

Maroubra Junction Public School

2019 Annual Report



7427

Introduction

The Annual Report for 2019 is provided to the community of Maroubra Junction 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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Message from the principal

Two permanent teachers were appointed to Maroubra Junction Public School at the end of 2018 via the merit selection process, with the first date of entry as Day 1 of Term 1, 2019. One permanent teacher was centrally appointed, with the first day of entry as Day 1 of Term 2, 2019. This teacher has received mentoring from an experienced colleague as she is a beginning teacher in the profession overall.

We started 2019 with music as our focus strand for our release from face-to-face teaching program but, with the loss of the teacher engaged in this position at the end of Semester 1, we broadened this to creative arts (music, dance, drama and visual arts) in Semester 2.

In Term 2, we finally began our Student Wellbeing Worker program which had been in the planning stages for 18 months or more. The Student Wellbeing Worker focused on supporting students who self-identified as requiring social or emotional wellbeing strategies and skills.

Three of our teachers received acknowledgement for twenty years of service to the NSW Department of Education and one for thirty years of service. I was awarded a Principal's Network Award for excellence in the role of principal. Our administration staff members were awarded certificates of appreciation in recognition of SASS Recognition Week. Our general assistant finally won first place in Randwick Council's garden competition, a title that he had vied for since he began at the school.

Many extracurricular events were held throughout the year; some of them school-initiated, some initiated by the P&C and others joint ventures. Examples were the Easter Hat Parade, Crazy Hair Day, camps, biennial art show, Education Week, Grandparents' Day and Book Week celebrations. One of our biggest events was the study tour where six students from China immersed themselves into our school for a month, in a cultural exchange with our Stage 3 students.

We finished 2019 with approximately 620 students K-6 placed into twenty six classes.

We continued to excel in external performance measures such as NAPLAN, although we understand that NAPLAN is a 40-50 minute snapshot of a student's educational journey and not a suitable assessment strategy for all learners. Hence, we continued to build capacity of our teachers in order to employ formative assessment strategies and tools to enable a broader knowledge of our impact on learning over a longer period of time.

I continued to be impressed with the dedication, professionalism and skills of our staff, both teaching and non-teaching. They were collegial, committed, collaborative and collectively responsible for the learning and wellbeing of students at our school. I say this with confidence as I am aware of their actions beyond the core business of teaching and learning, some examples being:

- participation in weekly professional learning sessions and the use of what they learn to influence their practices back in the classroom and on their grade and stage teams
- informal participation in observations of each other's practice, using it as opportunities to learn from each other and to provide feedback to each other

- meeting weekly to plan and program, and to complete consistent teacher judgement on achievement and progress levels of students in their grade or stage
- completion of performance and development plans which is a Departmental requirement but one that supports our school's ethos about growth mindset

Message from the school community

Excerpt from our 2019 P&C President's report at the AGM:

2019 has been another successful and busy year for our P&C and we couldn't do it without volunteers. To all the parents who helped out, whether at a single event or many, to all the Class Parents and to all those who supported our fundraisers – my sincere thanks. The success of any P&C is due to the support of the wider parent community and our successes are something to be proud of.

We held a variety of events and participated in school events too this year. Traditional fundraisers, such as our annual Easter raffle and our Mothers' and Fathers' Day stalls were once again very popular. We were 'lucky' enough to have not just one but two Election Day BBQs, thanks to the state and federal elections. These are always a worthwhile event to hold from both financial and community building point of view.

The P&C supported the school in a few different ways this year. Financially, we provided each teacher in the school with \$400 to spend on resources specifically for their own classes, an initiative that I would like to see continue. We also have funded the purchase of portable sound systems for teachers to use within their own classrooms. If teachers find these units assist them in their classrooms, then the potential is there to fund more of these in 2020. We have committed \$5750 to the installation of solar panels and have set aside a contingency of \$25 000 in order to ensure that this project is able to go ahead. We funded the purchase of literacy resources (in the form of comprehension boxes) for Stages 1, 2 & 3 and paid for a digital subscription to an online benchmarking assessment tool.

Once again, we provided iceblocks for the infants sports day but I would like to note that we did not provide iceblocks at the cross country carnival as we agreed on last year. We also provided morning tea for kindy orientation across all three sessions.

