

Narellan Vale Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Narellan Vale 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

Narellan Vale Public School
Waterworth Drive
Narellan Vale, 2567
www.narellanva-p.schools.nsw.edu.au
narellanva-p.school@det.nsw.edu.au
4647 5291

Message from the principal

Welcome to 2019 Annual Report for Narellan Vale Public School. 2019 has been a year full of learning and growing together. We continue to focus on ensuring students are prepared for the future with strong foundations in literacy and numeracy.

All students have a 'Writing Journey'—a compilation of writing samples collected across their years in Primary School and stored in their personal folder. Overall standards of writing have improved as evidenced by data collected externally and internally.

Our transition Years 6–7 has been very successful with Year 7 students feeling more confident and supported when they commenced at Elizabeth Macarthur. The Science Initiative was popular and Stage 3 students enjoyed weekly science lessons led by Elizabeth Macarthur High school teachers. The whole school Science Expo was a highlight of the year with all students engaging in fun and exciting science and STEM activities. Teachers from NVPS together with science teachers from EMHS and Year 9 students coordinated the Science Day. Members of the community were invited.

Our culture group collaborated with a local elder to write our own NVPS Acknowledgement to Country which will be introduced to the whole school community at the start of 2020 and read at all events.

Student voice is enhanced and our Student Parliament are active in making decisions and changes to make NVPS an even better school.

This year we launched the successful use of 'Seesaw' as the online platform for sharing and celebrating student learning. This has been a welcome addition to strengthen communication with parents and carers.

NVPS continues to be well known in the Creative and Practical Arts and Sports Arena winning many competitions and sporting events.

Our P & C have continued to be very supportive and hardworking and the year ended with a staff and P & C Christmas Carols event which was a huge success.

Michelle Sarjana

December 2019

Message from the school community

NVPS P&C Association has a strong relationship with the school and our community. Meetings are held twice per term allowing parents and community members an opportunity to discuss school matters whilst gaining an insight into the plans and directions of the school.

In 2019, we had the benefit of a Community Engagement Officer who provided a tremendous support reaching our wider school community. Coffee Club sessions continued throughout the year, enabling further interaction with parents and executive staff, the Leadership Team and developing knowledge on core topics and future directions. Additionally a weekly playgroup program was implemented enabling further interactions with our wider community. Local preschool visits are now a regular occurrence. These programs enable the school not only to build on current relationships with the community but also introduce and familiarise future students and outside community members to our school, staff and programs available.

2019 has been a fun and successful year. We introduced new ideas for fundraising like the Sizzler Cheese Toast, The 5c fundraiser as well as some old faithful events such as our Easter raffle, Mothers' day and Fathers' day stalls as well as gala day canteens. We have also had a community member start up a 2nd hand uniform stall.

Because of all the support we have been able to provide additional funding to the school to cover items that our student parliament have wanted to purchase, the pencils at the front gate depicting the ten learner qualities. We provided funds to cover the cost of sporting programs and robotic programs offered to all students and an upgrade of much need tools.

Through all the efforts and support from our school community, we have raised in excess of \$20,000, what a fantastic effort by all our community. We would like to acknowledge and thank our supportive corporate sponsors that give generously to our school.

It's not all about the fundraising though, it's about creating and developing the link between the school and our wider community.

We re-introduced our Christmas Carols Night.

Coming together as a community for our Carol's Night brought together not only our students but also deepened our connections with our local high school Elizabeth Macarthur and the local preschools. A community band attended, which enabled our band students to feel included and supported. It was a great community event.

I would like to personally congratulate the P&C executives for being a wonderful team to work with and thank them for their tireless support and effort throughout the year.

To the many volunteers who have willingly given their time to support all our fundraising efforts and to the staff who consistently go out of their way to assist the work of the P&C, I cannot express how grateful we are for your support – Thank You!

The P&C will continue to work closely with the Leadership team and community about where efforts are concentrated so that we continue to make sure that the students, our kids, can be the most confident 21st century learners possible.

Sharyn Brooks

P&C President 2019

Message from the students

On behalf of the Narellan Vale Public School students, 2019 was a big year for us! Our student voice has grown throughout the school and has impacted our school in many ways because we believe every voice should be heard.

Our student parliament building and infrastructure portfolio worked on ways to make our school more colourful and inviting. We chose the ten Learner Qualities Coloured Pencils which greet you at the front of our school.

We also came up with the idea of purchasing colourful buddy benches which are very popular with Kindergarten and the older students.

We have learned more about Inquiry Learning and a group of students went to Wollongong University to talk about Inquiry Learning and we were teaching people who were training to be teachers!

We loved our Science Expo Day and the hands on technology, ozobots, drones and rocket launching with Elizabeth Macarthur High School students helping us too!

Lots of us participated in School Spec too which was a lot of fun.

Isabeal and Charlotte

School background

School vision statement

At Narellan Vale Public School our vision is for every student to be known, heard and valued. There is a collective responsibility to support and prepare future ready learners.

School context

Narellan Vale Public School is located in the Macarthur region of South Western Sydney and has an average enrolment of 810 students with a percentage of students identifying with a non-English speaking background of 19.9%. Approximately 24% of students have been identified with a level of disability requiring an adjustment to their learning. There is an increasing number of Aboriginal and Torres Strait Islander students comprising of 36 students.

The school motto of 'Together We Learn and Grow' is central to all endeavours and promotes a commitment to continual improvement. The whole school community support the wellbeing of all students. Initiatives and structures promoting high quality and innovative educational practice support the academic, social, physical and emotional needs of all students.

The school is highly regarded in the areas of sporting and creative arts programs. Students engage in a variety of extra curricular opportunities including dance, choir, signing choir, debating, public speaking, gardening and building club, Tournament of Minds, orienteering, university competitions, Toastmasters, sporting clinics and competitive sporting events. A strong and active student voice is led by an active Student Parliament and feedback led to an increased provision of opportunities.

Strong links have been forged with the Community of Schools. This has resulted in the facilitation of stronger transition programs ; pre-school to Kindergarten and Years 6 to 7 to ensure seamless transitions. A joint professional learning initiative is centred around inquiry learning and a concept based model for planning and teaching with a focus on science and stem.

Self-assessment and school achievement

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

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

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

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

For more information about the School Excellence Framework:

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1

Commit: High Quality and Innovative Educational Practice

Purpose

A commitment to continuous improvement to ensure that learning is personalised and differentiated for every student through high quality teaching and learning. Professional learning will drive innovation, teacher's deep knowledge of curriculum and assessment practices with an emphasis on using data to inform practice and improve learning outcomes.

