

Singleton Heights Public School

2019 Annual Report



4486

Introduction

The Annual Report for 2019 is provided to the community of Singleton Heights 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

Singleton Heights Public School
Dorsman Drive
Singleton Heights, 2330
www.singletonh-p.schools.nsw.edu.au
singletonh-p.school@det.nsw.edu.au
6573 1363

Message from the principal

As our school heads towards 2020, it stirs my emotions to think that we are preparing students for a future that seemed so far away when I was a child. Traditional approaches to teaching and learning have taken on a whole new meaning in 2019. The major theme of education across New South Wales this year has been that all schools should focus on every child being known valued and cared for. The theme for Education Week 2019 was Every Student Every voice. And this is the theme that I want to share with you in our 2019 Annual School Report .

Student voice in our school looks a little like this. Firstly, we have a student representative council (SRC) that meets every two weeks to discuss ideas for positive change in our school. Each class from Year 2 to Year 6 has a representative elected on that council committee. We also have two student leaders who represent the wider student body on our Positive Behaviour for Learning (PBL) team. Every day in the classroom you hear student voices – offering opinions, thinking critically and creatively, sharing expertise, collaborating – all skills that are so important for their future learning and growth, beyond 2019. We survey our Year 4 to 6 students twice a year through the Tell Them From Me surveys, and we read that data to look for signs where our school needs to grow or change to support what the students are saying. Two years ago, we also created a homework task for students entitled *Keep, Tweak, Chuck*, in which they had to offer opinions about things in the school they wanted to do in those categories. Can you guess which one in particular they wanted to chuck? That's right, homework. The irony of that homework task did not go unnoticed!

Our school has a vision statement that reads Positive Relationships, High Expectations, Authentic Learning. It is this vision statement that encapsulates what we want to achieve in terms of our student voice. We as a school really pride ourselves on every student being known valued and cared for, building positive relationships as best we can, so your child feels like their voice can be heard. These are some of the responses from students about how they think they are known, valued and cared for at our school. "My teacher always helps me understand everything", My teacher helps me when I am stuck", My teacher helps if I make a mistake, "My friends are always kind to me", My friends are amazing", and my favourite "Mr Graham says good morning to me". But student voice is about more than just having a say, it is about valuing their ideas and putting them into action. We want our students to engage productively in learning and we need to make it authentic for them. Through our recent three way conferences, we have now offered an avenue for parents, students and teachers to set individual goals for each child, so that we are partners in the learning process.

And my last point has been taken from the Department of Education website, as I think it frames our vision of high expectations. A culture of high expectations empowers our students to build a shared sense of purpose, self-value and belonging that will prepare them for future lives as active citizens in an increasingly complex and dynamic society. I wonder what we can we achieve in 2020?

School background

School vision statement

Positive Relationships, High Expectations, Authentic Learning

School context

Built on the land of the Wonnarua people, our school draws students from families living in the Singleton Heights region in the beautiful Hunter Valley. There are strong links with the mining and rural industries as well as local services. A Defence Transition Aide supports families connected to the Singleton Army Barracks.

545 students are enrolled for 2019, with approximately 90 students recognising their Aboriginal or Torres Strait Islander heritage. All students strive to achieve the school's core values of Respect, Responsibility and Excellence with quality teaching and learning practices evident in every classroom. The school has a professional, dedicated and caring teaching staff, who are committed to the school's vision. Collaborative practices contribute to a positive learning environment, where educational research, reflective practices and professional dialogue are highly valued within the school.

In 2017, the school's Year 5 average scaled score growth, in Spelling, was 91, which is above the state average. In numeracy the average scaled score growth was 90. In Year 5, 22 students were in the top two bands for Reading, and 19 students were in the top two bands in numeracy. The school is delivering in value added areas

Students are offered a variety of engaging learning experiences, allowing them to connect, succeed and thrive across the school. Technology is integral to the teaching and learning experiences in our well-resourced classrooms. The school is situated in expansive grounds, allowing students to be physically active in a welcoming environment. The school band is highly regarded within the community and students also enjoy opportunities to engage in creative arts.

The school has an active School Planning Committee, consisting of P&C members and school staff. The P&C encourages and values new and existing membership to contribute positively to the school culture.

Self-assessment and school achievement

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

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

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

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

For more information about the School Excellence Framework:

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1

A cohesive and dynamic Wellbeing approach

Purpose

To build positive, inclusive, respectful relationships that foster personal growth and development, and enhance cultural awareness .

To enrich community wellbeing where students, staff and community feel valued through positive communication and active engagement in school based activities.

Improvement Measures

Progressively increase the proportion of students demonstrating active engagement in learning and experiencing a sense of belonging(TTFM).

Increased proportion of community actively engaged in school based activities.

Moving towards a school that is excelling in the Wellbeing element of the Learning domain in the School Excellence Framework (2017 – delivering).

Increased proportion of ATSI students feel good about their culture.

Overall summary of progress

Student TTFM results Sem 2 2019

Top 3

Students with positive relationships – Students have friends at school they can trust and who encourage them to make positive choices. 88%

Students that value schooling outcomes – Students believe that schooling is useful in their everyday life and will have a strong bearing on their future. 97%

Students with positive behaviour at school – Students that do not get in trouble at school for disruptive or inappropriate behaviour. 86%

Bottom 3

Students who are interested and motivated. Students are interested and motivated in their learning. 68%

Students with positive homework behaviours. Students do homework for their classes with a positive attitude and in a timely manner. 41%

Students with a positive sense of belonging – Students feel accepted and valued by their peers and by others at their school. 71%

Progress towards achieving improvement measures

Process 1: School Wide Wellbeing – Implement a whole school integrated approach to wellbeing in which student, staff and community connect, succeed and thrive through PBL, Visible Wellbeing and student focused projects.

Evaluation	Funds Expended (Resources)
Staff and students to have begun the Visible Wellbeing journey. Staff to have taught the Visible Wellbeing Strengths to students and begun using this language consistently across the school.	Staff released to complete training. Signage

Progress towards achieving improvement measures

Mari Awards have been consistently used across all stages to reinforce the school's values. Whole school Bingo is completed each term reinforcing our school values.

PBL team evaluated and analysed a range of classroom settings matrices from other schools to decide a format suitable for SHPS.

students who undertook the Tell Them From Me survey reported an increase in a sense of belonging at school.

