

Woongarra Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Woongarra 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.

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School background

School vision statement

Woongarra Public School exists to support student learning and our students are at the centre of all decision-making.

At Woongarra PS, every student is known, valued and cared for through a rigorous and relentless focus on student wellbeing and academic achievement, realised by excellence in teaching and excellence in leading, in partnership with others.

Our vision is to work together as a school community to prepare our students for the opportunities and challenges arising in an ever changing world. We will equip students to achieve their personal best as successful learners, confident, connected and creative individuals and global citizens who are "Good at learning and good at life."

School context

Woongarra Public School is located on the Central Coast of NSW. The school pays respects and acknowledges that it is on Darkinjung land. The school opened in 2005 as one of the first nine schools in NSW constructed under the Public Private Partnership (PPP) whereby a private consortium provide facilities management for the school over a 30 year period.

In 2019, the current enrolment is 487 students, with 61 acknowledging Aboriginality (13%) and 52 students with a language background other than English. 31% of students have a diagnosed or undiagnosed disability according to the Nationally Consistent Collection of Data. There are 33 full-time and part-time teaching staff and 11 non-teaching staff working as a team to provide educational excellence.

The school receives School Based Allocation Resource funds for Aboriginal Education, socio-economic background, English language proficiency and low level adjustment for disability. Funding is used for evidence-informed literacy and numeracy programs and student wellbeing initiatives to ensure that every student, every teacher, every leader and the school improves every year.

Woongarra Public School is renowned in the wider community for outstanding commitment to student wellbeing and inclusive education. Our core values of excellence, equity, accountability, care, integrity, trust and cooperation underpin a culture of respect, responsibility and high expectations. The school provides a range of academic, sporting, cultural and extra-curricular experiences.

Woongarra Public School has strong alliances with the Wadalba Schools Learning Community, the University of Newcastle and the Ngara Aboriginal Educational Consultative Group. Respectful and strong partnerships between the school, families and community deliver positive contributions to student learning in a happy, safe and tolerant learning environment.

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1

Equity

Purpose

To ensure all students have a strong foundation in literacy and numeracy as a result of differentiated learning and high quality teaching practices.

Links to School Excellence Framework:

- Learning – Curriculum, Assessment, Student Performance Measures
- Teaching – Effective Classroom Practice, Data Skills and Use
- Leading – Educational Leadership, School Resources

Improvement Measures

85% of students K–2 will be reading at or above the following levels: K Level 8; Year 1 Level 16; Year 2 Level 26.

By 2020, the percentage of Year 3 and 5 students in the top two NAPLAN bands for reading has increased by 10% from 2015–2017 averages to 55% and 34%. The percentage of Year 3 and 5 students in the top two bands for numeracy has increased by 10% from 2015–2017 averages to 46% and 31%.

The progress and achievement of equity groups within the school is comparable to the progress and achievement of all groups within the school in order to contribute to the state government target of 35% more Aboriginal students in the top 2 bands.

Progress towards achieving improvement measures

Process 1: Literacy and Numeracy Strategy

Implement the 2017–2020 Department of Education Literacy and Numeracy Strategy that will assist teachers to consistently identify (2018), implement (2019) and embed (2020) the most effective evidence-based teaching strategies in literacy and numeracy.

Evaluation	Funds Expended (Resources)
<p>Progress towards Improvement Measure 1:</p> <p>Reading targets were met in Kindergarten and Year 2, with 85% of Kindergarten students reading level 8 or above, and 86.5% of Year 2 reading level 26 or above.</p> <p>82.5% of Year 1 students achieved level 16 or above.</p> <p>We have not yet met our targets for the top two bands in NAPLAN. 2019 percentage of students in top two bands:</p> <p>Year 3 Reading 37.3%</p> <p>Year 3 Numeracy 25.3%</p> <p>Year 5 Reading 25.6%</p> <p>Year 5 Numeracy 15.4%</p> <p>New targets have been set for Woongarra PS for 2020–2022.</p>	<p>Resources utilised for this strategic process in 2019 included:</p> <p>\$11800 literacy and numeracy funds</p> <p>English budget \$7000</p> <p>Maths budget \$5000</p> <p>0.63 Literacy and Numeracy staffing entitlement</p> <p>0.2 staffing for L3 coach</p>