Improvement Measures

Curriculum and Innovative Learning

Higher proportion of teachers using evidence-based practice as indicated by a positive increase in student learning outcomes

Continual Improvement through best practice in pedagogy and Professional Learning

Teachers are more self-reflective and Performance Development Plan goals are closely aligned to School plan. (Differentiation, deep curriculum knowledge, innovation and assessment for learning).

School's Value added trends demonstrate a positive increase.

Assessment and Reporting

Increase the proportion of students in the top 2 NAPLAN bands in reading and numeracy. (Bump it Up targets)

Overall summary of progress

Improved learning outcomes in Reading and Writing

Progress towards achieving improvement measures

Process 1: Assessment and Reporting

Deepen the understanding and analysis of NAPLAN/PLAN/Learning Progressions/PAT data and school-based assessments to identify needs of students.

Leaders of Learning in literacy and numeracy provide targeted support in classrooms to enhance quality teaching practices and assessment.

Evaluation	Funds Expended (Resources)
<p>Teachers, with the support of Leaders of Learning and spirals of inquiry sessions, have used PAT, NAPLAN, Syllabus Documents, work samples and the progressions to guide their assessment of focus students in the areas of literacy and numeracy.</p> <p>Teachers identified mathematics 'amber' students who are not progressing at the expected rate and can move up to the top two bands. These identified students will be shared with the 2020 teachers and Leaders of Learning to be closely monitored.</p> <p>Mathematics Scope and Sequence developed and used by all teachers to guide their planning, programming and teaching. Further embedding and use in 2020.</p> <p>The five weekly unit plans for English used as a scaffold for further collaborative planning and programming based on textual concepts.</p> <p>Future Goal-Assessment Schedule to be developed for whole school to</p>	<p>\$10,000 QTR to be reimbursed from Newcastle University</p> <p>Leaders of Learning release AP \$160,000 including release of teachers in Spirals of Inquiry Sessions</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$150576.00)• Professional Learning (\$43753.00)

Progress towards achieving improvement measures

include the purpose of how and why assessments are included.

Quality Teaching Rounds (QTR) and the TPL implemented in Year 3. Training completed for Year 3 teachers (Amanda Perfect and Sue Marden).

Annual assessment and reporting overview completed with LANSAs support.

'Amber' students (English) to be further identified in Term 1 of 2020.

Process 2: Curriculum and Innovative Learning

Develop teaching and learning programs that reflect the K–6 Scope and Sequences based on the NSW syllabus for the Australian Curriculum and an inquiry learning framework.

Engagement of external expertise through a whole school commitment to improving practice.

All students including gifted and talented, Aboriginal (In accordance with the Premiers Priorities), students with disabilities and students for whom English as a Second Language receive targeted support through proactive, differentiated instruction and personalised learning.

Evaluation	Funds Expended (Resources)
<p>92% of students indicated in a survey that they are more confident and competent with their scientific skills and in their understanding of science as a result of weekly specialist teachers through the Community of Schools initiative.</p> <p>Results from the Post Tests indicated a significant increase in students scientific knowledge.</p>	<p>Planning time and Monday afternoon Teacher Professional Learning sessions.</p> <p>Science Test (developed by EMHS teachers)</p>

Process 3: Continual Improvement through best practice in pedagogy and Professional Learning

Spirals of inquiry hubs are implemented to ensure student centred dialogue and quality professional practice.

Embed a culture of innovation and collaborative learning to sustain a commitment to learning snapshots, lesson studies and action research focused on professional learning targets.

Evaluation	Funds Expended (Resources)
<p>Evaluation of early career teachers support provided by early career teacher.</p> <p>Support provided for early career teachers with Anna Watkins (Literacy Coach) has been well received.</p> <p>Year 1 data from L3 is positive and there is an improvement in all student learning outcomes.</p> <p>Mini Lit data also indicates an improvement in literacy from all students in the program.</p> <p>Whole school improvement in writing as indicated by internal and external data.</p> <p>In 2020–L3 Kindergarten program and training for four teachers on Kindergarten Team</p> <p>Other Professional Learning (L3) Stage 1 two teachers</p> <p>Continue support provided for early career teachers by Literacy Coach for 2 days per week</p> <p>Continue whole school writing focus with termly work samples to be</p>	<p>Early career teacher time – \$42,000</p> <p>Release time for L3 teachers</p> <p>SLSOs implementing MiniLit program and evaluations</p> <p>L3 – \$12,000</p>

Progress towards achieving improvement measures

moderated

Strategic Direction 2

Excel: Leadership Excellence

Purpose

To provide leadership development opportunities to build an accountable evidence-based school culture. High quality leaders and teacher leaders will be supported to know their students well and how they learn through strong and effective instructional practice.

Student leadership opportunities will empower an active student voice and develop a responsibility as active contributors to their own learning, school and the global community.

Improvement Measures

Ownership of Learning

Achievement of professional goals with specific areas identified for further development.

Students more able to articulate and collaborate in the development of personalised learning goals.

Increased number of aspirational staff seeking relieving opportunities and achieving promotion through merit selection and relieving roles.

Data Informing Practice

100% of teachers analyse, interpret and synthesise data to inform planning and modify teaching practice in Spirals of Inquiry follow up sessions.

Student Voice at the Core

The engagement and contributions of students through active decision making and the opportunity to voice their opinions.

Data indicates an increase in student leadership opportunities and feedback

Progress towards achieving improvement measures

Process 1: Ownership of Learning

Staff adopt an evaluative practice approach to ensure students are achieving learning goals.

Teachers and leaders promote self improvement through professional networks, readings, research, intra and inter school visits.

Evaluation	Funds Expended (Resources)
A successful involvement of students in collaborative sessions, milestone evaluations and School Excellence Framework Self Assessment survey.	Leadership planning days
Provision of opportunities for aspiring leaders resulted in the completion of Aspiring Principals Leadership Program, colleagues enrolling in Higher level Accreditation and the attainment of substantive positions. (Two Deputies and one Assistant Principal)	Student Parliament
	Student involvement in inquiry learning
	Deputy Principal – Aspiring Principal course – \$5,000
	Pragmatic Thinking Course – \$10,000

Process 2: Data Informing Practice

School leaders strengthen the process for the collection and synthesis of data on student learning. This will be achieved through impactful conversations using a coaching framework.