2019 saw the return of the MJPS Trivia Night. This event was organised by a separate subcommittee and I thank them for all the effort and organisation that an event such as this requires.

The P&C is in a strong financial position, with money in the bank already to assist with the funding of next year's Wish List. Our school is extremely well resourced and thus I think that the focus for 2020 should be on continuing to build our community and encouraging more parents to be involved with the P&C.

The Class Parent system continued which is a very useful method of communication, along with the newsletter column, SkoolBag app and school's Facebook page. Thanks to the class parents for their timely communications with their classes. Thanks must also go to the school staff – the executive, the teachers, the support staff and the SAS staff. Without the support of the school, we couldn't achieve what we set out to do.

The uniform shop is run by the P&C. I would like to thank our coordinator, along with the volunteers who assist at the regular and extra openings. We also thank the school community for shopping there and also for their donations to the second-hand stall. I would also like to thank one of our parent members who audited this year's accounts. She has donated her professional skills and time to do so.

Finally, to my fellow executive committee members, your ongoing dedication has made my job much easier.

I want to ensure that our P&C remains an important and integral part of our school. I have always strongly believed in the P&C and the role it plays, and I have always strongly believed in supporting those who support us; in this case, the school where our children spend a huge amount of their childhood.

To end with a quote which I hope sums up all that we do: "Volunteers do not necessarily have the time; they just have the heart." (Elizabeth Andrew)

School background

School vision statement

At Maroubra Junction Public School we are all learners. We empower future focussed lifelong learners in a collaborative community. At our school, learning is visible. This means that all members of our learning community have a shared understanding of the visible learning ethos – ‘when teachers see learning through the eyes of their students and students see themselves as their own teachers’ (Hattie).

We are all active participants who embrace challenge through being collaborative, reflective, curious, creative, self-aware, connected and resilient as we navigate through the MJPS learning process.

At Maroubra Junction Public School, ‘every face has a place, every voice is valued and everyone has something to contribute’ (KidsMatter). In an inclusive, supportive and respectful environment, we nurture a sense of belonging and positive relationships among students, teachers, parents and the wider community.

School context

Maroubra Junction Public School is a wonderful melting pot of diversity and cultures where all community members have a sense of belonging. 60% of our students are from a non-English speaking background and we have two community language programs, Greek and Chinese. Maroubra Junction Public School provides an innovative and challenging learning environment which develops the whole child: a self-regulated, capable, confident, resilient and independent learner. Students are engaged, parents are supportive and expectations are high to do and be the best each member of the community can be. There is a very high level of community participation at Maroubra Junction Public School.

We have an active school council and P&C, a strong focus on student leadership, a very supportive community and highly dedicated staff.

Maroubra Junction Public School has an enrolment of 640 students organised into 26 classes, 13 K-2 and 13 Years 3-6. Learning in our classrooms is stimulating and relevant, ensuring excellent outcomes. The school community supports outstanding literacy and numeracy programs which focus on 21st Century pedagogy as well as a vibrant extra curricula Creative and Performing Arts program that includes band, choir and dance and a comprehensive sports program.

The school has three core values; Respect Safety & Learning.

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

Compared to 2018, we had notable growth in five elements in 2019: student performance measures; effective classroom practice; data skills and use; school planning, implementation and reporting; and management practices and processes. We regressed in reporting as our self-assessment identified that we have work to do in the way that we assess and report on progress and achievement for all student learning across the curriculum (other than mathematics and English).

Strategic Direction 1

Personalised Learning

Purpose

To foster a culture of life-long learning and high expectations for all in an environment where Visible Learning is evident, challenging goals are established, monitored and critically reflected upon. Learners will use the MJPS Learning Process to drive their differentiated learning pathways to success. Learning is evidence-based and data systematically monitored to inform our practice. To promote collaboration, the established shared language for learning and feedback are used as effective tools to achieve a year's growth for a year's learning.

Improvement Measures

Learners clearly articulate their learning pathways.

Learners demonstrate a year's growth in literacy and numeracy in data.