Process 2: Learning and Support Initiatives – Implementing a range of quality programs and support systems to enable students to excel. (LaST programs, Wellbeing executive role, outside agency support initiatives, APLaS network support (ED class). SLSO Support for LLAFLD students)

Evaluation	Funds Expended (Resources)
<p>Staff were developed in differentiating learning to meet student needs as well as in awareness of Trauma Informed practices.</p> <p>All staff attended SLC initiative addressing wellbeing practices that were introduced within classroom settings.</p> <p>Through the Learning Support Team, transition processes were undertaken to ensure identified students with needs were supported and guided teachers with additional strategies and outside resources.</p> <p>Support staff (SLSOs) have taken up the initiative to develop PDPs with guidance from an executive member.</p>	<p>Assistant Principal of Wellbeing</p> <p>Teachers released for professional learning and student observation in the pre-school settings</p> <p>SDD of an SLC initiative to focus on wellbeing.</p>

Process 3: Cultural Initiatives – Staff and community enhance cultural awareness and knowledge of students through rich, authentic learning experiences (Aboriginal student initiatives(AEO), students from EALD backgrounds. Wider local support. Employment of an SLSO to support Aboriginal students.)

Evaluation	Funds Expended (Resources)
<p>A future focus is to embed cultural awareness through rich, authentic learning experiences in collaboration with community elders in such a variety of programs.</p> <p>Staff are continuing teaching and learning experiences incorporating a range of programs that help embed and support cultural awareness.</p> <p>Aboriginal Health have been well-supported by students and their families from end of Term 3 onward. This will be continue into 2020.</p> <p>The PLP and school reports are accessible on the school server for staff to reflect upon and update. Professional learning on the purpose using an agreed proforma and timeline to ensure these are used effectively.</p>	<p>Aboriginal community member</p> <p>Teacher released for Cultural groups and to visit High School</p>

Process 4:

Evaluation	Funds Expended (Resources)
NO process defined	

Strategic Direction 2

Excellence in learning, teaching and leading

Purpose

To engage students in rich, authentic, flexible, dynamic teaching and learning experiences, underpinned by high expectations, differentiation and reflective practices.

To enhance the capacity of all staff to foster a school-wide culture of excellence, through effective collaborative practices, with strong, strategic and effective leadership.

Improvement Measures

Progressively increase the proportion of students achieving expected growth from Year 3 to 5 in three focus areas of writing, reading, and Number, Patterns and Algebra.

Progressively increase the proportion of students, including Aboriginal students, in the top 2 bands in writing, reading, and Number, Patterns and Algebra, in Year 3 and Year 5.

Increased proportion of Early Stage One and Stage One students achieving Early Stage One and Stage One English Syllabus Outcomes in reading and writing.

K-2 90% of students at expected Early Stage One and Stage One Syllabus outcomes for Addition and Subtraction.

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Overall summary of progress

Progressively increase the proportion of students, including Aboriginal students, in the top 2 bands in writing, reading, and Number, Patterns and Algebra, in Year 3 and Year 5. Year 3 All – Top 2 bands

Reading

2017 – 27% 2018 – 34% 2019 – 39%

Writing

2017 – 16% 2018 – 17% 2019 – 34%

Numeracy

2017 – 20% 2018 – 22% 2019 – 27%

Year 5 all – Top 2 bands

Reading

2017 – 33% 2018 – 29% 2019 – 15%

Writing

2017 – 16% 2018 – 7% 2019 – 7%

Numeracy

2017 – 26% 2018 – 13% 2019 – 21%

- Progressively increase the proportion of students achieving **expected growth from Year 3 to 5** in three focus areas of writing, reading, and Number, Patterns and Algebra.

Reading

2017 – 45%

2018 – 59%

2019 – 54%

Writing

2017 – 41%

2018 – 41%

2019 – 46%

Numeracy

2017 – 45%

2018 – 61%

2019 – 52%

Progress towards achieving improvement measures

Process 1: Great Teaching, Inspired Learning– building a culture of excellence with teachers engaging with the Quality Teaching Framework through collaborative and reflective practices in Quality Teaching Rounds.

Evaluation	Funds Expended (Resources)
<p>Staff involved in the Quality Teaching Rounds in 2019 were given a survey to evaluate their opinion as to what extent they felt their participation in QTR resulted in positive changes to their teaching practice and how changes to their teaching practice resulted in a positive impact on student learning. Results that were received from the survey were positive showing that it was worthwhile professional learning resulting in a positive change to teaching practices and student learning.</p> <p>Year 3 All – Top 2 bands</p> <p>Reading</p> <p>2017 – 27% 2018 – 34% 2019 – 39%</p> <p>Writing</p> <p>2017 – 16% 2018 – 17% 2019 – 34%</p> <p>Numeracy</p> <p>2017 – 20% 2018 – 22% 2019 – 27%</p> <p>Year 5 all – Top 2 bands</p> <p>Reading</p> <p>2017 – 33% 2018 – 29% 2019 – 15%</p> <p>Writing</p> <p>2017 – 16% 2018 – 7% 2019 – 7%</p> <p>Numeracy</p> <p>2017 – 26% 2018 – 13% 2019 – 21%</p>	<p>RAM Equity – \$15140</p>

Process 2: Building Leadership Capacity – All teachers to engage in NESA accreditation processes with the

Progress towards achieving improvement measures

Process 2: Australian Professional Standards to develop their professional capacity in all career stages.

Evaluation	Funds Expended (Resources)
<p>Singleton Heights Public School teachers have become increasingly familiar with the Australian Professional Standards and NESA's requirements for entering their teacher identified learning and evaluating their registered PL in NESA after PL in this area. Accreditation procedures and resources were written to support our teachers in their stage of Accreditation.</p> <p>DP IL model supported Beginning Teachers and identified staff requiring PL in Numeracy.</p> <p>IL model also developed a mini-project of 6 weeks Plan, Implement and Evaluate around Numeracy Ninjas across Stage 3.</p>	<p>RAM Equity Resources \$17200</p> <p>Casual release – \$24965</p> <p>Beginning Teacher funds – \$15784</p>

Process 3: Strategic Professional Learning – The school will invest in targeted initiatives to build capacity of all staff including Early Career Teachers to refine pedagogy, to enhance academic growth in students. These initiatives will include L3 (Language, Literacy, Learning), writing initiatives, Targeting Early Numeracy (TEN), Mathematics Building Blocks For Numeracy, Learning Progressions 2019, Focus on Reading, and Strong Start, Great Teachers.

