

Rutherford Public School

2019 Annual Report



4561

Introduction

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

Rutherford Public School
Weblands St
Rutherford, 2320
www.rutherford-p.schools.nsw.edu.au
rutherford-p.school@det.nsw.edu.au
4932 5900

Message from the principal

2019 will be a memorable year for many students, parents and staff at Rutherford Public School! With the help of NSW School Infrastructure, Rutherford Public School underwent a major physical multi-million dollar transformation, with the provision of 19 new classrooms in a three-story building, a new hall, administration building, canteen, amenities and new landscaping. The year tested our resilience as a learning community – as demountable buildings were relocated, (and then relocated again in some instances), some buildings demolished and the unexpected disruptions to power and water were all handled with a calm resolve to 'get it done!' A special congratulations and recognition must be made to the students and staff of the school. The school was without any communal spaces for most of the year – no hall, no community room and for the last semester, no library! Despite these physical limitations, dance and music groups rehearsed in the playground and in classrooms, sporting groups juggled the limited spaces on the oval and school life continued at pace.

As 2019 drew to a close, we were left in the last few weeks of Term 4 with a very impressive school and were the envy of all other local schools. With only the new library to be completed in 2020, the school looks truly amazing and a centrepiece for public education. A special thank you to the Project Reference Group (PRG) which helped secure the final design of the buildings and landscaping. In all, the PRG met for over 4 years, with fortnightly meetings to discuss, debate and put forward strong arguments of why we needed the new infrastructure. The efforts of the PRG and NSW School Infrastructure has been a very productive partnership. A special thank you here to Richard Crooks Constructions and their many professional and hardworking employees. On any given day there could be up to 100 trades people visiting the school site!

Of course, the school's core purpose of 2019 was to educate our young students. Our enrolments continued to remain steady around 950 students and I am confident each student was provided with opportunities to excel in the classroom, on the sporting field, on stage and personally as a learner. The school continued its focus on providing a rich and engaging curriculum. The implementation of the Curriculum Reference Team (CRT) saw identified expert teachers work alongside the school executive to plan five-weekly curriculum designs in literacy and numeracy for each stage group. The work of the CRT has ensured that all teachers are provided with support to cover and teach mandatory curriculum content, skills and understandings. Our commitment to supporting all students was also evident in our Learning Support Team processes. The ongoing employment of an Assistant Principal Learning and Support Coordinator provided the school with additional human resourcing to plan, develop and implement programs across the school. The school also continued its Early Action for Success journey with two Instructional Leaders to help ensure all students K–2 are supported and given the best possible learning opportunities available.

The school continued to enjoy the support of the Parents and Citizens Association, with many school functions, discos and activities still going ahead, thanks to creative planning and thinking outside the square! Our volunteers also continued to support us, with many parents and community members helping in the temporary canteen, classrooms and with special school activities. As we look forward to 2020, we can be excited about what has been achieved in a relative short amount of time. Our school is now a modern, well resourced school ready to take on the challenges of an ever changing world. Exciting times!

Andrew Brown– PRINCIPAL

School background

School vision statement

Our school vision at Rutherford Public School is to create an environment and opportunities where all members of the school community collaborate in their learning, enabling everyone to reach their potential through innovative curriculum that challenges and supports all. The vision is enacted through high academic standards, a culture of innovative and engaging classrooms, a safe and supportive learning environment and a commitment to community consultation and collaboration.

School context

Rutherford Public School was established in 1985 and is a large primary school catering for a diverse community of learners. The school is situated within a large residential area within the Maitland district which has experienced significant growth over the last decade. The school's enrolment at the conclusion of 2019 was 960 students, from diverse socio-economic backgrounds, including 16% Aboriginal students. The teaching staff is a mix of experienced and early career teachers who value teamwork and are committed to delivering quality teaching in a nurturing environment. The staff provide quality teaching and learning within inclusive and differentiated learning environments in all aspects of the curriculum. Rutherford Public School has a proud tradition of providing quality and highly successful programs in the creative arts, sport and extra curricula activities. The school has strong ties with the Aboriginal community and a close association with the Aboriginal Education Consultative Group (AECG). Positive Behaviour for Learning (PBL) is an integrated part of the school welfare ethos focusing on respect, responsibility and personal best. The school values the input of community members through the Parents and Citizens' Association. Rutherford Public School is one of seven schools who are part of the Rutherford Learning Community (RLC).

Rutherford Public School joined the Early Action for Success (EaFS) initiative in 2017–2020 and was also identified to be included in the "Bump It Up" strategy in 2017–2020 to lift student performance in the top two bands of NAPLAN testing.

