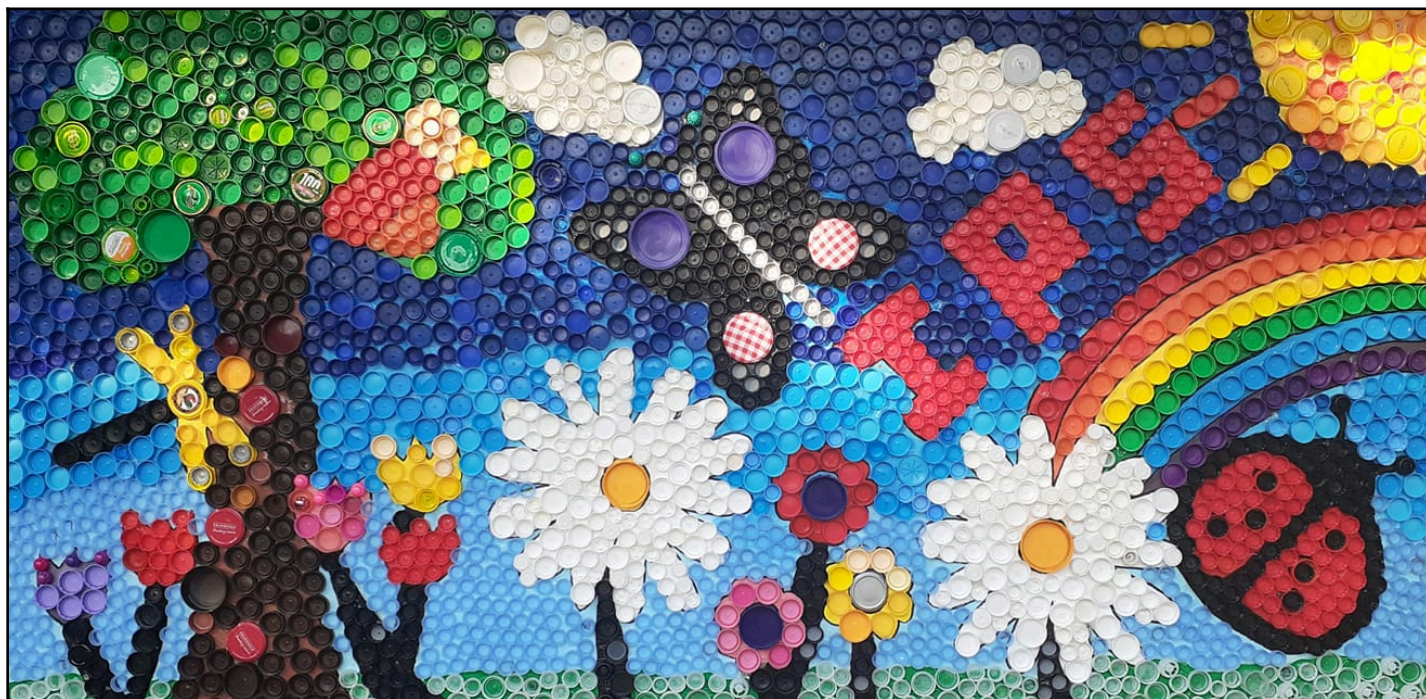


# Irrawang Public School

## 2019 Annual Report



4372

## Introduction

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

Irrawang Public School  
Geer St  
Raymond Terrace, 2324  
[www.irrawang-p.schools.nsw.edu.au](http://www.irrawang-p.schools.nsw.edu.au)  
[irrawang-p.school@det.nsw.edu.au](mailto:irrawang-p.school@det.nsw.edu.au)  
4987 2403

### Message from the principal

This year marks 4 years since I became your principal and what an incredible journey that has been.

In that time all of you have taught me how to grow and improve as a principal and I thank you for that.

Our school is considered 'complex', in the eyes of the Department of Education. This is due to the context of our school and community, the fact that we have an amazing on site community centre in Thou Walla, we have a beautiful preschool, we have 3 inclusive support classes and we have 13, to be 14 next year, mainstream classes. To me, this complexity simply gives me a challenge to find more opportunities to improve our school and our kids, not only academically, but socially and emotionally as well.