Evaluation	Funds Expended (Resources)
<p>Quick Reference Guide was not completed in 2019 and has rolled over into 2020. Suggestions for making it more comprehensive in 2019 are being built in to developing the 2020 version.</p> <p>5 Early Stage One teachers completed L3 OPL with successful implementation in their classrooms showing growth from the previous year..</p> <p>3 teachers completed TEN (Targeted Early Numeracy) Training using TEN programming sheet embedding this in their teaching practices in the classroom. 8 teachers in Stage Two/Three trained in Taking Off With Numeracy (TOWN) and Working Mathematically strategies focusing on Number Talks.</p> <p>Observations conducted by DP.</p> <p>DP conducted Ninja Numeracy project working closely with three teachers shoulder to shoulder in the classroom to improve student place value understanding in their classrooms. This project resulted in teachers increased knowledge of explicit teaching strategies to improve students understanding in place value and increased student's knowledge and enjoyment in place value evident in growth from their pre survey and assessment compared to the end of the project survey and assessment.</p> <p>Progressively increase the proportion of students achieving expected growth from Year 3 to 5 in three focus areas of writing, reading, and Number, Patterns and Algebra.</p> <p>Reading</p> <p>2017 – 45%</p> <p>2018 – 59%</p> <p>2019 – 54%</p> <p>Writing</p> <p>2017 – 41%</p>	<p>RAM Equity \$34984</p>

Progress towards achieving improvement measures

2018 – 41%

2019 – 46%

Numeracy

2017 – 45%

2018 – 61%

2019 – 52%

Process 4: Flexible, Dynamic Learners development of meaningful scope and sequences with rich authentic tasks, goal setting, growth mindset, experimenting with future focused learning, enrichment groups.

Evaluation	Funds Expended (Resources)
<p>Whole school overview of units of work has been created. Further work on KLA scope and sequences across the school K–6 will be worked on in 2020 with teachers having release time to do this..</p> <p>Set of maths assessment tasks with rubric available for each stage so they can assist with consistent teacher judgement and developing further ones.</p> <p>'Rich Tasks' maths template was developed and a PL workshop delivered to all staff about using using rich tasks in maths and embedding rich tasks in their maths programs.</p>	<p>\$12647 – Computer resources</p>

Strategic Direction 3

Strengthening Family and Community Engagement

Purpose

To develop positive and collaborative relationships with the wider community to improve student opportunities and outcomes.

To establish a culture of engagement and knowledge sharing, facilitating meaningful partnerships across the school community to promote a productive and connected learning environment.

Improvement Measures

Increasing levels of engagement in all school planning processes, as reflected in the School Assessment Tool

Increased proportion of parents attending community partnerships workshops

Increase in positive homework behaviour in Years 3 to 6, as reflected in the twice-yearly Tell Them From Me survey

Overall summary of progress

Parent TTFM results 2019

Top 3

School supports positive behaviour – 78%

Parents feel welcome – 74%

School supports learning – 74%

Bottom 3

Parents support learning at home – 66%

Parents are informed – 69%

Inclusive school – 70%

Progress towards achieving improvement measures

Process 1: Communication – Employment of a Community Liaison Officer with specific role statement, creation of social media connections, newsletter upgrades, strategic website management, consultative decision making.

Evaluation	Funds Expended (Resources)
Website upgraded to include special events, calendar is regularly updated. Relevant information has been provided as a point in time reference for parents.	\$23919 – RAM Equity \$29169 – Aboriginal RAM funds
Facebook and Skoolbag are utilised to provide timely information about events.	
Sentral messaging system working across the class.	
Some classes are engaging with the Seesaw app as a way of communicating student work samples and activities.	

Progress towards achieving improvement measures

Process 2: Connecting Learning at home and school – three-way conferencing, authentic learning experiences between home and school. Supporting EALD students through flexible funding approaches.

Evaluation	Funds Expended (Resources)
Beginning Semester 2 the three way conferences were established to allow students and families to set and/or adjust their academic and social goals with the classroom teacher.	\$6830 – RAM Equity – Resources
Parent workshop provided to support families with the effective use of reading comprehension strategies at home.	

Process 3: Partners in Learning – school-based parent workshops, parent training to be classroom helpers, wider community partnerships established to support extra-curricular and curriculum initiatives. Community Ideas group established for planning and evaluation procedures.

Evaluation	Funds Expended (Resources)
Use the SFACE School Assessment Tool to gauge where the school is on the matrix of the three components in our school processes. Developing, Building or Sustaining.	\$12000 – Casual Release
Use the School Excellence Framework – Leading Domain – Educational Leadership – Community Engagement, Management Practices and Processes – Community Satisfaction	

Process 4: SLC Initiatives – Mathematics SLCMI, DP Network, PEN, Wellbeing Hub, Early Years Learning Network

Evaluation	Funds Expended (Resources)
School connections made with SLC schools to enact a visible wellbeing approach across the school	1% of RAM Equity allocation to SLC – \$4868
School to engage PBL coordinator to evaluate school PBL practices	
Mathematics Strategic team formed.	
Two SHPS staff members to work on the team.	
2 priority areas chosen for school to receive support	
Wellbeing hub meets once a term at a different location – SHPS in Term 1	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$115438	<p>Embedded cultural group timetable with a qualified dance teacher instructing both primary and infants students in traditional dance, as well as a Boys and Girls group established to support students to respect and value the elements of their traditional culture. Students to perform and share their learning at end of year concert.</p> <p>Personalised Learning Pathways collaboratively developed with parents and students to support the goal setting learning approach for Aboriginal students</p> <p>Employment of an SLSO to specifically focus on Aboriginal students requiring extra academic, social and emotional support in the school day/week/term/year.</p> <p>Part time employment of a CLO to work closely with aboriginal families, as a liaison with AECG and ensure communication is clear and concise to families.</p> <p>NAIDOC celebrations organised as a whole school event, with rotational activities throughout the day and performances by students.</p>
English language proficiency	\$14268	<p>Part time teacher employed to oversee assessment and future learning of students from EALD background. 2 hours per week, supporting students in areas of need as identified by teachers and the formal assessment. 15+ students received additional intensive support throughout the year, while other students received check in and check out support.</p>
Low level adjustment for disability	\$92357 Staffing allocation of 1.6 Teachers – \$170746	<p>Learning and Support provision has been allocated to three part time teachers, and two fulltime teachers. There is an allocation of 1.6 staffing in the SBAR.</p> <p>Learning and support literacy provision is given to Tier 3 students, displaying reading behaviour two years below expected levels in grades 3 to 6.</p> <p>L&S Literacy provision has been given to Tier 3 students in Year 1 for each class for 2.5 hours per week.</p> <p>Year 2 L&S Literacy provision is given to Tier 3 students 3 days per week for 1.5 hours per week.</p> <p>Kindergarten L&S provision in the form of an Interventionist 3 days per week, overseeing students who are not yet achieving ES1 outcomes.</p> <p>SLSOs have been employed above permanent hours to support students who are not on IFS allocations.</p>