The school has undergone a major redevelopment in 2018–2019 with the construction of 19 new classrooms, new hall, canteen and administration facilities.



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	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

High Academic Standards

Purpose

To provide all students with a relevant and engaging curriculum which allows students access to higher levels of achievement and understanding.

Our systems track and monitor student progress while also allowing students to self monitor their learning and be active partners in their education.

Improvement Measures

High 'value added' as evidenced by internal and external measures.

Achievement of 26% (or greater) of the cohort in Year 3, 5 and 7 in the top 2 bands for Literacy and Numeracy.

90% of students can show evidence of self monitoring of their learning.

100% of teachers can show evidence of relevant and engaging curriculum in teaching programs.

Overall summary of progress

Rutherford Public School continued to strive for excellence in all facets of the students' learning. The school was able to generally maintain the improvement gains in literacy and numeracy over the last three years. Mathematics remains an area for focus and the school undertook a whole school evaluation of the teaching of Mathematics at the end of 2019. Results and findings from this evaluation will be used to inform school planning in 2020.

Progress towards achieving improvement measures

Process 1: Quality Literacy Programs

Implementation of key literacy and support programs to improve student understanding and essential competencies.

Evaluation	Funds Expended (Resources)
42.86% of Year 3 and 25.69% of Year 5 students placed in the top 2 bands (or higher) in Reading. Average Value Added (VA) Score Years 3–5 was 81.88 (Delivering). Average Value Added (VA) Score Years 5–7 was 45.75 (Sustaining and Growing). 100% of teachers indicated they used the CRT to guide their teaching and learning programs.	Curriculum Reference Team (CRT) Online Teaching and Learning Programs Stage Collaboration and flexible timetabling Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$856164.00)

Process 2: Quality Numeracy Programs

Implementation of key numeracy and support programs across the school and RLC to improve student understanding and essential competencies.

Evaluation	Funds Expended (Resources)
25.69% of Year 3 and 21.38% of Year 5 students placed in the top two bands (or higher) in Numeracy. Average Value Added (VA) Score Years 3–5 was 81.88 (Delivering).	CRT Team and support documentation for teachers TEN training and mathematics resourcing – TEN trolleys, maths

Progress towards achieving improvement measures

Average Value Added (VA) Score Years 5–7 was 45.75 (Sustaining and Growing).

100% of teachers indicated they used the CRT to guide their teaching and learning programs.

equipment

Funding Sources:

- Socio-economic background (\$856164.00)

Process 3: Quality assessment and reporting

Draw on solid research to inform and develop authentic forms of systematic data collection to drive student learning, understanding, reflection and identification of student need.

Evaluation	Funds Expended (Resources)
100% of students were encouraged to set goals and reflect upon their areas for development (PBL Booklets).	Whole school Sentral Markbook for data collection
Tell Them From Me Survey "Expectations for Success" was 8.5/10 (NSW Govt. Norm 8.7).	Parent Teacher interview times
	School Student Reports
	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$856164.00)

Next Steps

Continued development of the Curriculum Reference Team (CRT) to align stage planning to mandatory curriculum requirements.

Refinement of school's data collection strategy to align to CRT and authentic assessment practices.

Improve student goal setting and feedback to students to improve authentic student engagement in learning.



Strategic Direction 2

Curriculum Innovation and Teacher Professional Learning

Purpose

Rutherford Public School provides innovative, flexible and adaptive learning approaches to suit the needs of students.

The school creates high level collaborative practices that produce opportunities for integrated curriculum learning.

Improvement Measures

School wide practices reflect and support flexible and adaptive learning approaches.

All collaborative opportunities produce high level integrated curriculum.

Overall summary of progress

Rutherford Public School maintained a sharp focus on providing a relevant, engaging and differentiated curriculum. The Curriculum Reference Team (CRT) was established to provide all teachers with a scaffold in which to deliver lessons based on curriculum standards. Overall, the work of the CRT has been overwhelmingly positive. Flexible timetabling has also provided opportunities for teachers to collaborate and plan together. Teachers were afforded many professional learning, both internally at the school level and externally.

Progress towards achieving improvement measures

Process 1: Innovative Curriculum

Researched based models of classroom instruction implemented into all classrooms.