Process 2: Instructional Leadership

Utilise available expertise to provide every teacher with the professional learning and support they need to help them plan, program and teach for continuous student improvement in literacy and numeracy.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>The Harvard University Datawise approach has provided an effective step by step guide for working collaboratively to use data to make real and lasting improvements in teaching and learning. Teachers worked in teams throughout the year to review evidence of student learning and to reflect deeply on the quality of current practice, in order to identify priority areas for instructional improvement in literacy and numeracy.</p> <p>Staff surveys and classroom observations indicate:</p> <p>Improved data literacy skills for teachers;</p> <p>More consistent analysis of student achievement data;</p> <p>Data-informed responses to trends in student achievement at individual, group and whole school levels;</p> <p>Collaborative, focused support for teaching and learning in the classroom;</p> <p>Improved student learning outcomes in identified focus areas. The focus in 2019 was on improvement in Spelling. The impact on student learning outcomes was measured showing a year's growth for a year's teaching of spelling was achieved by an average of 78% of all students in Years 1–6.</p>	<p>The resources utilised for this strategic process in 2019 included:</p> <p>0.8 QTSS staffing entitlement</p> <p>Equity funds to provide teacher release for Datawise cycles</p> <p>Soundwaves Spelling program \$1700</p>

Process 3: Individual Learning Needs

Cater for the range of equity issues in the school.

Evaluation	Funds Expended (Resources)
<p>The school maintained a successful approach to personalised learning in 2019. 124 individualised learning plans were developed and implemented for students with cognitive, physical, social emotional, mental health or sensory disabilities, students requiring additional learning support, language disorders, dyslexia or low reading levels, 28 students with health care needs and 40 students with English as an additional language or dialect (EAL/D). The level of consultation with parents and carers exceeded 85%.</p> <p>Personalised learning pathways were developed and implemented for all 61 Aboriginal students.</p> <p>New Enrichment and Challenge individual learning plans were developed and implemented for 42 high potential students.</p> <p>Observation of teaching and learning programs across the school demonstrate strong evidence of data informed differentiation and adjustments for learning to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning.</p>	<p>3.4 SLSO from Integration Funding Support \$207 145</p> <p>0.2 staffing for PLP processes – Aboriginal Education funding</p> <p>1.0 LAST teacher \$106716</p> <p>0.5 SLSO – Equity funding for Low Level Disability</p> <p>0.3 SLSO Equity funding for English Language Proficiency</p> <p>High Potential budget \$5000</p>

Strategic Direction 2

Excellence

Purpose

So that every student, every teacher, every leader and the school improves every year.

Links to School Excellence Framework:

- Learning – Learning Culture, Assessment
- Teaching – Effective Classroom Practice, Professional Standards, Learning and Development
- Leading – Educational Leadership, School Planning

Improvement Measures

The Leadership and Collaboration aspects of Drivers of Student Learning meet or exceed the NSW Government norms in the TTFM teacher surveys (baseline data 7.1 and 7.8 respectively)

Increased percentage of teachers at preliminary stages of the higher level accreditation process.

The Data Informs Practice and Teaching Strategies aspects of Drivers of Student Learning meet or exceed the NSW Government norms in the TTFM teacher surveys (baseline data 7.8 and 7.9 respectively)

Progress towards achieving improvement measures

Process 1: Visible Learning

Research (2018), implement (2019) and embed (2020) the most powerful influences on teaching and learning in classrooms, the science of how we learn and the mind frames that have major impacts on student learning.

Evaluation	Funds Expended (Resources)
<p>Staff and student surveys indicate that feedback is being used more effectively to fill the gap between what success looks like and the progress being made.</p> <p>Teachers have improved skills and knowledge in how to activate learning, use prior knowledge lesson starters, share learning intentions and co-construct success criteria. 83% of teachers report a greater understanding of feedback as a result of professional learning activities. 90% agree that there is now a more effective feedback culture evident in the school. Two book studies were beneficial in helping teachers unpack mind frames for teachers that impact most on student learning and the importance of feedback to make learning visible.</p> <p>91% of students report that they know the learning intention and success criteria and receive the right amount of feedback from their teachers.</p>	<p>Leadership Development Initiative Feedback Program \$4000 PL funds</p> <p>Book studies \$1600</p>

Process 2: Leadership and Accreditation

Practices to encourage the pursuit and maintenance of higher levels of accreditation, distributed leadership and improvement of practice.