Quality Teaching, Successful Students (QTSS)	Staffing allocation of 0.954 – equivalent to \$101807	<p>Professional learning for staff has been allocated through Deputy Principal and Assistant Principal delivery, particularly in Numeracy, and in Focus on Reading literacy training.</p> <p>Assistant Principal oversees proactive and reactive wellbeing and is allocated off-class for this purpose.</p> <p>Executive staff are allocated 1 hour per week on top of regular RFF to undertake lesson observations and provide feedback to supervised teachers.</p>
Socio-economic background	\$486867	<p>Several key initiatives drive the expenditure of this allocation.</p> <p>Strategic Direction 1 – Positive Behaviour for Learning – resources, release fro lesson preparation and PL. Visible Wellbeing – resources, PL and teacher release for lesson preparation. Learning and Support structures such as extra teachers and SLSOs appointed to oversee programs and resources for students requiring extra wellbeing support. The Thrive Project – staff wellbeing approaches, positive playground initiatives. extra-curricular activities(interest-based learning groups), kitchen program, Children's University, Chaplaincy program.</p> <p>Strategic Direction 2 – Strategic Professional Learning – L3 (Language, Literacy, Learning), Targeting Early Numeracy, Taking Off With Numeracy, Seven Steps for Writing Success, Learning Progressions 2019, Focus on Reading 2019. Future-focused Learning –futures learning environments, strategic targeting of school resources, enrichment groups, Quality Teaching Rounds – 16 staff involved.</p> <p>Strategic Direction 3 – Communication – Employment of a Community Liaison Officer with specific role statement, creation of social media connections, newsletter upgrades, strategic consultative decision making. Connecting Learning at home and school – three-way conferencing, authentic learning</p>
Support for beginning teachers	Approximately \$32000	Extra release provided for teachers and supervisors, timetabled with specific focus areas, related to accreditation and PDP goals. Professional Learning identified and mentorships established between DP and BBTs.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	281	272	278	272
Girls	292	299	297	276

Student attendance profile

School				
Year	2016	2017	2018	2019
K	93.6	93.3	94	92.8
1	93.1	93.1	92.1	92.8
2	92.5	94	93.4	92.4
3	92.4	92.7	92.4	92.7
4	92.3	92.6	92.1	91.3
5	94	93.8	91.7	91.5
6	93.1	94.1	91.4	90.5
All Years	93	93.4	92.4	92
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)	4
Classroom Teacher(s)	21.82
Teacher of Reading Recovery	0.4
Learning and Support Teacher(s)	1.6
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	5.06

*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	462,532
Revenue	5,971,381
Appropriation	5,722,611
Sale of Goods and Services	3,992
Grants and contributions	241,774
Investment income	3,004
Expenses	-6,160,743
Employee related	-5,492,285
Operating expenses	-668,458
Surplus / deficit for the year	-189,362

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	465,443
Equity Total	879,675
Equity - Aboriginal	115,438
Equity - Socio-economic	486,867
Equity - Language	14,268
Equity - Disability	263,102
Base Total	3,804,085
Base - Per Capita	135,926
Base - Location	7,784
Base - Other	3,660,375
Other Total	502,764
Grand Total	5,651,968

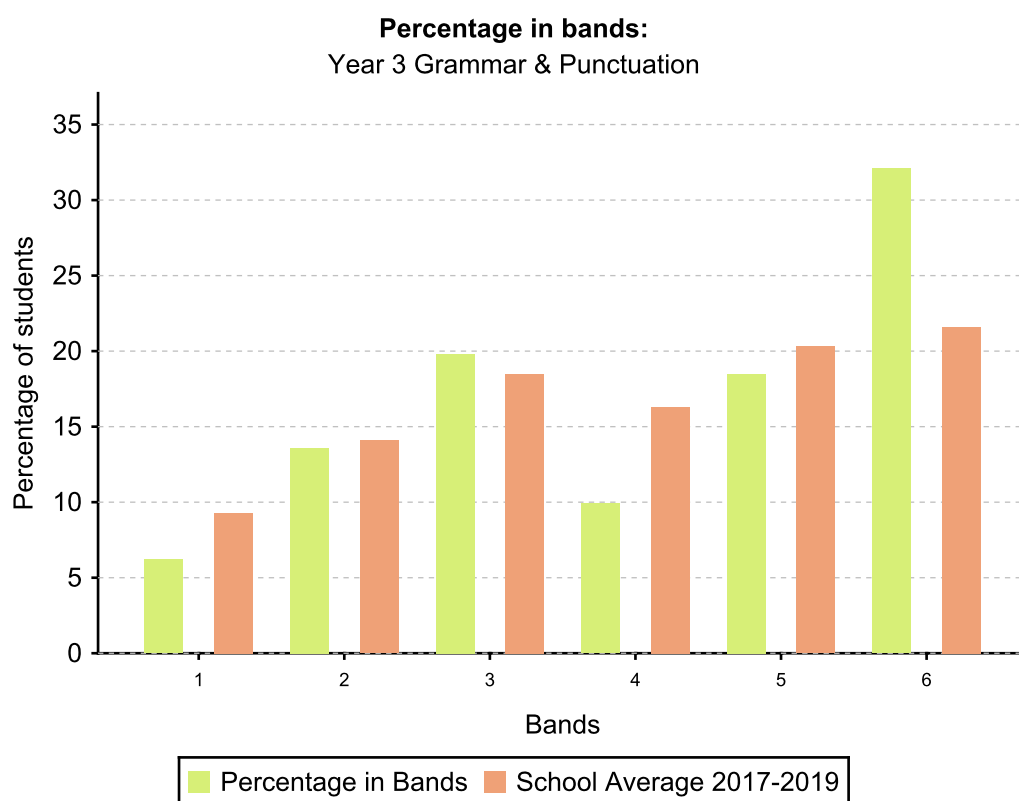
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