Increased number of participants in Professional Learning Communities (PLCs) as practitioner-researchers, with the findings of each iteration shared with all staff to improve change

Overall summary of progress

Within this strategic direction, we had two professional learning communities coordinating relevant projects. They were The Learning Process (covering visible learning and feedback) and Know Thy Impact. Following is a summary of their overall progress in 2019;

- Promotion of visible learning strategies across the school's learning community
- Built own capacity to implement learning intentions and success criteria to enable the PLC members to lead their stages effectively and confidently
- Focused on (a) co-constructing success criteria with students, (b) using and collecting quality work samples as exemplars for programs and lessons, (c) building staff's confidence in developing learning intentions from syllabus documents, (d) embedding learning intentions and success criteria across all key learning areas, not just mathematics and English
- Increased participation in team teaching to increase confidence in co-constructing success criteria with students
- Filmed lessons that demonstrated co-construction of success criteria
- Staff confidence in creating learning intentions from syllabus documents increased by 33.8%
- Staff confidence in creating possible success criteria from syllabus documents increased by 21.5%
- 63.2% of staff now co-construct success criteria with students in lessons compared to 34.8% previously
- 31.1% increase in staff using quality work samples to show students what success looks like
- Reviewed pre-assessments in K-6 writing to support knowledge of growth gained and created standardised assessments and writing progressions to use

Progress towards achieving improvement measures

Process 1: MJPS Learning Process + Learning Pathways are developed and implemented

Evaluation	Funds Expended (Resources)
<p>The original plan included implementing the Learning Process and embedding Learning Powers into lessons by linking to learning intentions. It also included using mid-lesson learning stops for feedback including using Seesaw as a tool to support this. After discussions with staff and the PLC, we felt that we were not ready for this as staff needed time to consolidate their understanding of learning intentions and success criteria across the curriculum first.</p> <p>Professional dialogue about our vision increased in frequency and became a</p>	<p>One of our part-time teachers acted as an instructional leader for 2 days per week for the whole year</p> <p>Teachers released from face-to-face teaching to work with co-members of the professional learning community responsible for this process and across professional learning</p>

Progress towards achieving improvement measures

natural part of our discussions about curriculum.

We strived for quality rather than rushing through visible learning implementation which helped to build confidence and regular practice.

We used staff surveys, classroom walkthroughs, observations of practice and discussions to evaluate our success and to determine where to go next.

In our Tell Them From Me parent surveys, 84% of parent respondents agreed that their child talks about their learning challenges and successes at home. Students scored us 8.35 out of 10 for having clear instructions in the classroom with clear learning intentions and with immediate feedback that helps them learn. This was an increase from 8.0 in 2018.

communities

Funding Sources:

- Quality Teaching, Successful Students (QTSS) (\$6400.00)

Process 2: Know Thy Impact (data) a consistent approach to data collection and analysis across the school

Evaluation	Funds Expended (Resources)
<p>Allowing time to discuss, brainstorm, develop, review and reflect on the layout and content of the pre-assessments for each stage ensured consistency of analysis and data collected to inform teaching. Positive team collaboration due to clarity in the purpose of the task supported the achievements. Collaboration with the leader of the Learning Process professional learning community helped to create a concise working document.</p> <p>Collegial feedback and outcomes of student learning have confirmed that a consistent approach to assess growth and learning is required across K–6.</p>	<p>Teachers released from face-to-face teaching to meet with co-members of the professional learning community responsible for this process and with members of other professional learning communities</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$4000.00)

Process 3: Formative Assessment practices embedded in the curriculum across the school

Evaluation	Funds Expended (Resources)
<p>Formative assessment is well-embedded into our daily teaching and learning practices and is viewed as an ongoing process, balanced with summative assessment and accessible to all students.</p>	

Process 4: Professional Learning Communities – Staff, at all career stages will work and research collaboratively to set explicit learning goals and identify appropriate support systems and resources to develop their own practice

Evaluation	Funds Expended (Resources)
<p>Structuring the way that PLCs operated throughout the year increased their profile in the school. This has led to an increased number of teachers wishing to participate.</p> <p>Increased exposure to other existing PLCs within the school, for example the executive team or stage teams, will enable a broader and deeper change movement.</p>	

Next Steps

Increase the percentage of students who reflect on their learning by referring to the learning intentions and success criteria. Currently 9.7% of students refer to the success criteria when they get stuck on a task and 18% refer to the success criteria to explain how they are going in a lesson.