Progress towards achieving improvement measures

Process 2: Every teacher uses data and evidence to inform and differentiate the teaching and learning by tracking and monitoring student progress.

Evaluation	Funds Expended (Resources)
<p>Students goal setting and differentiation in place across the school.</p> <p>Data being used more consistently this year during collaborative team sessions and as a focus in Spirals of Inquiry sessions.</p> <p>For 2020, a more inclusive student voice across all teams to be included in teaching units and a deeper use of more data to triangulate findings.</p>	<p>\$65,000 to release teams of teachers</p> <p>\$24,000 SBAR to support Leader of Learning and team days analysing data.</p> <p>English/Literacy Coach – \$60,000</p>

Process 3: Student Voice at the Core

Students are provided with leadership development and opportunities at every stage of their schooling. A strong and active student voice is evident.

Evaluation	Funds Expended (Resources)
<p>2020 – Students are invited to planning sessions to inform their direction of learning and have autonomy over student agency</p> <p>Student have had ample opportunities to partake in the inquiry process in the teaching and learning cycle and have autonomy to a certain extent about what they learn in units</p>	<p>Team and students meetings</p>

Strategic Direction 3

Connect: Connecting and Engaging

Purpose

A school-wide collective responsibility for successful and future focused learning with a commitment to global citizenship. High levels of engagement will be promoted through collaboration, communication, critical and creative thinking underpinned by the Learner Qualities.

Improvement Measures

Wellbeing for All

Improved wellbeing for all stakeholders as indicated from positive feedback

Technology Skillsets

100% of learning environments by 2020 will reflect future focused pedagogies embedding the 4Cs and an increase in ratio of devices to students.

Engaged, Empowered Community Partnerships

An increase in the percentage of parents engaging through attendance at events and social media platforms.

Leading and supporting quality community projects through the development of positive partnerships including global citizenship.

Progress towards achieving improvement measures

Process 1: Wellbeing for All

Establish wellbeing practices and programs; prioritising safety, mindfulness, resilience, emotional intelligence and growth mindset education.

Evaluation	Funds Expended (Resources)
<p>The PBL system was consistently used and re-evaluated through out the year. Staff participated in Well Being TPL sessions and will focus on increasing their knowledge and understanding of the Wellbeing Framework. Staff were introduced to the Being Well initiative. Student well being options during break times were evaluated and developed to allow greater student choice and participation in a variety of social setting and activities.</p> <p>Student Parliament became more active through student voice during the year. Students were provided with portfolios and responsibilities. Many charitable donations wwasasere organised by the Student Parliament. The continuation of designing outdoor learning environments is a focus area for the parliament in 2020. This initiative will result in enhanced and flexible learning spaces.</p> <p>There was an increase in parent communication platforms and partnerships. Parents were invited for Meet the Teacher sessions, Student Led conferences, and to actively engage in new ways to communicate regularly with the school through the Seesaw application. This has resulted in an increase in parent participation and communication.</p> <p>The engagement of the Community Liaison Officer has resulted in a significant increase in community partnerships with local preschools and organisations. Six community preschools regularly attend literacy based workshops and visit our school library. Partnerships with the Big Yellow Umbrella have allowed a playgroup to be established for local community members.</p>	<p>Whole school Seesaw subscription – \$11,000</p> <p>\$2,000 Parliament</p> <p>\$5,000 Playground resources</p> <p>Community Liaison Officer employed for 2 days per week (Heather) = \$27,416.33</p>

Progress towards achieving improvement measures

A successful transition program for 2020 Kindergarten students was offered in Term 3. A collective responsibility of supporting students with additional needs was created and established. School educational services supported the initiative and as a result students have received additional support for their learning needs. This transition program will continue in 2020.

Review of the Anti bullying plan will occur in 2020 aligned to PBL and the introduction of SENTRAL. Behaviour monitoring will be adjusted next year to increase the level of information regarding behaviour management. Cyber bullying will be considered to be added to the current plan.

In 2020 the team will focus on providing professional learning in embedding Growth Mindset practices and the Learner Qualities.

Process 2: Technology Skillsets

Improving connections through the use of technology

Evaluation	Funds Expended (Resources)
<p>TPL on Inquiry Based integration and the effective use of technology</p> <p>Goal is to gain a greater understanding and use of global citizenship in classrooms in 2020</p>	<p>\$10,000 Technology Resources</p>

Process 3: Engaged, Empowered Community Partnerships

Continue to evolve and improve transition practices at key points of schooling with a focus on a Middle School program and Pre-School to Kindergarten.

Evaluation	Funds Expended (Resources)
<p>Transition programs were established from Kindergarten to Year 6. The Middle School Transition program was a successful initiative that strengthened partnerships between the local high school and Stage 3 teachers. Teacher mentoring and team teaching opportunities were provided to increase teacher knowledge and understanding in the Science syllabus. For 2020 the partnerships will continue and a STEAM program will be established between Community of Schools. The preschool to kindergarten transition began in Term 3 and was highly successful. All participating students were able to form strong relationships with teachers and the school environment. This program will continue in 2020. The program was highly supported by the local preschools and educational services.</p> <p>A variety of successful community events and initiatives were held throughout the year. Parents and students engaged in activities such as the Easter Hat Parade, Book Parade, COS 2567 Showcase. Differentiated dance groups were created across K-6 and were highly successful across the region.</p> <p>Strengthening the Aboriginal Education portfolio, the team coordinated the successful Macarthur Aboriginal Kids Day which provided authentic cultural experiences for over 150 students. The initiative strengthened community partnerships, cultural knowledge and allowed students to develop a sense of belonging within the community. The establishment of the culture club has allowed students from K-6 to develop an Acknowledgement of Country for the NVPS community and to deepen students understanding of culture. Personalised Learning Pathways proforma and process will be reviewed in 2020 to enhance aspirational goals for all students.</p>	<p>Acknowledgement of Country board – \$3,000</p> <p>Culture Club Performance – \$2,000</p> <p>PLP Meetings/days – \$1,200</p>