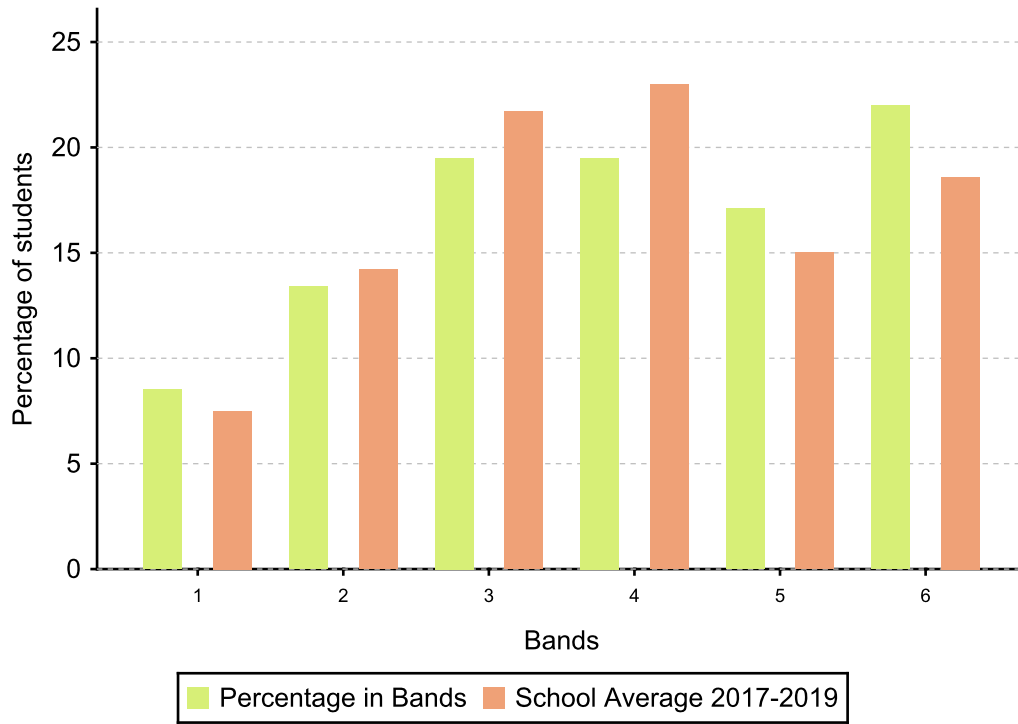
Literacy and Numeracy Graphs



Band	1	2	3	4	5	6
Percentage of students	6.2	13.6	19.8	9.9	18.5	32.1
School avg 2017-2019	9.3	14.1	18.5	16.3	20.3	21.6

Percentage in bands:

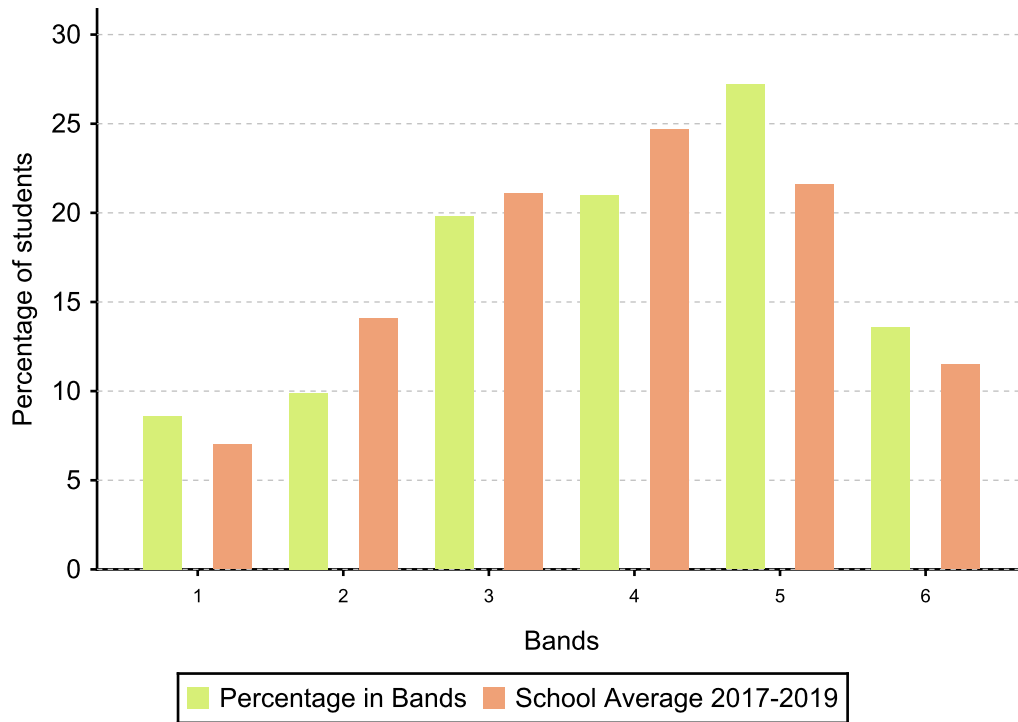
Year 3 Reading



Band	1	2	3	4	5	6
Percentage of students	8.5	13.4	19.5	19.5	17.1	22.0
School avg 2017-2019	7.5	14.2	21.7	23	15	18.6

Percentage in bands:

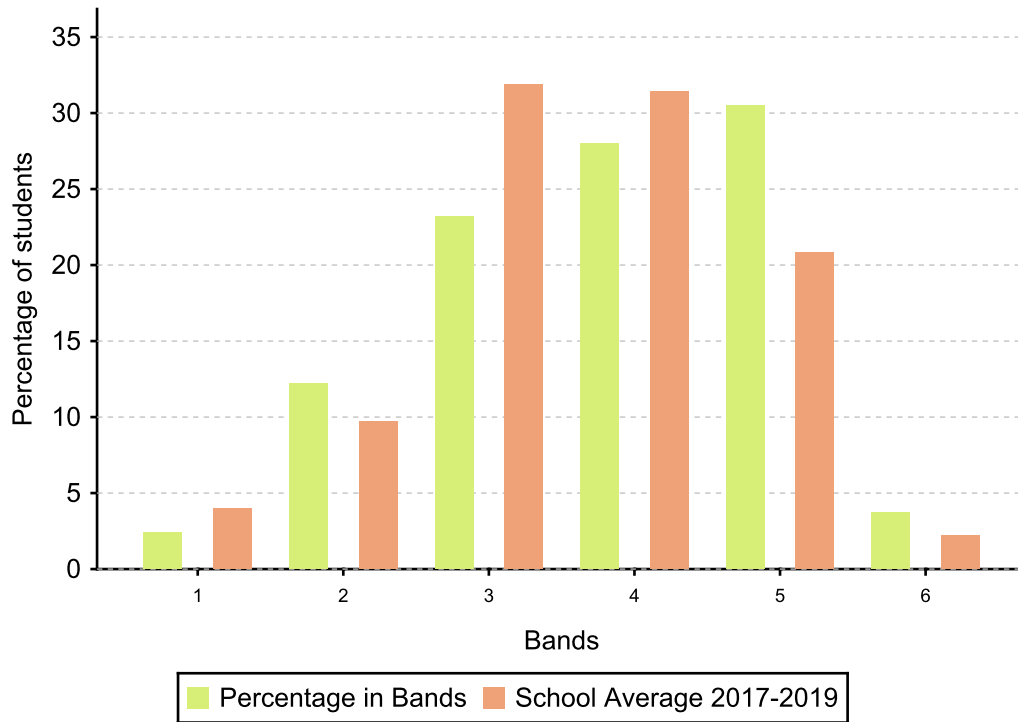
Year 3 Spelling



Band	1	2	3	4	5	6
Percentage of students	8.6	9.9	19.8	21.0	27.2	13.6
School avg 2017-2019	7	14.1	21.1	24.7	21.6	11.5

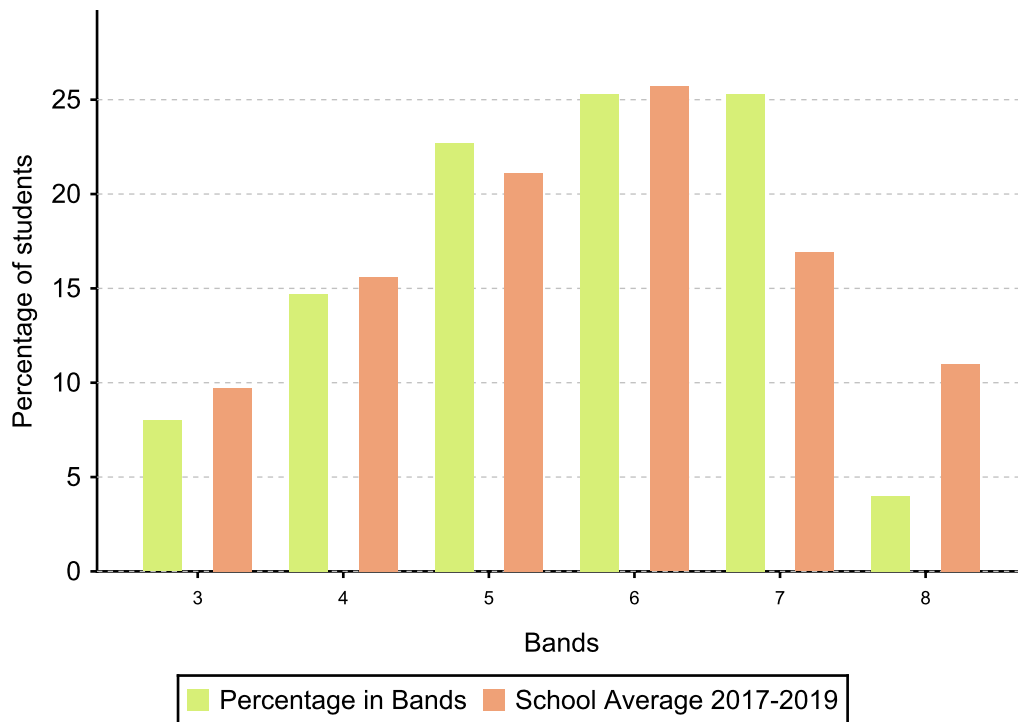
Percentage in bands:

Year 3 Writing



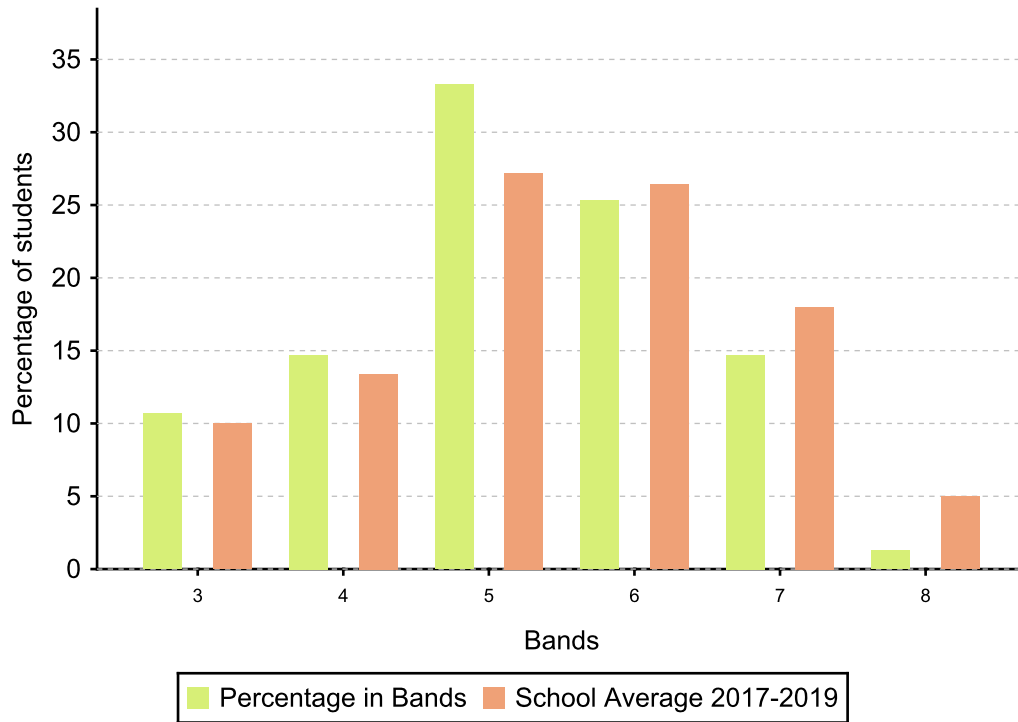
Band	1	2	3	4	5	6
Percentage of students	2.4	12.2	23.2	28.0	30.5	3.7
School avg 2017-2019	4	9.7	31.9	31.4	20.8	2.2