Earlier this term, we were identified as a turnaround school, one of only six in NSW. We were identified as a school who have decided that they can't keep responding in the same way and expecting different outcomes, they saw that we are changing our game, developing new strategic approaches to the way we support our students. We have shown this in numerous ways, some of which being that our NAPLAN results have continued to rise every year over the last 3 years, our PBL and wellbeing strategies are now considered best practice with other schools coming to learn from us and our processes and practices within our school are continually being acknowledged, observed by others and praised.

Not only is this a fabulous reflection on the hard work from our staff here at IPS, but also the dedication from our students and of course the support from our parents and carers.

I look forward to another fabulous year at Irrawang in 2020.

### Message from the school community

As 2019 comes to a close, it is important to celebrate our successes and reflect on what needs to be improved on. I am incredibly honoured to be a part of the P&C and want to thank all families, staff and community members who contributed throughout the year. This year we had an amazing colour run and created our first cookbook to continue our fundraising goals to provide new and improved equipment to Irrawang. We have been successful in a grant through Meryl Swanson that will see a canteen renovation throughout 2020. We continue to work on goal of fostering communication between the school and community. To all our Year 6 students and their families I wish you every success in high school. To all our new students and families; welcome, we look forward to working together in 2020. To our Principal Stacy Mathieson, thank you for once again supporting the P&C in achieving our goals and look forward to working with you in 2020 on beyond.

Samantha Winter

President

IPS P&C

## Message from the students

Where do we begin, this year has been legendary. Spending our time with the amazing people I've grown up with since day one. Out of the seven years we've been here at Irrawang Public School, this one was the most extraordinary! Filled with outrageous times and lifelong memories.

It has been an awesome year with all of year 6 and the committed teachers that have supported us in all we do. You have made it the best year of primary school. We are sad to leave, but look forward to even bigger adventures ahead. Life goes on and we will always remember all of you. Thank you to all of my class mates for the STAR leader duties, COLA rock, Canberra Camp, Carnivals and many more memories that I can't even count. We have worked with awesome leadership team that have made being captains a much easier job.

Thank you to all the teachers who have helped teach and guide all of us throughout our primary school years. Mrs Mathieson for being a great principal. The year six teachers Mr Macdonald, Ms Ping and Ms Finch for getting us through.

Ms Lynch for being the bubbly librarian teacher that she is.

And of course Ms Brady for being there when anything got tough.

Also a big thank you to all teachers for your support.

I hope all of the year six students have enjoyed their year as much as we have.

To all of our peers in year 6 heading off to High School. Let's take this adventure on together. No matter what it's a fresh start and we can be whoever we want to be. We will always be here for each other and High School is just another step in our life long journey.

So finally, I would like to say farewell to Irrawang Public School, it's been a blast! Thanks for the memories!

Phoebe Low and Will Swan

2019 School Captains.

## School background

### School vision statement

Irrawang Public School (IPS) is dedicated to providing quality academic, cultural, sporting and performing arts opportunities in a 21st Century environment. We promote confidence, respect and success in our students, staff and community members.

### School context

Irrawang Public School, located in Raymond Terrace, is classified as a P3 school. In 2019 the school's enrolment was 394, 34% of these students identified as being of Aboriginal or Torres Strait Islander descent. The school has a non-teaching Principal and four Assistant Principals. Through the Early Action for Success initiative an Instructional Leader was appointed at the end of 2012. Our Family Occupation and Education Index (FOEI) currently sits at a value of 175. All staff meet the professional requirements for teaching in NSW public schools. The school supports a Department of Education Preschool, Special Education Unit (3 classes – IO/IM/ED) and Schools as Community Centres (SaCC) program (Thou Walla).

Our school implements a range of strategies to maximise success for all students, including Positive Behaviour for Learning (PBL), Personalised Learning Plans, Individual Education Plans, Behaviour Management Plans, Students are able to access additional academic, sporting and performing arts programs and our strong focus on programs to support Aboriginal Students is always paramount. At Irrawang Public School our mission is to 'Play our Part' from Preschool to Year Six for all students.

## Self-assessment and school achievement

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

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

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

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

For more information about the School Excellence Framework:

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

### Self-assessment using the School Excellence Framework

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



## Strategic Direction 1

### Teaching and Learning

#### Purpose

At IPS, we have passionate and skilled teachers who collaboratively engage in effective teaching and reflective and innovative practices to plan for ongoing learning experiences to optimise student success.

#### Improvement Measures

By 2020, 55% of Year 5 students attain 'at or above expected growth' in Reading and Numeracy – as measured by NAPLAN data. 2019 NAPLAN Reading 42% and Numeracy 61% at or above expected growth.