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	<p>Timetable of support 0.6 days \$64 030 + \$41 320 (flexible)</p> <p>Attendance at L & S Meetings, Stage Meetings and in particular Kindergarten</p>	<p>Meetings held with EAL/D students parents/carers and goals shared.</p> <p>EAL/D student's learning progress monitored and tracked.</p>
Low level adjustment for disability	<p>LAST teachers in class supporting students 1.3 funded through SBAR \$138 731 + flexible \$86 265</p> <p>SLSO time for targeted support groups as indicated by timetables</p>	<p>Progress tracked and monitored</p> <p>Students supported in the classroom and/or playground.</p>
Quality Teaching, Successful Students (QTSS)	<p>Time for each session for teams of teachers to be released</p> <p>Leaders of Learning and Literacy Coach \$150 576</p>	<p>Teachers indicated they feel a lot more confident in the use of English Syllabus and analysing writing.</p> <p>Students writing improved as indicated in work samples, NAPLAN and CTJ sessions across K–6.</p>
Socio–economic background	<p>Time and rosters for targeted group of support students</p> <p>Class creator</p> <p>SLSOs 5 staff/timetables</p> <p>Land Support teachers funded 1.3 + additional 0.7</p> <p>Socio Economic Funding total \$203,806</p>	<p>Teams develop collaboratively designed units of learning integrating English and PDHPE–Wellbeing using an Inquiry Learning framework</p> <p>Student achievement and needs informed Class Creator to design classes</p>
Support for beginning teachers	\$42,000	<p>Use of NSW Syllabus Documents and Learning Progressions and tracking and monitoring of student achievement</p> <p>Quality teaching and Learning Programs developed.</p> <p>Team teaching</p> <p>Demonstration lessons</p> <p>Journals aligned with AITSL Teaching Standards</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	425	420	417	395
Girls	416	427	422	408

Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.7	95.1	94.8	93.5
1	93.5	94.8	94.4	93.9
2	93.5	93.6	94.1	93.6
3	93.9	94.4	93.3	94.1
4	93.2	93.9	93.4	92.1
5	93.2	93.4	93.1	93
6	92.3	92.6	93.1	91.7
All Years	93.5	93.9	93.7	93
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)	30.1
Teacher of Reading Recovery	0.74
Learning and Support Teacher(s)	1.3
Teacher Librarian	1.4
Teacher ESL	0.6
School Counsellor	1
School Administration and Support Staff	4.87

*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.

Two long term temporary teachers were successful at gaining their Proficient accreditation whilst all others are completing registered and non-registered hours working towards their maintenance of accreditation. Two colleagues

have expressed an interest to undertake higher level accreditation.

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	719,189
Revenue	6,925,812
Appropriation	6,533,341
Sale of Goods and Services	47,363
Grants and contributions	336,315
Investment income	8,694
Other revenue	100
Expenses	-6,634,378
Employee related	-5,911,610
Operating expenses	-722,767
Surplus / deficit for the year	291,434

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.

Surplus funds have been allocated to fund an additional classroom teacher to reduce student to teacher ratio. Leadership capacity and building succession is a priority and aspiring leaders will be given the opportunity to relieve in higher duties. To focus on our targets for Reading and Numeracy in 2020 additional staff will train and work shoulder to shoulder with classroom teachers to enhance student learning outcomes.

To meet the learning needs of identified students additional learning and support officers hours have been planned for 2020.

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	85,962
Equity Total	562,808
Equity - Aboriginal	28,655
Equity - Socio-economic	203,806
Equity - Language	105,350
Equity - Disability	224,996
Base Total	5,214,881
Base - Per Capita	196,861
Base - Location	0
Base - Other	5,018,019
Other Total	515,985
Grand Total	6,379,635

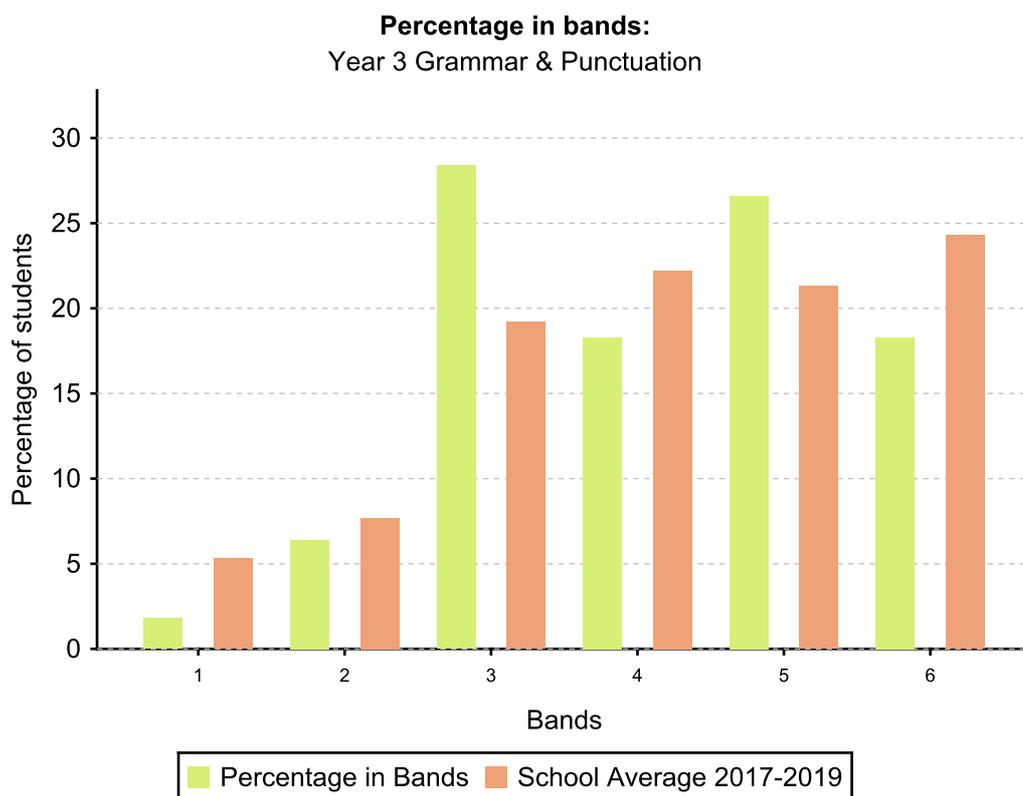
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School performance - NAPLAN

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.