Percentage in bands: Year 5 Grammar & Punctuation



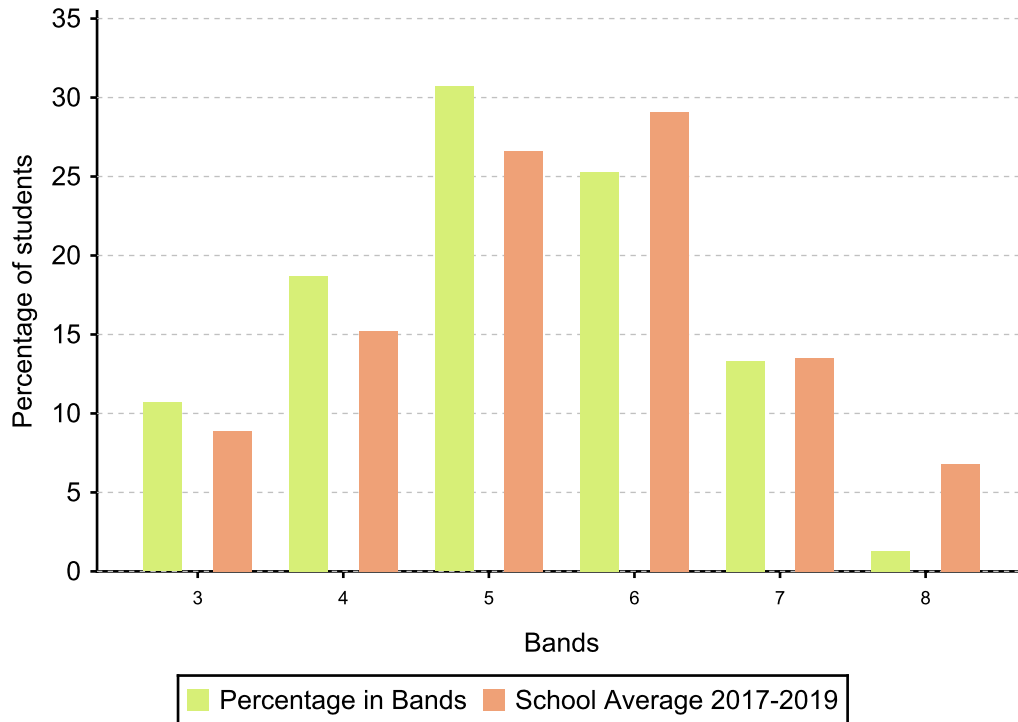
Band	3	4	5	6	7	8
Percentage of students	8.0	14.7	22.7	25.3	25.3	4.0
School avg 2017-2019	9.7	15.6	21.1	25.7	16.9	11

Percentage in bands:
Year 5 Reading



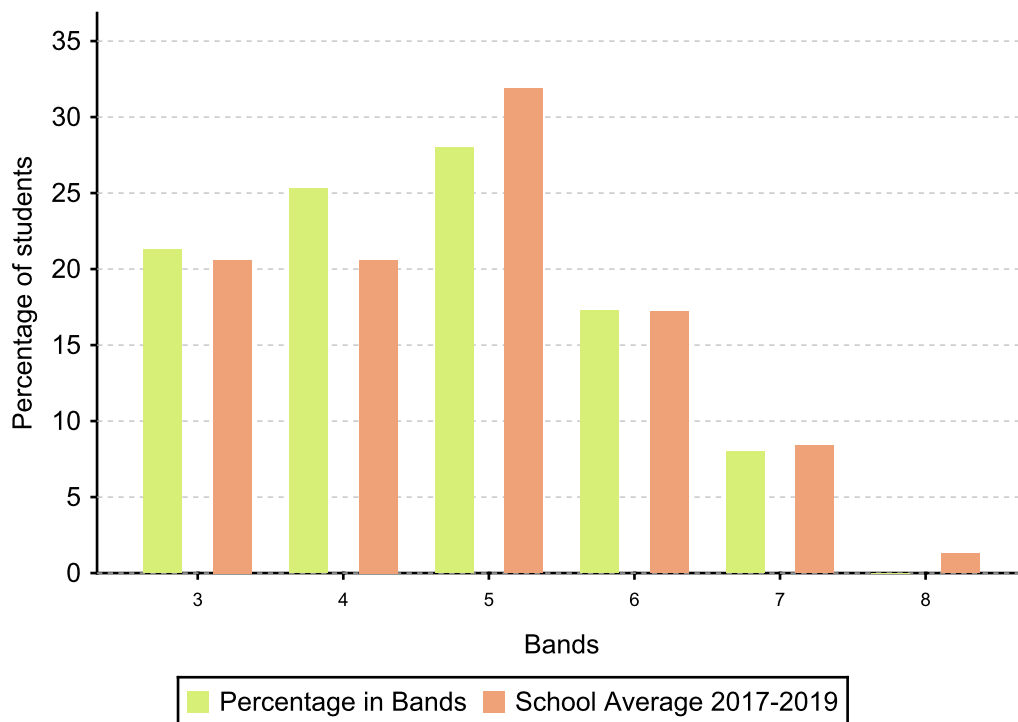
Band	3	4	5	6	7	8
Percentage of students	10.7	14.7	33.3	25.3	14.7	1.3
School avg 2017-2019	10	13.4	27.2	26.4	18	5