Evaluation	Funds Expended (Resources)
<p>A strong, visible culture in the school promotes and supports all levels of accreditation. Three teachers were awarded a school initiated HALT scholarship and are working towards accreditation as Highly Accomplished teachers. As a result, 26% of staff are now working towards or maintaining accreditation at Lead or Highly Accomplished.</p>	<p>Resources used for this strategic process:</p> <p>HALT scholarships \$12000</p>

Progress towards achieving improvement measures

Teaching and non-teaching staff are proactively seeking and being supported to improve their performance. Professional learning is aligned to the school plan, differentiated to meet teacher needs and evaluated for impact on learners. Analysis of PDP goals indicates that 34% align to strategic direction 1, 40% to strategic direction 2 and 26% to strategic direction 3. 94% of staff agree that school leaders are leading improvement and change. The Leadership aspect on the Focus on Learning teacher survey exceeded state norm with a score of 8.3, compared to the state norm of 7.1.

Staff are sharing expertise within and beyond the school via local networks, post-graduate study, quality teaching rounds, and leadership coaching and mentoring programs.

Classroom observations \$12500
Professional Learning funds

PL budget (course fees, travel, release) \$14500

Aspiring Principals Leadership Program grant \$5000

Process 3: Collaborative Practice

Continually improve collaborative practices that facilitate professional dialogue, consistent teacher judgement, classroom observation, sharing of effective practice, feedback and self-reflection.

Evaluation	Funds Expended (Resources)
<p>The school has continued to improve collaborative practices with the introduction of the Harvard Datawise initiative (see Strategic Direction 1), participation in Quality Teaching Rounds research project with the University of Newcastle and new consultancy protocols.</p> <p>The <i>Futures Hub</i> and <i>Beyond the Classroom</i> high potential STEM initiatives provided new opportunities for staff to collaborate with others across the community of schools to share pedagogy, professional dialogue, professional learning and practice.</p> <p>Families were involved in planned events with high levels of participation. Community partners provided opportunities for students to connect curricula with real-world through alliances, activities and events.</p> <p><i>Focus on Learning</i> teacher surveys provide evidence of improved collaborative practice. The overall score for Collaboration of 8.8 exceeded the state norm of 7.8. Teachers share lessons plans (9.3), discuss assessment strategies and learning problems with other teachers (9.3), work together to develop common learning opportunities (9.0) and talk with other teachers about strategies that increase student engagement (8.8).</p>	<p>Collaborative planning days \$10000</p> <p>Quality Teaching Rounds grant \$10000</p>

Strategic Direction 3

Engagement

Purpose

To ensure that every student is known, valued and cared for as an individual who is prepared for the opportunities and challenges of the future.

Links to School Excellence Framework:

- Learning – Learning Culture, Wellbeing, Curriculum
- Teaching – Effective Classroom Practice
- Leading – Educational Leadership, School Resources

Improvement Measures

The eight Drivers of Student Outcomes continue to meet or exceed the NSW Government norms in TTFM student surveys (Baseline data = 2017 means)

The proportion of students reporting high skills / high challenge / active engagement with their learning meets or exceeds NSW norm (2017 baseline: 44% school, 53% NSW).

The Technology aspect of Eight Drivers of Student Learning increases to meet or exceed the NSW Government norm in TTFM teacher surveys (2017 state baseline 6.7, school 7.1)

Progress towards achieving improvement measures

Process 1: Wellbeing

Maintain a strategic and planned approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling.

Evaluation	Funds Expended (Resources)
<p>Evaluation against the <i>Student Wellbeing Self-assessment tool</i> indicates that a planned and strategic approach to student wellbeing is evident and 2019 External Validation indicates that the school is Excelling in this area. Initiatives and improvements in 2019 included:</p> <ul style="list-style-type: none">• Updated programs K–6 for the Woongarrah Way, Friendly Schools Anti-bullying and Anti-Racism education;• Introduction of yard games program and Year 6 Peer Playground Buddies;• The establishment of a Positive Education Wellbeing sub-committee to lead an inquiry process into the explicit teaching of wellbeing and Positive Education practices;• Improved attendance monitoring procedures; and• Initiatives to match every student with two staff members who can provide advice, support and assistance for learning and wellbeing.	<p>1.0 Deputy Principal (Wellbeing) Higher Duties</p>

Process 2: Education for a Changing World

Implement a future-focused curriculum that meets requirements of DoE and NESA, while embracing advancing cultures of innovation, a growing focus on measuring learning, redesigning learning spaces, coding as a literacy and the rise of STEAM learning.

Evaluation	Funds Expended (Resources)
<p>Substantial investment in ICT and STEM resources ensured that students have opportunities to learn new technological skills and that technology is available to support critical thinking, problem-solving, collaboration and communication for students and staff. There are currently over 300 devices available for staff and students, including desktops, notebooks, chrome</p>	<p>STEM room upgrade \$5500</p> <p>STEM program resources \$7000</p> <p>Online subscriptions \$13000</p>

Progress towards achieving improvement measures

books and iPads. Three complete STEMshare kits are available for use K–6. Online subscriptions for maths, spelling, reading, history, geography, art and Aboriginal Education have been engaging for students and enhanced curriculum delivery.