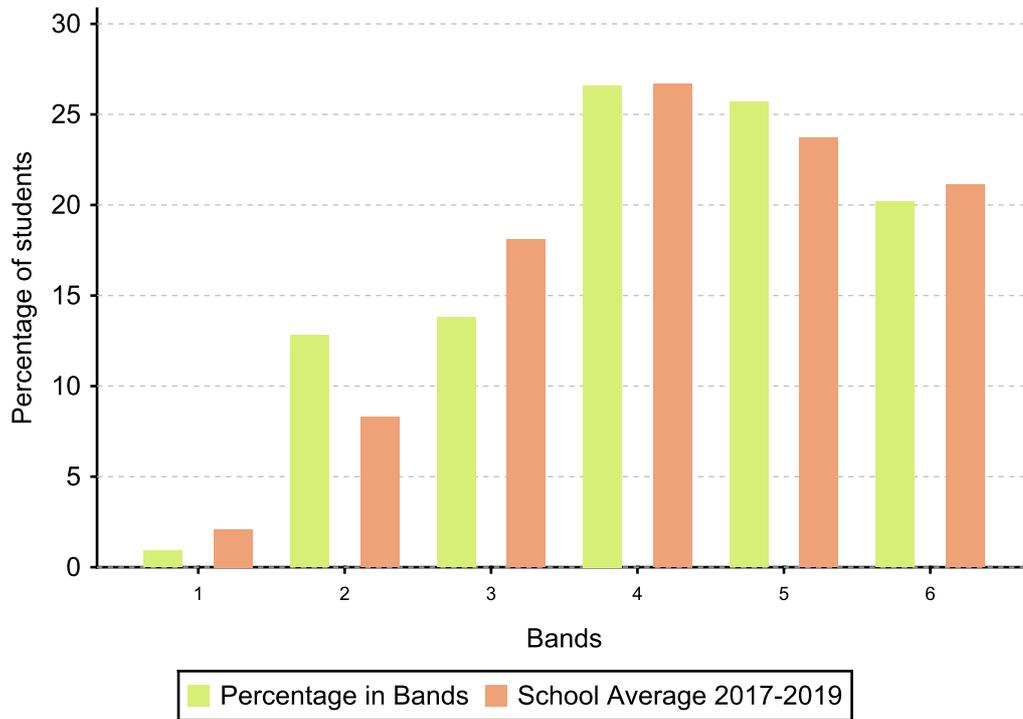
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison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



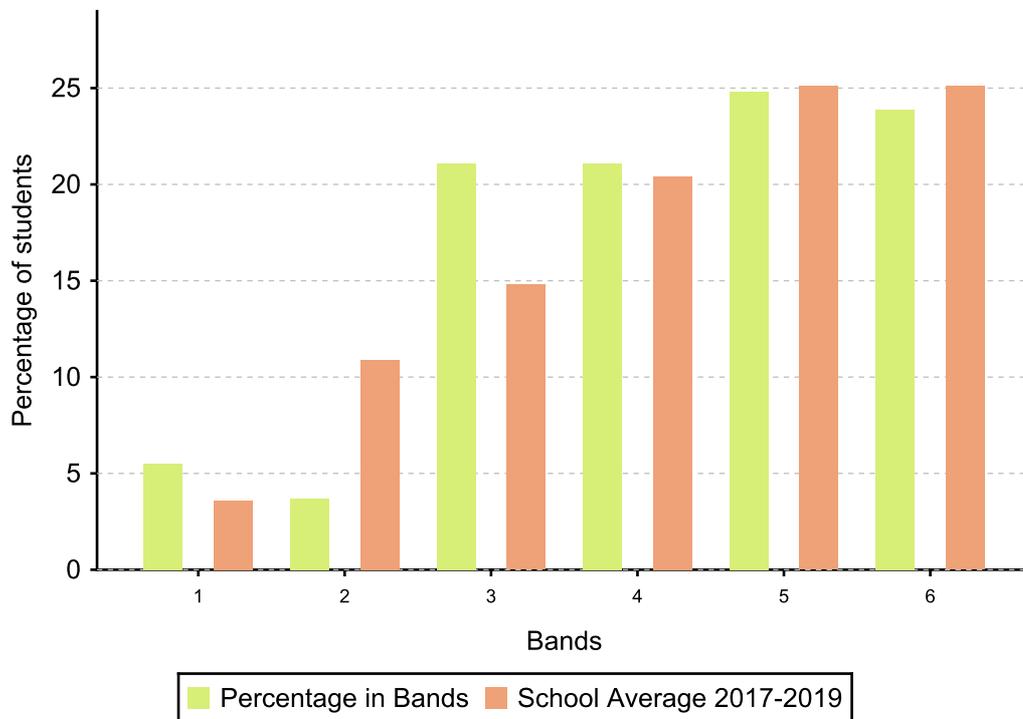
Band	1	2	3	4	5	6
Percentage of students	1.8	6.4	28.4	18.3	26.6	18.3
School avg 2017-2019	5.3	7.7	19.2	22.2	21.3	24.3

Percentage in bands:
Year 3 Reading



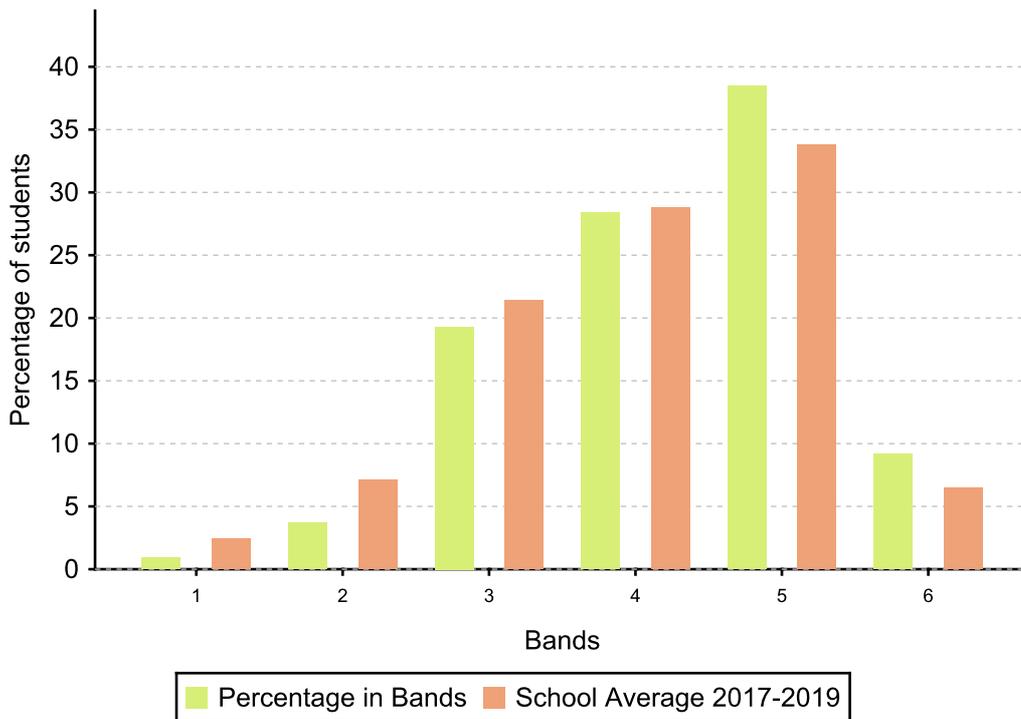
Band	1	2	3	4	5	6
Percentage of students	0.9	12.8	13.8	26.6	25.7	20.2
School avg 2017-2019	2.1	8.3	18.1	26.7	23.7	21.1

