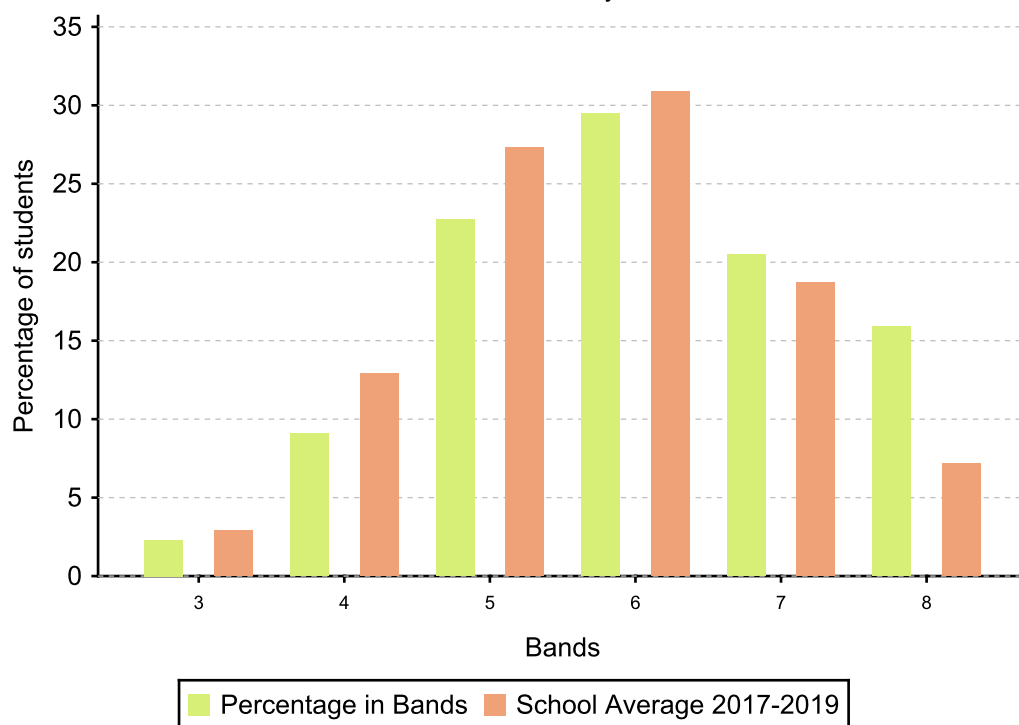
Percentage in bands:

Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	4.7	9.3	11.6	37.2	23.3	14.0
School avg -2019	2.3	10.9	10.9	33.6	20.3	21.9

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	2.3	9.1	22.7	29.5	20.5	15.9
School avg -2019	2.9	12.9	27.3	30.9	18.7	7.2

Parent/caregiver, student, teacher satisfaction

Parent/caregiver, student and teacher satisfaction information is gathered through the Tell Them From Me (TTFM) surveys each year.

In 2019, 41 parents responded to the TTFM survey opportunity. This represents approximately 20% of our families. The parent survey showed upwards trends across all areas measured, and we were regularly rated above the state government norm. Parents feel welcome at school, are kept informed and they support learning at home. Parents believe that the school supports learning and positive behaviour, and that the school is safe and inclusive. More than 60% of respondents spoke with class teachers at least three times across the year and also attended school community meetings at least three times across the year.

96 students across Years 4, 5 and 6 completed the TTFM student survey in October. This survey showed upward trends for positive relationships at school, valuing school outcomes and putting effort into their learning. We saw an improvement in the measure of advocacy at school, where students feel they have someone at school who consistently provides encouragement and can be turned to for advice. The majority of students identified that teachers were engaging in explicit teaching practices and formative assessment during lessons.

11 teachers completed the TTFM survey in October. There was improvement across all measures, and significant improvement in the areas of collaboration and leadership. Over 80% of respondents identified that the school leaders are leading improvement and change, and that they clearly communicate their strategic vision and values for our school.

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.