Evaluation	Funds Expended (Resources)
100% of teachers participated in ongoing professional learning centred around adaptive pedagogy. All teachers indicated increased confidence in using ICT and STEM related activities in the classroom.	QTSS and teacher professional learning timetabled weekly. Funding Sources: <ul style="list-style-type: none">• Support for beginning teachers (\$18399.00)• Quality Teaching, Successful Students (QTSS) (\$165943.00)

Process 2: Future Focus Learning Environments and curriculum

Flexible and creative learning spaces created across the school, with a focus on technology integration (STEAM) into all classes.

Evaluation	Funds Expended (Resources)
Tell Them From Me 2019 Teacher results indicate an improved satisfaction with access to Technology and confidence in teaching ICT skills. School Mean– 7.4 (State Norm 6.7). 100% of teaching and learning programs have evidence of ICT use and integration into the curriculum.	ICT Resources Teacher Professional Learning Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$100000.00)

Process 3: Collaboration

Teachers work collaboratively to develop innovative and engaging learning experiences. Class

Progress towards achieving improvement measures

Process 3: programs are shared, monitored and evaluated for effectiveness and improvement.

Evaluation	Funds Expended (Resources)
100% of teaching programs were monitored and regularly shared across the stage groups. Tell Them From Me indicated a score 7.5/10 for collaboration (NSW Govt Norm 7.8/10).	Weekly collaboration time timetable Funding Sources: • Socio-economic background (\$856164.00)

Process 4: Extra-Curricular Activity

A sharp focus on an engaging curriculum that builds upon student interest, passion and enthusiasm on extra-curricular pursuits.

Evaluation	Funds Expended (Resources)
Tell Them From Me survey results indicated that 65% of students participated in school sports (NSW Govt Norm was 83%) and 32% participated in extracurricular activities (NSW Govt Norm was 55%). 100% of students attended one or more excursions during year.	Support/time for extra curricular activities Gymnastics Equipment Funding Sources: • Socio-economic background (\$856164.00)

Next Steps

Continue professional learning activities centered on 'Adaptive Pedagogical ' practices e.g. EDI, Project based learning.

Develop and refine school ICT use and shared understanding of ICT applications and use in the classrooms.

Continue to provide extra-curricular activities to promote student engagement and satisfaction e.g. sport, music, dance.



Strategic Direction 3

Wellbeing

Purpose

To promote good mental health and wellbeing in all students.

Our consistent and positive approach to student welfare ensures students have clear expectations and high standards are maintained.

Improvement Measures

High levels of student engagement and self reflection is evident.

High levels of students successfully demonstrating school core values.

Consistent approach by all staff members to promote student wellbeing and engagement.

Overall summary of progress

Rutherford Public School's commitment to providing a safe and nurturing environment for all students was a key focus in 2019. The structure and systems of the Positive Behaviour for Learning (PBL) approach allowed for the careful examination of school data and appropriate planning for student need. Parents and students indicated a very strong desire to retain the school's PBL badges. The school also explored the CASEL social and emotional wellbeing framework to improve students understanding of self regulation and conflict resolution. The 'Zones of Regulation' was also an area of development and was implemented into all classrooms.

Progress towards achieving improvement measures

Process 1: Consistent School Wide Student Wellbeing and management practices

Positive Behaviour for Learning (PBL) and social emotional learning program is systematically implemented throughout the school.

Evaluation	Funds Expended (Resources)
92% of students were awarded their PBL Badge for 2019. The percentage of students suspended decreased from 7.68% (2018) to 3.63% (2019). Survey results indicated that parents are generally happy with the PBL processes and value the PBL badges. Staff indicated that the school needs to work on greater consistency between stages and align consequences and rewards to better meet the needs of all students.	PBL Badges PBL contracts Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$856164.00)

Process 2: Strong Learning and Support Team (LST) Systems

Whole School LST systems and polices support learning, student wellbeing and development.

Evaluation	Funds Expended (Resources)
Most staff surveyed indicated a clear understanding of the LST processes at the school. 24.4% of the student population were referred to LST throughout the year. Parent input was sought in 87% of referrals and formal integrated learning support meetings took place throughout the year. School SLSO timetable was reviewed regularly to ensure support was timely and appropriate.	Low level adjustment for Disability Funds \$130550 School funded AP LAST Coordinator \$139,825 Funding Sources: <ul style="list-style-type: none">• Low level adjustment for disability (\$130550.00)• Socio-economic background (\$139825.00)

Next Steps

Continued application and implementation of Positive Behaviour For Learning (PBL) practices.

Continued development of school's trauma informed practices.