Percentage in bands:
Year 3 Spelling



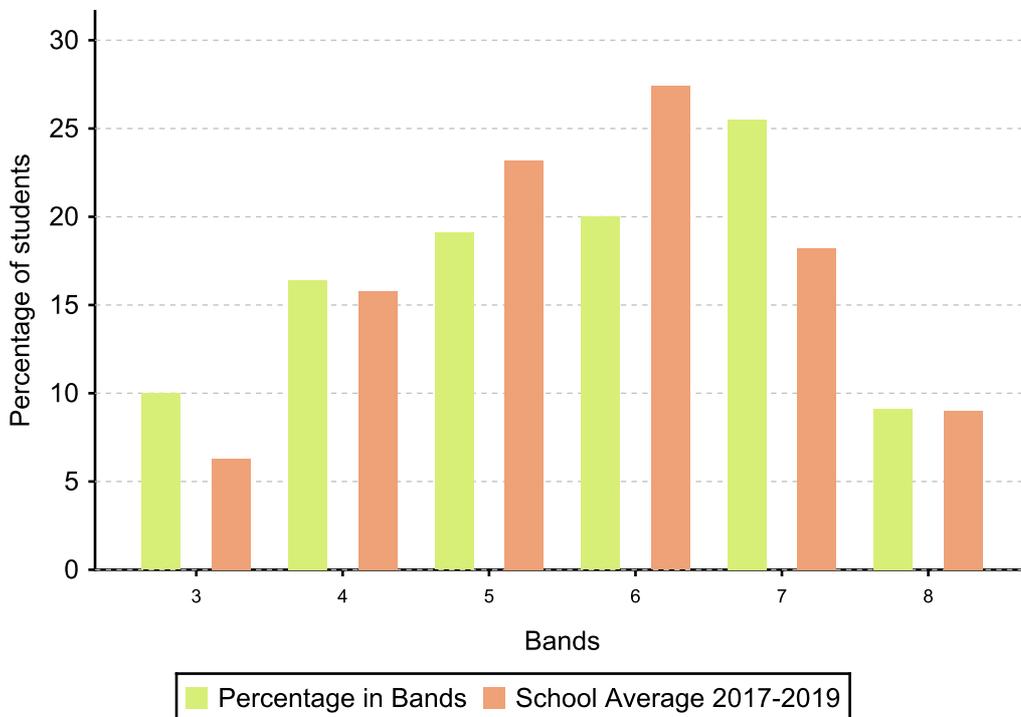
Band	1	2	3	4	5	6
Percentage of students	5.5	3.7	21.1	21.1	24.8	23.9
School avg 2017-2019	3.6	10.9	14.8	20.4	25.1	25.1

Percentage in bands:
Year 3 Writing



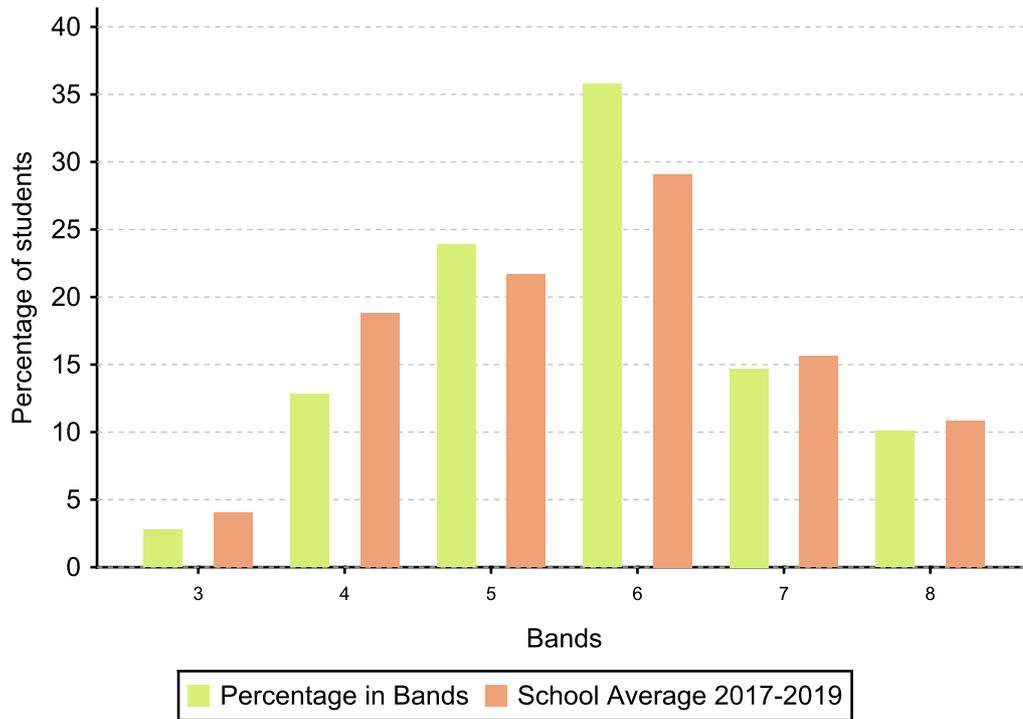
Band	1	2	3	4	5	6
Percentage of students	0.9	3.7	19.3	28.4	38.5	9.2
School avg 2017-2019	2.4	7.1	21.4	28.8	33.8	6.5