[Baseline data: 2016–2018 3yr average is Reading 43.3% and Numeracy 47.7%. 2020 data will be harvested from 2019–2020 2 yr average NAPLAN data]

100% of student are tracked, monitored and have shown growth on the Grammar, Spelling and Punctuation progressions annually.

[Baseline data will be formed from Spelling initially]

#### Progress towards achieving improvement measures

##### Process 1: High Level Professional Learning

All staff have access to TPL focusing on the most relevant aspects taken from TEN and L3 programs.

All staff have ongoing TPL on the Learning Progressions.

Evaluation	Funds Expended (Resources)
<p>1. By 2020, 55% of Year 5 students attain 'at or above expected growth' in Reading and Numeracy – as measured by NAPLAN data. Current data is 43% of students showed expected growth in reading, and 62% of students showed expected growth in numeracy.</p> <p>2. 100% of students are tracked, monitored and have shown growth on the Spelling progressions annually. 100% of students (inclusive of Support classes) are being tracked and monitored on the spelling progression. This data will drive programming, planning and training in 2020.</p> <p>All staff and SLSOs have engaged in relevant, timely and meaningful professional learning over 2019. This PL is embedded into regular practice to achieve our school wide improvement measures.</p>	<p>NIL for End Term 4.</p> <p>Total for 2019 – \$29,900</p> <p>See Key Funding Initiatives for funding sources.</p>

##### Process 2: Literacy and Numeracy Intervention Systems

High level targeted intervention utilising SLSOs, Intervention Team and data analysis to drive differentiation.

Evaluation	Funds Expended (Resources)
<p>100% of student are tracked, monitored and have shown growth on the Spelling progression. This will continue to be an area of focus for 2020 as we have started the process of a whole school approach to teaching spelling and grammar.</p> <p>By 2020, 55% of Year 5 students attain 'at or above expected growth' in Reading and Numeracy – as measured by NAPLAN data.</p>	<p>NIL for End Term 4.</p> <p>Total for 2019 – \$614,505.00</p> <p>See Key Funding Initiatives for funding sources.</p>

## Progress towards achieving improvement measures

High level targeted intervention occurred utilising SLSOs, Intervention Team and data analysis which drove differentiation. All staff accessed TPL focusing on the most relevant aspects taken from TEN and L3 programs. All staff had ongoing TPL on the Learning Progressions. Staff feel competent and confident in using Learning Progressions and the most effective strategies for improved learning outcomes.

### Process 3: Early Intervention

Early childhood staff collaborate around all aspects of our service to embed the standards from National Curriculum Early Years Learning Framework into a sustainable model of excellence .

Evaluation	Funds Expended (Resources)
Early childhood staff collaborated around all aspects of our service to embed the standards from National Curriculum Early Years Learning Framework into a sustainable model. Our preschool teacher completed over 50% of her Uni degree which was an early Learning requirement. This will be 100% completed by early term 1, 2020. Assessment and Rating findings showed: QA1-W, QA2-W, QA3-M, QA4-M, QA5-W, QA6-M, QA&-M. In 2020 we will be looking towards continuous improvement practices and working closely with the P-2 Initiatives Officer.	<p>Early Learning conference 5/3 casual replacement – \$500.00</p> <p>DIY Road Safety Workshop 6/3 casual replacement –\$500.00</p> <p>Kinderloop activation for all non ATSI students (Department covers costs for ATSI students – \$343.20</p> <p>Preschool readiness days and programming day 30/4–3/5 and 29/5. Cost is 5 casual days \$2500.00</p> <p>School additional contribution to the preschool enhancement grant of \$22,718 (\$50,000 from Dept)</p> <p>Preschool readiness days CT and SLSO 29/7–31/7. 3 days CT \$1500 for casual, SLSO \$870 for casual.</p> <p>Casual relief day for network meeting– \$500</p> <p>Total for 2019 – \$29,431.20</p> <p>See Key Funding Initiatives for funding sources.</p>

### Next Steps

At IPS, for 2020, we will continue to have passionate and skilled teachers who collaboratively engage in effective teaching and reflective and innovative practices to plan for ongoing learning experiences to optimise student success.

## Strategic Direction 2

### Wellbeing

#### Purpose

At IPS, there is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all stakeholders so they can connect, succeed and thrive.