Professional learning and development of student social and emotional wellbeing, linked to research.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Employment of Aboriginal SLSO and Non aboriginal SLSO to provide additional support in classrooms.</p> <p>Employment of Community Liaison Officer to monitor and case manage aboriginal students and support families.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$189 660.00) 	<p>31.82% (7 Students) of Year 3 aboriginal students placed in the top 2 bands, 31.82% (7 students) placed in the middle 2 bands and 36.36% (8 students) placed in the bottom 2 bands of the 2019 NAPLAN Reading Assessment.</p> <p>10% (2 Students) of Year 3 aboriginal students placed in the top 2 bands, 65% (13 students) placed in the middle 2 bands and 25% (5 students) placed in the bottom 2 bands of the 2019 NAPLAN Numeracy Assessment.</p> <p>4.76% (1 Student) of Year 5 aboriginal students placed in the top 2 bands, 71.43% (15 students) placed in the middle 2 bands and 23.81% (5 students) placed in the bottom 2 bands of the 2019 NAPLAN Reading Assessment.</p> <p>4.6% (1 Student) of Year 5 aboriginal students placed in the top 2 bands, 45.45% (10 students) placed in the middle 2 bands and 50% (11 students) placed in the bottom 2 bands of the 2019 NAPLAN Numeracy Assessment.</p> <p>Attendance rate for Aboriginal students in 2019 was 87.5% (Non aboriginal student attendance was 90.5%).</p>
English language proficiency	<p>EAL/D teacher allocation 0.2 (1 Day per week)</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • English language proficiency (\$6 024.00) 	<p>100% of students eligible for EALD support were given specialist teacher time.</p> <p>100% of EALD students were provided with a written assessment based on the EALD scales.</p>
Low level adjustment for disability	<p>Employment of SLSO to support students in the classroom and playground</p> <p>LST procedures and protocols</p> <p>Employment of AP LAST to coordinate whole school priorities and needs.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$130 550.00) • Socio-economic background (\$139 550.00) 	<p>24.4% (N=233) of the student population were referred to LST throughout the year.</p> <p>100% of students referred had follow up action determined and at least one review.</p> <p>More than half (120) students had a minimum of 2 reviews completed.</p> <p>87% of referrals resulted in parent follow up and support (e.g referrals, IEP input)</p>
Quality Teaching, Successful Students (QTSS)	<p>Additional Staffing to support AP mentoring</p> <p>QTSS Timetables</p> <p>QTSS 5 weekly focus initiative</p> <p>Funding Sources:</p>	<p>All staff were provided support through QTSS mentoring time. More formal systems for QTSS support need to be put in place for 2020.</p>

Quality Teaching, Successful Students (QTSS)	<ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$165 943.00) 	All staff were provided support through QTSS mentoring time. More formal systems for QTSS support need to be put in place for 2020.
Socio-economic background	<p>Additional Teacher Staffing 4.5.</p> <p>Additional SLSO Hours.</p> <p>Additional LAST support.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$856 164.00) 	<p>Tell them from me results reflect improved school culture and satisfaction with the school.</p> <p>NAPLAN improvements have been maintained overall from 2018 to 2019.</p> <p>Socio-economic funding of \$856164 has been used extensively throughout the school to support many integrated school initiatives and programs.</p>
Support for beginning teachers	<p>RFF time for extra beginning teacher release.</p> <p>Professional Development opportunities – Bridges out of poverty, MAPA, Writing TPL, Maths TPL, MAPPEN</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$18 399.00) 	100 % of early career teachers were provided with 2 hours (1st year) and 1 hour (2nd year) of additional release from face-to-face time.
Targeted student support for refugees and new arrivals	<p>0.3 Staffing allocation</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Targeted student support for refugees and new arrivals (\$32 000.00) 	<p>88 students identified as having a Language Other Than English (LBOTE)</p> <p>7 Students qualified for individual EAL/D support and all students showed progress against the EAL/D Learning Progressions</p> <ul style="list-style-type: none"> • Beginning – 1 • Emerging – 9 • Developing – 4 • Consolidating – 7 <p>Major language groups: Tagalog, Thai, Samoan, Hindi, Torres Strait Creole, Afrikaans.</p>
Community Partnerships	<p>Employment of CLO position (1.0)</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$83 715.00) 	<p>86 students participated in the 25 week Kindergarten/school readiness program. "Little Dragons".</p> <p>100% of parents were either satisfied or highly satisfied with the school's "Little Dragons" program.</p> <p>High parent engagement at whole-school community events– Art show, Special days.</p>
Early Action for Success	<p>Employment of 2 Instructional Leaders – Early Action for Success – \$326508</p> <p>Release days for professional mentoring and student tracking</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$10 000.00) 	<p>57% of Kindergarten students reading at level 8+.</p> <p>72% of Year One students reading at level 16+.</p> <p>58% of Year Two students reading at level 21+.</p> <p>88% of Kindergarten students achieved perceptual level for numeracy.</p> <p>90% of Year One students achieved figurative level for numeracy.</p>