Percentage in bands:
Year 5 Grammar & Punctuation



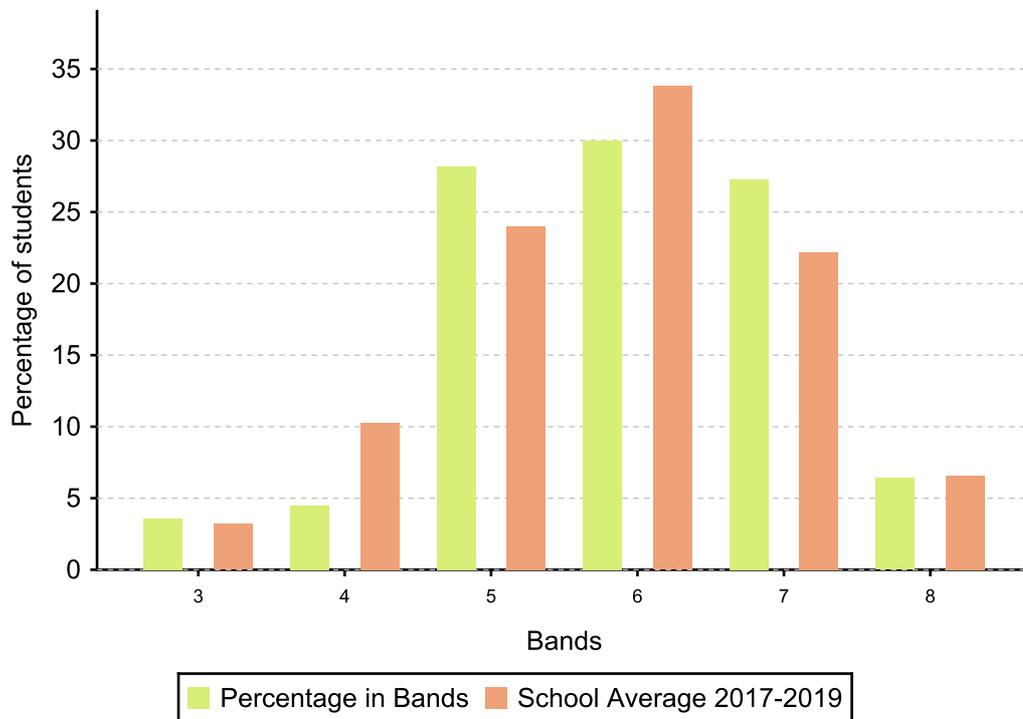
Band	3	4	5	6	7	8
Percentage of students	10.0	16.4	19.1	20.0	25.5	9.1
School avg 2017-2019	6.3	15.8	23.2	27.4	18.2	9.0

Percentage in bands:
Year 5 Reading



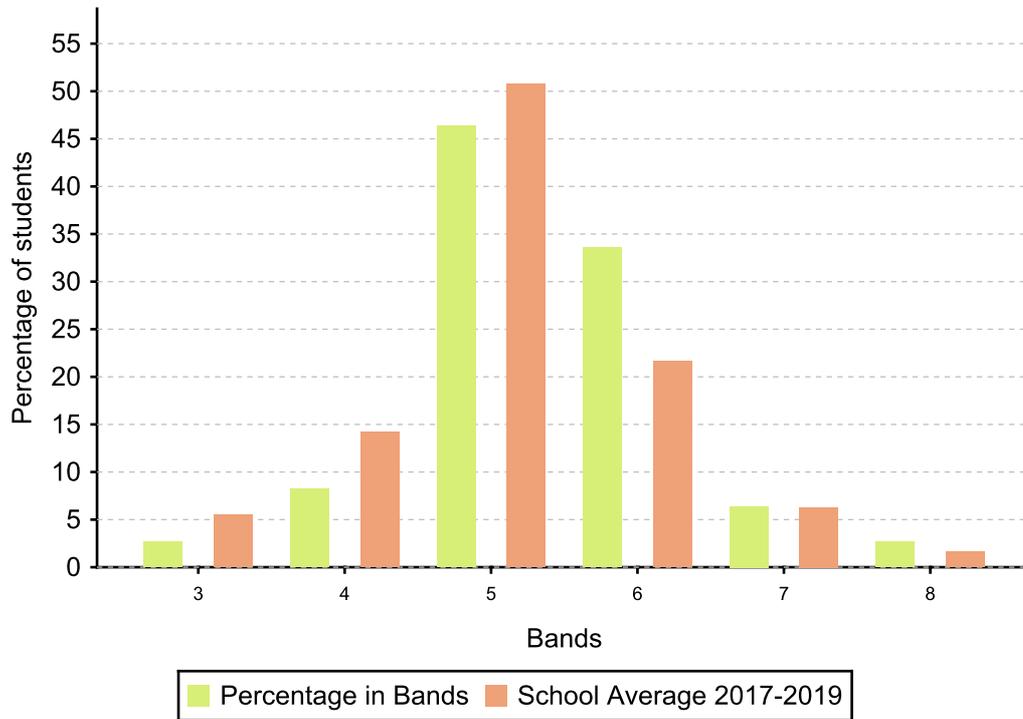
Band	3	4	5	6	7	8
Percentage of students	2.8	12.8	23.9	35.8	14.7	10.1
School avg 2017-2019	4	18.8	21.7	29.1	15.6	10.8

Percentage in bands:
Year 5 Spelling



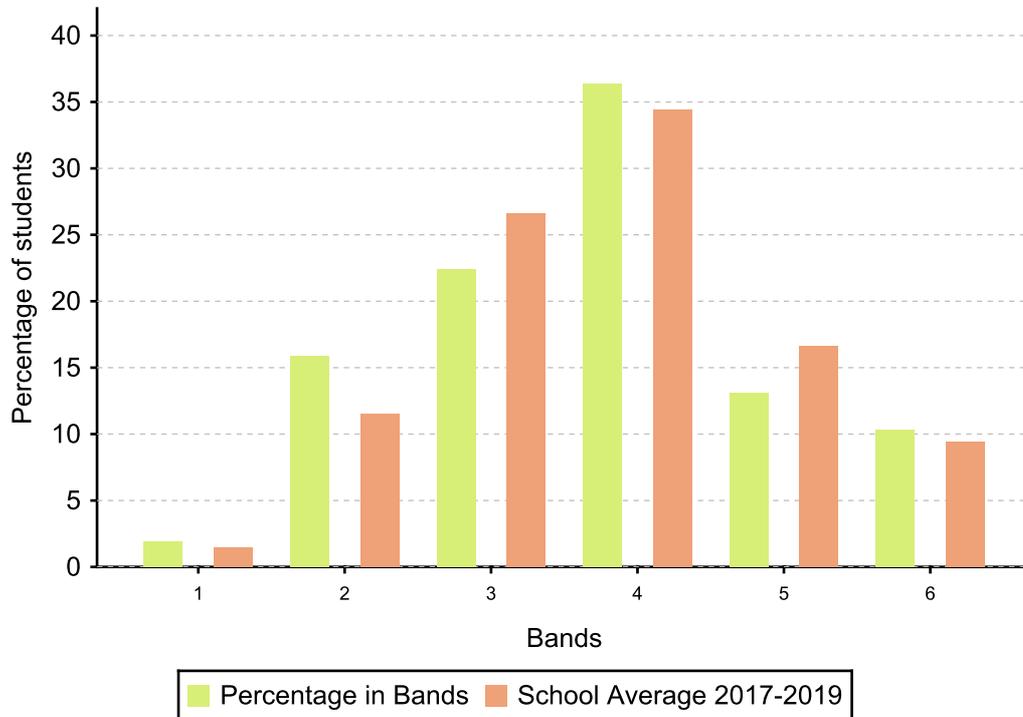
Band	3	4	5	6	7	8
Percentage of students	3.6	4.5	28.2	30.0	27.3	6.4
School avg 2017-2019	3.2	10.3	24	33.8	22.2	6.6