#### Improvement Measures

By 2020 85% of parents feel welcome and informed in an inclusive school, as reported through the Tell Them From Me parent survey.

[Baseline data for a 2016–18 3 yr average shows that it is currently at 76%. 2020 data will be harvested from the TTFM parent survey results from 2019–2020 2 yr average]

School expectations of behaviour result in positive wellbeing and respectful relationships amongst students, staff and community members with a minimum of 85% of students displaying Tier 1 behaviours.

#### Progress towards achieving improvement measures

##### Process 1: School and Community Support

Utilise SACC, parent/carers engagement opportunities and outside agency programs to support and develop social, emotional and cognitive development of students, successful transition and strong cohesive relationships.

Evaluation	Funds Expended (Resources)
<p>• Question: <b>Are we achieving (SaCC Program) Outcome of "Family, school and community efforts are integrated so that children grow up in safe, healthy and connected communities."</b></p> <p><b>Data source:</b></p> <p>SaCC Programs this term.</p> <p>Individual referrals and interactions with families.</p> <p><b>Findings:</b></p> <p>Throughout 2019, we utilised SACC, parent/carers engagement opportunities and outside agency programs to support and develop social, emotional and cognitive development of students, successful transition and strong cohesive relationships. Family, school and community efforts were integrated so that children grow up in a safe, healthy and connected community. The SaCC delivers programs to ensure children grow up in safe, healthy and connected communities. This includes an organisation delivering a playgroup at the SaCC where a family is attending with their small child, however they also have a number of other children at the school. Whilst the young child and parent/carer is supported, there are a number of other support processes taking place such as referrals through to on-going connections.</p> <p>This term, Northcott, Ability Links and a number of Aboriginal specific services attended our Centre and programs to present opportunities for families to connect with services that can support the early intervention for their children.</p> <p>In partnership with a number of Aboriginal and Torres Strait Islander Organisations, a Picnic in the Park event was held in November for ATSI Children starting school next year across the 3 public schools in Raymond Terrace. This was an opportunity for connections to be made with schools,</p>	<p>Total for 2019 – SaCC Annual budget of \$13,738 plus one off budget of \$3,500 plus rollover funds from 2018.</p> <p>See Key Funding Initiatives for funding sources.</p>



## Progress towards achieving improvement measures

other families but also early intervention services.

A number of referrals were also presented to the SaCC Facilitator by school staff for early intervention support. Intervention included phone contact, meetings with the families and referrals with early intervention organisations.

### Implications:

The SaCC Door is always open to our families and support provided in a timely manner. Referrals are made to organisations determined on their waiting lists and support they can provide. The SaCC does not undertake casework as this is not part of the role, however at times some families require that side by side support when accessing and remaining engaged with services.

By 2020 85% of parents feel welcome and informed in an inclusive school, as reported through the Tell Them From Me parent survey.

## Process 2: Wellbeing

Utilise targeted expertise to support the ongoing development of student wellbeing. Provide ongoing PL to all staff and develop systems to monitor and evaluate wellbeing data to drive intervention. Particular focus will be inclusive and dynamic support of ATSI students. Develop mindfulness strategies with the support of the SPE and online courses for use in the classrooms.

Evaluation	Funds Expended (Resources)
<p>By 2020 85% of parents feel welcome and informed in an inclusive school, as reported through the Tell Them From Me parent survey.</p> <p>School expectations of behaviour result in positive wellbeing and respectful relationships amongst students, staff and community members with a minimum of 85% of students displaying Tier 1 behaviours.</p> <p>Current TTFM data has this result at 80%. We will continue to work towards this goal in 2020.</p> <p>Throughout 2019, we utilised targeted expertise to support the ongoing development of student wellbeing. The school provided ongoing PL to all staff and develop systems to monitor and evaluate wellbeing data to drive intervention. Particular focus was to be inclusive and dynamic support of ATSI students. We developed mindfulness strategies with the support of the SPE and online courses for use in the classrooms. Processes for students in Tier 2 and 3 are consistently and effectively implemented. Staff expertise was used to support learning and wellbeing (including mindfulness) across the school and into the community. The school vision is consistently used as a benchmark for all strategies that exist within and outside of the school: Academic, CAPA/Sporting, 21st Century, ATSI. Students and staff feel connected and successful in an environment that ensures effective conditions for learning. All members of the school and wider community build a positive belief in the current and future directions of the school.</p>	<p>Teacher 1 and a 1/2 days a week. \$750 a week.</p> <p>Tiered Intervention facilitator (1 and a 1/2 days a week) \$200</p> <p>COLA reward \$10</p> <p>Term 4 Ladder reward \$700</p> <p>Identifying trends in TTFM survey results.</p> <p>Total for 2019 – \$39,000</p>

## Process 3: Early Intervention

Through our preschool, staff create and maintain meaningful authentic relationships with students and their families, build authentic links with Irrawang Public School and Thou Walla (Schools as Community Centres).