<p>Early Action for Success</p>	<p>Employment of 2 Instructional Leaders – Early Action for Success – \$326508</p> <p>Release days for professional mentoring and student tracking</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$10 000.00) 	<p>83% of Year Two students achieved counting on back for numeracy.</p> <p>Data talks organised in small groups of colleague teachers allowing for collaboration, consistent teacher judgement, evaluation of 2019 and reflection of practices. Evaluation of this process reaffirms the value of collegial discussions. Follow up for some individual teachers required.</p>
--	---	---

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	411	451	489	484
Girls	405	429	461	455

Student attendance profile

School				
Year	2016	2017	2018	2019
K	93.6	93.3	92.4	93.9
1	91.4	93.6	91.5	91.6
2	91.5	91.5	92.7	92.4
3	92.7	92.4	92.1	92.1
4	92	92.3	89.8	92.1
5	90.5	92	90.7	90.8
6	90	90.5	89.1	89.9
All Years	91.7	92.3	91.2	91.8
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
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	36.74
Teacher of Reading Recovery	0.95
Learning and Support Teacher(s)	2.1
Teacher Librarian	1.4
School Administration and Support Staff	6.87

*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	1,291,557
Revenue	9,477,642
Appropriation	9,249,636
Sale of Goods and Services	10,383
Grants and contributions	213,287
Investment income	4,136
Other revenue	200
Expenses	-9,598,285
Employee related	-8,669,526
Operating expenses	-928,759
Surplus / deficit for the year	-120,644

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.

The school carried over a closing balance of \$1,170,913 at the end of 2019. The school has a surplus due to the major capital redevelopment. Considerable funds have been set aside for the construction of two new sports courts, playground equipment and ground refurbishments.

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	539,777
Equity Total	1,406,501
Equity - Aboriginal	189,660
Equity - Socio-economic	856,164
Equity - Language	6,024
Equity - Disability	354,653
Base Total	5,951,488
Base - Per Capita	224,319
Base - Location	0
Base - Other	5,727,169
Other Total	795,782
Grand Total	8,693,548

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

School performance - NAPLAN

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

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

NAPLAN Online

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



Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below. In 2019 the school again elected to be part of the 'Tell Them From Me' survey run by the Learning Bar Company.

Contracted by the Department of Education, the online surveys aim to measure satisfaction with various aspects of the schooling experience.

Student Result 2019

All random selection of students in Years 4, 5 and 6 (n= 285) were surveyed in Term 4 2019.

Results are summarised below:

% of students with a high rate:

- Participation in school sports: 67% (State Norm=83%)
- Participation in extracurricular activities: 38% (State Norm=55%)
- Positive sense of belonging: 65% (State Norm=81%)
- Students with positive relationships: 78% (State Norm=85%)
- Students that value schooling: 89% (State Norm=96%)
- Positive homework behaviours: 38% (State Norm=63%)
- Students with positive behaviour at school: 86% (State Norm=83%)
- Students who are interested and motivated: 64% (State Norm=78%)

Parent Results 2019

Fifty one (51) parents completed the online survey in Term 4, 2019.

Results are summarised below:

Score out of 10 point scale:

- Parents feel welcome: 7.2 (State Norm= 7.4)
- Parents are informed: 6.8 (State Norm= 6.6)
- Parents support learning at home: 7.1 (State Norm= 6.3)
- School supports learning: 7.2 (State Norm= 7.3)
- School supports positive behaviour: 7.4 (State Norm= 7.7)
- Safety at school: 6.9 (State Norm= 7.4)
- Inclusive school: 6.9 (State Norm= 6.7)

Teacher Results 2019

Eighteen (18) teachers completed the online survey in Term 4 2019.

Results are summarised below:

Score out of 10 point scale:

- Leadership: 6.4 (State Norm= 7.1)
- Collaboration : 7.5 (State Norm= 7.8)
- Learning culture: 8.0 (State Norm= 8.0)
- Data informs Practice: 7.7 (State Norm= 7.9)
- Teaching strategies: 8.0 (State Norm= 7.9)
- Technology: 7.4 (State Norm= 6.7)
- Inclusive school: 8.2 (State Norm= 8.2)
- Parent involvement: 7.3 (State Norm= 6.8)

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.