Percentage in bands:
Year 5 Writing



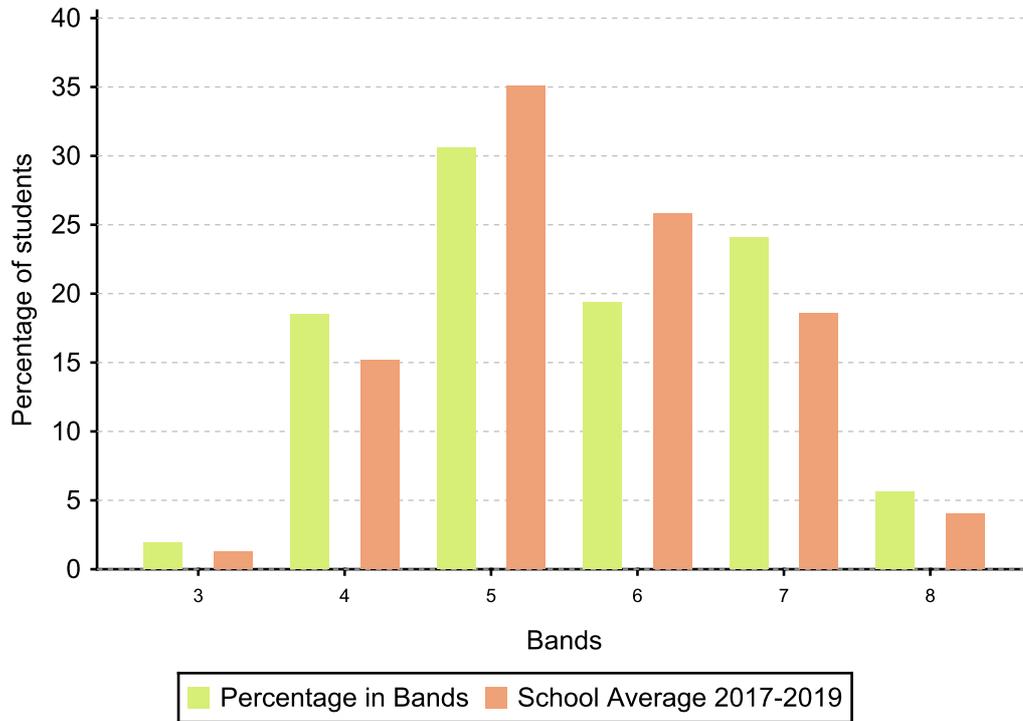
Band	3	4	5	6	7	8
Percentage of students	2.7	8.2	46.4	33.6	6.4	2.7
School avg 2017-2019	5.5	14.2	50.8	21.6	6.3	1.6

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	1.9	15.9	22.4	36.4	13.1	10.3
School avg 2017-2019	1.5	11.5	26.6	34.4	16.6	9.4

**Percentage in bands:
Year 5 Numeracy**



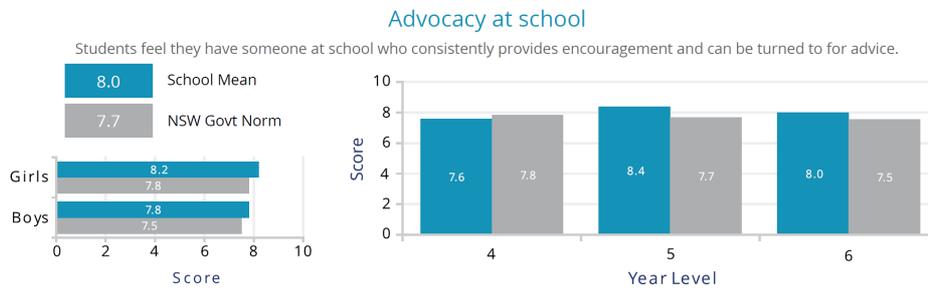
Band	3	4	5	6	7	8
Percentage of students	1.9	18.5	30.6	19.4	24.1	5.6
School avg 2017-2019	1.3	15.2	35.1	25.8	18.6	4

Our school focus on writing has resulted in an increase of students performing in the top two bands which is particularly evident in Year 3 results. Year 5 Numeracy results demonstrates an increase of students performing in the top two bands to 29.7% (Bands 7 and 8).

Parent/caregiver, student, teacher satisfaction

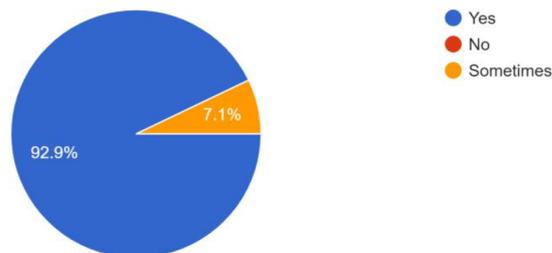
2019 Tell Then From Me student survey indicated students felt they had someone at school who consistently provided encouragement or advice and this aligns to our vision of 'Every student will be known, heard and valued'.

Our Parent Satisfaction survey results indicated that 92.9% felt that their children were known, heard and valued which is central to our school vision.



Parent Satisfaction Survey

Do you feel your child is known, valued and heard?



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.