Evaluation	Funds Expended (Resources)

### Progress towards achieving improvement measures

Our preschool has created an atmosphere that is engaging and meaningful for all who attend, including staff, students and families. The preschool holds very strong links with our primary school and with our on site school as community centre.

NIL as all costs have previously been accounted for in other areas in SD1 and SD2.

See Key Funding Initiatives for funding sources.

### Next Steps

At IPS, in 2020, we will continue to ensure there is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all stakeholders so they can connect, succeed and thrive.

## Strategic Direction 3

### Leading

#### Purpose

At IPS, the leadership team actively supports change that leads to a positive impact on sustained and measureable whole school improvement.

#### Improvement Measures

All executive and aspiring leaders have authentic leadership roles, articulated through their PDPs.

Leaders have ensured that all staff are proficient in utilising the learning progressions and feel confident entering and using accurate data into PLAN 2, measurable through observations and staff surveys.

#### Progress towards achieving improvement measures

##### Process 1: Professional Practice

The school executive develop consistent systems to monitor and mentor staff in literacy and numeracy teaching with a whole staff expectation of improvement in literacy and numeracy standards across the school.

Evaluation	Funds Expended (Resources)
All executive and aspiring leaders have authentic leadership roles, articulated through their PDPs.	Jolly Grammar TPL \$3300.00
Leaders have ensured that most staff are proficient in utilising the learning progressions and feel confident entering and using accurate data into PLAN 2, measurable through staff surveys.	Beginning Teacher Funding for mentoring. \$28260
	Total for 2019 – \$31560.00
The school executive have developed consistent systems (including whole school scope and sequences, 5 weekly and termly data collections, whole school training and planning in school plan focus areas and termly PDP/ program checks) to monitor and mentor staff in literacy and numeracy teaching with a whole staff expectation of improvement in literacy and numeracy standards across the school.	See Key Funding Initiatives for funding sources.

##### Process 2: Professional Learning

Leadership team drives whole school professional learning to drive ongoing improvement in teaching and non teaching staff, so that every student makes measurable progress.

Evaluation	Funds Expended (Resources)
Leadership team has successfully driven whole school professional learning through targeted TPL, mentoring and TiPD to drive ongoing improvement in teaching and non teaching staff, so that every student has made measurable progress.	See Key Funding Initiatives for funding sources.
The leadership team has used student learning data and evidence based practices through varied sources to drive whole school learning directions through Mathematics and Spelling and Grammar. This has informed a whole school focus of spelling in 2020 through consistent teaching strategies, classroom resources and whole school expectations. This will be further supported through the development of PDP goals and further professional learning.	

##### Process 3: Data Analysis

The leadership team regularly analyse data to reflect on whole school progress, patterns of

## Progress towards achieving improvement measures

**Process 3:** achievement and focus areas for future data cycles.

Evaluation	Funds Expended (Resources)
<p>Leaders are supporting all staff to gain proficiency in utilising the learning progressions and to feel confident entering and using accurate data into PLAN 2, measurable through staff surveys.</p> <p>All teaching staff regularly analysed whole school and individual class data to reflect on student progress, patterns of achievement and focus areas for future data cycles. The executive team reflected on whole school achievement and initiated a K–6 writing team that developed a writing program for K–6 in Term 4.</p>	<p>Total for 2019 –Already considered in SD1 and SD2</p> <p>See Key Funding Initiatives for funding sources.</p>