Percentage in bands:
Year 5 Spelling



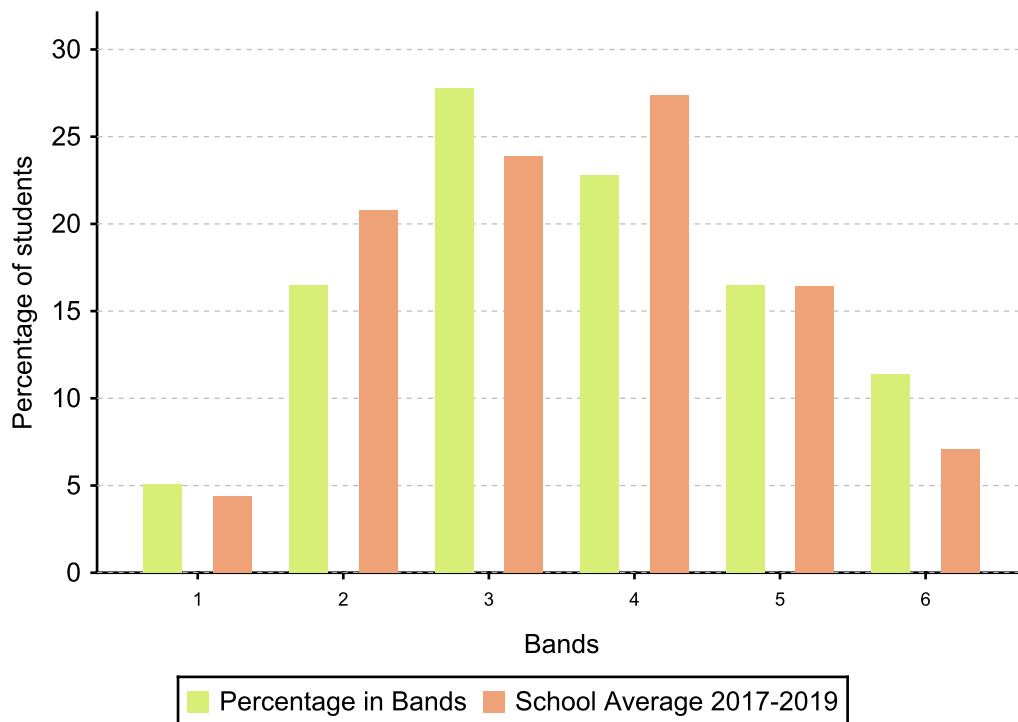
Band	3	4	5	6	7	8
Percentage of students	10.7	18.7	30.7	25.3	13.3	1.3
School avg 2017-2019	8.9	15.2	26.6	29.1	13.5	6.8

Percentage in bands:
Year 5 Writing



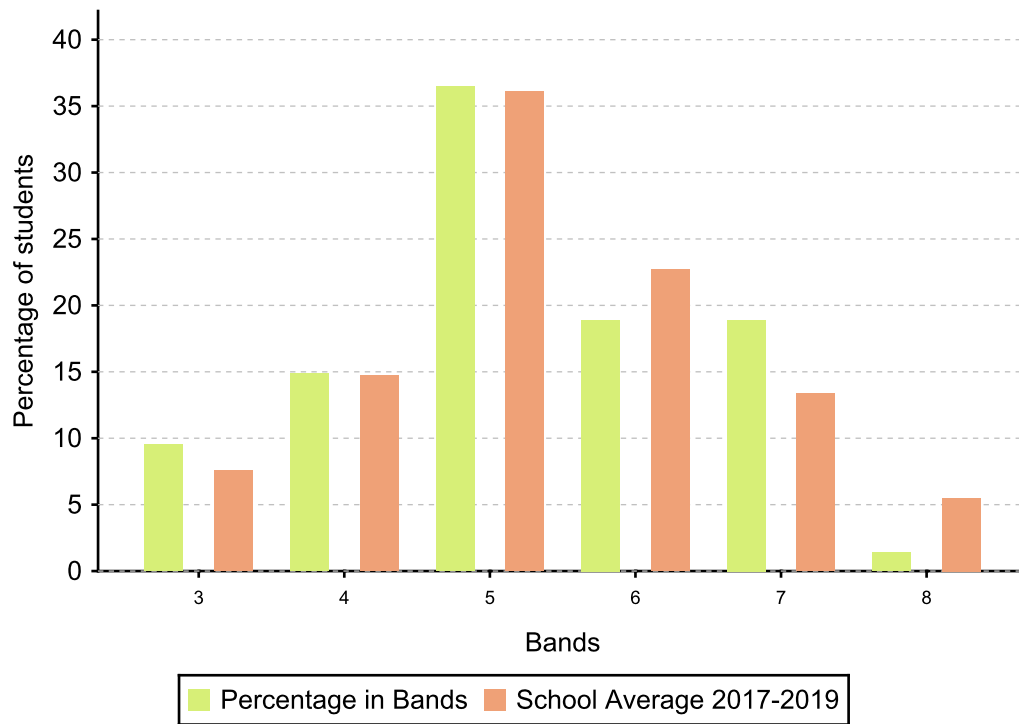
Band	3	4	5	6	7	8
Percentage of students	21.3	25.3	28.0	17.3	8.0	0.0
School avg 2017-2019	20.6	20.6	31.9	17.2	8.4	1.3

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	5.1	16.5	27.8	22.8	16.5	11.4
School avg 2017-2019	4.4	20.8	23.9	27.4	16.4	7.1

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	9.5	14.9	36.5	18.9	18.9	1.4
School avg 2017-2019	7.6	14.7	36.1	22.7	13.4	5.5

Parent/caregiver, student, teacher satisfaction

Student Tell Them From Me survey results Semester 2 2020

Top 3

Students that value schooling outcomes – Students believe that schooling is useful in their everyday life and will have a strong bearing on their future. 97%

Students with positive relationships – Students have friends at school they can trust and who encourage them to make positive choices. 88%

Students with positive behaviour at school – Students that do not get in trouble at school for disruptive or inappropriate behaviour. 86%

Bottom 3

Students with positive homework behaviours. Students do homework for their classes with a positive attitude and in a timely manner. 41%

Students who are interested and motivated. Students are interested and motivated in their learning. 68%

Students with a positive sense of belonging. Students feel accepted and valued by their peers and by others at their school. 71%

Parent TTFM results 2020

Top 3

School supports positive behaviour – 78%

Parents feel welcome – 74%

School supports learning – 74%

Bottom 3

Parents support learning at home – 66%

Parents are informed – 69%

Inclusive school – 70%

Teacher TTFM results – 2020

Top 3

Inclusive School – 83%

Learning Culture – 81%

Teaching Strategies – 80%

Bottom 3

Technology – 58%

Parent Involvement – 69%

Leadership – 69%

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.