The new Digital technologies RFF program trial for Years 3–6 was successful in meeting student learning outcomes in this new strand of Science and Technology and will continue in 2020. Student surveys showed that this was valued by students with a satisfaction rating of 4.65 / 5 from over 100 surveys. Students have built an understanding of network systems and have greater confidence using branching and iteration with coding.

Chromebooks K,1 Library \$23200

New laptops \$13800

3D printer \$1000

0.2 ICT coordinator

0.2 Digital technologies support

Process 3: Staff Wellbeing

Maintain a strategic approach to staff wellbeing to ensure a safe and healthy workplace

Evaluation	Funds Expended (Resources)
A staff wellbeing strategy that supports staff to look after their personal wellbeing, manage stress and flourish is evident as staff continue to benefit from the impact of a wellbeing coach and wellbeing professional development package delivered in 2018. Weekly <i>10 minute rounds</i> support teachers to feel heard and valued. Designated wellbeing weeks are fully embraced by staff.	Nil

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal Equity loading of \$63934 was fully expended to meet the specific learning needs of 61 Aboriginal students at Woongarra PS.	<p>Actions to address recommendations from the 2017 school-level Aboriginal Education Evaluation within the 2018–2020 plan, including:</p> <p>Weekly cultural classes for all Aboriginal students K–6;</p> <p>Personalised Learning Pathways for 61 Aboriginal students;</p> <p>Classroom support for students with additional learning needs;</p> <p>Whole school events and celebrations for improved cultural awareness;</p> <p>Increased engagement with families;</p> <p>Four teachers attended Connecting to Country events;</p> <p>Partnership activities with Ngara AECG.</p>
English language proficiency	Equity loading of \$23899 fully expended to meet the English language learning needs of 5 beginning, 5 emerging, 12 developing and 30 consolidating students, as identified using the EAL/D Learning Progression.	<p>The <i>EAL/D School Evaluation Framework</i> was used to indicate that the school is Sustaining and Growing in learning, teaching and leading elements. A whole school EAL/D strategy incorporating differentiated teaching and assessing for EAL/D students, EAL/D pedagogy, teacher professional learning and strengthened communication with families is evident. Mapping our impact against this matrix has informed plans for 2020.</p> <p>SLSO employed to support teachers to deliver targeted support in classrooms.</p> <p>A school nominated EALD coordinator strengthened whole school planning structures and EAL/D program organisation to better meet the needs of EAL/D students.</p> <p>Teachers supported to gather, analyse and plan using the EAL/D progressions and internal achievement data to inform student adjustments and individual education plans.</p>
Low level adjustment for disability	<p>The school attracts a 1.0 LAST staffing entitlement \$106716</p> <p>\$56276 flexible funding</p>	<p>Low level adjustment for disability funds were fully expended in 2019 to support students with additional learning and support needs.</p> <p>Flexible funds were used to employ SLSO staff as part of a coordinated, needs-based learning and support program. This included the implementation of a targeted reading program using MultiLit for students in Years 2–5, a targeted speech and language program using Boehm for Kindergarten students and a new yard games initiative to support students in the playground.</p> <p>Flexible funds were also used to provide release for teachers to develop, implement, review and evaluate Individual Education</p>

Low level adjustment for disability	<p>The school attracts a 1.0 LAST staffing entitlement \$106716</p> <p>\$56276 flexible funding</p>	Plans for 124 students in 2019.
Quality Teaching, Successful Students (QTSS)	0.83 staffing allocation	<p>The QTSS staffing allocation was shared by two Assistant Principals who acted as instructional leaders to strengthen quality teaching practices. This included the use of student data to target teaching and as evidence of improvement, lesson observations, modelling, feedback, co-planning, co-reflection and mentoring. The Harvard University Datawise program and Stoplight protocol was used as the framework for this initiative. The impact of this initiative is described in Strategic Direction 2.</p>
Socio-economic background	<p>\$137796 socio-economic background funds were used to support practices across all strategic directions to improve the learning of students from low socio-economic backgrounds.</p> <p>56% of students are in the lowest two socio-economic quarters of FOEI.</p>	<p>Funds were used to support processes across all strategic directions to:</p> <ul style="list-style-type: none"> Coordinate student wellbeing initiatives, programs, practices, including strengthening attendance monitoring procedures; Build capacity of teachers to target improvement in literacy and numeracy as part of the Datawise initiative; Coach and mentor two teachers in the L3 program and provide support in classrooms; Initiate a digital technologies program for students in Years 3–6; Ensure regular consultation and engagement with families; Provide financial assistance as required; and Implement transition programs. <p>The impact of these programs, practices and initiatives is described in Strategic Directions 1,2 and 3.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	253	259	249	238
Girls	237	249	260	249

Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.6	93.6	94.8	95.4
1	93.7	92.9	93.1	92.3
2	94.8	92.6	91.8	93.2
3	94.1	94	91.9	92.1
4	93.4	92.6	93.1	91.6
5	94.5	93.2	91.9	91.7
6	93.4	93.9	92.4	90.9
All Years	94.1	93.3	92.6	92.3
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	17.45
Teacher of Reading Recovery	0.63
Learning and Support Teacher(s)	1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	3.78

*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	589,348
Revenue	4,345,916
Appropriation	4,244,353
Sale of Goods and Services	1,490
Grants and contributions	95,098
Investment income	4,775
Other revenue	200
Expenses	-4,302,703
Employee related	-3,964,228
Operating expenses	-338,476
Surplus / deficit for the year	43,212

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	235,947
Equity Total	388,621
Equity - Aboriginal	63,934
Equity - Socio-economic	137,796
Equity - Language	23,899
Equity - Disability	162,992
Base Total	3,210,235
Base - Per Capita	119,431
Base - Location	0
Base - Other	3,090,804
Other Total	377,550
Grand Total	4,212,352

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

Student Engagement – Perspectives of Students: *Tell Them From Me Survey*

209 students in Years 4, 5 and 6 participated in the *Tell Them From Me* surveys around student engagement and wellbeing. The surveys provide information on a range of areas, such as teaching practices, student aspirations and leadership, from the perspectives of students. Students have completed the surveys since 2015.

Findings include:

- 96% students believe that schooling is useful in their everyday life and will have a strong bearing on their future.
- 85% have friends at school they can trust and who encourage them to make positive choices.
- 96% of students value schooling, describing what they learn as important, useful and relevant.
- 56% have positive homework behaviours (NSW 63%). Year 6 have increased from 30% to 52%.
- 91% have positive behaviour at school (NSW 83%).
- 89% try hard to succeed in their learning (NSW 88%).
- 88% of Aboriginal students agreed or strongly agreed that I feel good about my culture when I am at school and that my teachers have a good understanding of my culture.
- 57% of students have high perseverance to learn, 35% medium, 8% low.
- 9% of students are showing early signs of disengagement, which is lower than NSW Norm of 11%.
- 80% report a strong sense of belonging.
- 61% of students expect to go to university after secondary school.

Our results have remained consistently positive across the years, with most scores above NSW Norms.

Parents and Carers *360 Excellence in Customer Service Survey*

The *360 Excellence in Customer Service Survey* measures 12 competencies. When the total score matches or exceeds 80% on the scale, the competency is considered a strength. We are pleased that all 12 competencies are rated as strengths in the four areas of communication, commitment to customer service, working collaboratively and consistency and vision in planning.

The survey indicated that there are areas for continual improvement that have been addressed in 2019. This has included increased opportunities for family engagement in programs, planning and student learning and ongoing improvements in the school's customer service focus.

The P&C conducted a survey mid-year that indicated strong levels of satisfaction with existing programs and resources, as well as recommendations for improvements such as playground equipment and the canteen service.

Teacher *Focus on Learning Survey*

All teaching staff participated in the *Focus on Learning Survey* which is a self-evaluation tool for schools, related to dimensions of classroom and school practice. Key findings on a ten point scale were above state norms for all drivers of student learning that include:

- Leadership 8.3 (NSW norm 7.1)
- Collaboration 8.8 (NSW norm 7.8)
- Learning Culture 8.6 (NSW norm 8.0)
- Data Informs Practice 8.2 (NSW norm 7.8)
- Teaching Strategies 8.2 (NSW norm 7.9)
- Technology 7.3 (NSW norm 6.7)
- Inclusive school 8.9 (NSW norm 8.2)
- Parent involvement 7.1 (NSW norm 6.8)
- Challenging and visible goals 8.1 (NSW norm 7.5)
- Planned learning opportunities 8.5 (NSW norm 7.6)
- Quality feedback 7.8 (NSW norm 7.3)
- Overcoming obstacles 8.4 (NSW norm 7.7)

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.