## Next Steps

At IPS, for 2020, the leadership team will continue to actively support change that leads to a positive impact on sustained and measurable whole school improvement.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$404.18 Grass Trees Memorial Garden  \$716.86 Teaching Resources  \$1198.40 Student Prizes & Awards  \$427.29 Visiting Performance  \$5427.56 Promotional Material  \$2,690.06 Consumables  \$16849.51 Computer hardware (half ATSI, half QTSS)  \$4,236.35 Staff Training  \$384.50 Meeting Catering  \$164,537.40 Teacher & Sass Salaries  Total 2019 \$196872.11	Aboriginal students excelled in NAPLAN results in 2019, achieving above State average in all areas, year 3 and year 5.  All students, including our ATSI students felt a sense of pride and belonging at Irrawang Public School.
<b>Low level adjustment for disability</b>	\$4646.17 Consumables  \$924.18 Extra Curricula  \$255766.28 Teacher/SASS  \$54420.37 Computer hard/software  Total for 2019: \$285791.00	All students were catered for, in particular those students with low level adjustments for disabilities. This included additional staff to support their needs, technology and extra curricular resources. All students felt known, valued and cared for.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$16849.51 Computer hardware (half ATSI, half QTSS)  \$48033.00 Teacher/SASS Salaries  Total for 2019: \$64883.00	Students feel positively supported through learning. Staff feel they can provide quality teaching through the model we use and fund.
<b>Socio-economic background</b>	\$1371 Copy Paper  \$29,410.00 Basketball Court Resurface  \$3,871.19 Teaching resources  \$1,324.42 Office Supplies  \$150.00 Catering  \$25,400.00 Ausplay Shade Cover	PBL framework utilised and embedded in every classroom. Children are more active and engaged in the playground, positively interacting on the basketball court and AusPlay. Students are supported through PBL and tiered intervention groups. All students felt a sense of belonging regardless of their social economic status.

<b>Socio-economic background</b>	<p>\$474,548.65Teacher/SASS Salaries</p> <p><b>Total for 2019 \$536,075.26</b></p>	<p>PBL framework utilised and embedded in every classroom. Children are more active and engaged in the playground, positively interacting on the basketball court and AusPlay. Students are supported through PBL and tired intervention groups. All students felt a sense of belonging regardless of their social economic status.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	158	176	178	185
Girls	134	150	155	161

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	87.6	93.2	88.3	87.1
1	90	86.9	89.3	89.1
2	88.9	91.9	87.9	90.2
3	89.4	91.1	89.4	88.6
4	92.3	88.7	87.9	91.9
5	91.4	90.9	88.7	89.3
6	87.8	90.3	89.3	90.2
All Years	89.8	90.6	88.7	89.4
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

### Management of non-attendance

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

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

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	15.43
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.9
Teacher Librarian	0.8
School Administration and Support Staff	7.12
Other Positions	1

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

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

### Workforce ATSI

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

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

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

### Teacher qualifications

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

### Professional learning and teacher accreditation

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

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

Staffing:

26 staff hold Undergraduate Degree or Diploma (87%)

4 staff hold Post Graduate Degree (13%)

## Financial information

### Financial summary

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

	2019 <b>Actual</b> (\$)
<b>Opening Balance</b>	735,914
<b>Revenue</b>	5,300,944
Appropriation	5,199,105
Sale of Goods and Services	1,764
Grants and contributions	96,276
Investment income	3,799
<b>Expenses</b>	-5,170,112
Employee related	-4,674,619
Operating expenses	-495,492
<b>Surplus / deficit for the year</b>	130,832

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

## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	650,729
<b>Equity Total</b>	1,266,955
Equity - Aboriginal	197,589
Equity - Socio-economic	781,078
Equity - Language	2,537
Equity - Disability	285,751
<b>Base Total</b>	2,410,557
Base - Per Capita	87,224
Base - Location	0
Base - Other	2,323,332
<b>Other Total</b>	795,691
<b>Grand Total</b>	5,123,931

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

## School performance - NAPLAN

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

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

### NAPLAN Online

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

## Parent/caregiver, student, teacher satisfaction

### 2019 TTFM results

#### Students:

Values School Outcomes: 97%, increase of 2% from 2018

Positive Teacher–Student Relations: 86%, decrease of 4% from 2018.

ATSI students: 91% feel good about my culture, 9% unsure, 0% disagree

#### Staff:

Inclusive School, positive leadership and collaboration: 87%, increase of 7% from 2018.

Positive learning culture, Data informed practice and Challenging and visible goals: 85%, increase of 7% from 2018.

#### Parents Community:

Parents feel welcomed at school: 83%, increase of 8% from 2018

Parents are informed: 79%, increase of 4% from 2018

Parents feel children are safe at school: 82%, increase of 6% from 2018.



# 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.