Increase opportunities for reflections and discussions with all staff after professional learning

Professional development for teachers in the use of the standardised writing assessments and progressions

Determine best way to store writing assessment data so that longitudinal growth can be measured

Strategic Direction 2

Innovative Learning

Purpose

MJPS is a community of learners and explorers who think critically and creatively to design and manage projects, solve problems and make effective decisions using a variety of digital tools and resources. We foster a student-centered environment where risk taking is encouraged and learners develop greater resilience to celebrate success and learn from mistakes. Open-ended problems engage learners and challenge them to shift their thinking beyond the classroom.

Improvement Measures

Greater engagement in learning

All Teachers identify improved understanding of Discovery Learning and its implementation and show evidence of this and the General Capabilities through their practice.

Increase of teachers using flexible learning spaces.

An increase of teachers implementing E-learning practices.

Overall summary of progress

Within this strategic direction, we had three professional learning communities coordinating relevant projects. They were Innovative Pedagogies and Spaces, e-Learning and Discovery Learning. Following is a summary of their overall progress in 2019.

- All Stage 2 classes successfully implemented a rollout of flexible seating. This complemented the style of teaching that was in these classrooms already, thanks to Discovery Learning programs already in use on this stage as well as Visible Learning ideas and the e-Learning delivery. Staff were supported via professional learning seminars where staff were upskilled in engaging ways to facilitate teaching content, and collegial discussions to ensure that staff felt supported and were ready for this change. Parents were supported via the use of an educational video which focused on why and how the classrooms would be set up. Students were supported via learning programs which taught the learning modes and their importance. Spatiality of the classrooms and student engagement were measured pre- and post-flexible furniture implementation, showing more space in the classrooms for fluid movement and an increase in student engagement in a range of lessons.
- Stage 3 classrooms adopted the flipped classroom pedagogy complemented by the flexible spaces
- Stage 2 classrooms implemented Discovery Learning pedagogies and e-Learning pedagogies supported by the flexible spaces
- Stronger collaboration between each of the professional learning communities, named above
- K-2 teachers supported in the continual development of incorporating Google Classroom within their teaching and learning programs, by building capacity and showing evidence of e-Learning practices in the classroom
- Piloted the implementation of Seesaw as a feedback tool to build student capacity and commitment to student to teacher and peer to peer feedback.
- Stage 2 continued to implement Discovery Learning, incorporating the learning processes. This included programing following an inquiry-based learning approach for the key learning areas of history, geography, science and technology, and STEAM. Activities were provided at a surface learning level, progressing to deeper learning and finally a challenging project which identified the transferring of skills. The final project was structured to allow for student choice and the use of digital technologies.

Progress towards achieving improvement measures

Process 1:

- Provision of meaningful professional development in Discovery Learning and integration of technology

Evaluation	Funds Expended (Resources)
Programs continued to include the use of digital technologies.	Teachers released from face-to-face teaching to work as a professional learning community and across
Data collected from Stage 2 teachers and students has shown an increase in	

Progress towards achieving improvement measures

student engagement and project assessment indicates an increase in the ability for students to transfer skills (also known as breaking through).

professional learning communities

Funding Sources:

- Quality Teaching, Successful Students (QTSS) (\$12800.00)

Process 2:

- Students are identifying and solving their own open-ended problems by incorporating the key principles of Discovery Learning.

Evaluation	Funds Expended (Resources)
<p>Students were showing an increase in engagement in their learning, autonomy over their interaction with the learning and progress, ability to identify and solve their own open-ended problems.</p> <p>According to surveys conducted with students via the Tell Them From Me process:</p> <ul style="list-style-type: none">• 72.5% are interested and motivated in their learning (up from 71% in 2018)• 87.5% try hard to succeed in their learning (up from 84% in 2018)• 55% had scores that placed them in the desirable quadrant with high skills and high challenge (up from 47% in 2018)	As per Process 1

Process 3:

- Development of a whole school approach of Discovery Learning

Evaluation	Funds Expended (Resources)
<p>We were restricted in our goal of developing a whole-school approach to Discovery Learning due to the Stage 2 team needing to consolidate and build capacity among their team members, who were the original pilot team for Discovery Learning. We feel in a better position to broaden to the whole school in 2020, as a result. Other classes have informally adopted Discovery Learning pedagogy.</p>	As per Process 1

Next Steps

Re-evaluate the learning modes used at MJPS and how to support the use of these and the use of the new spaces; reduction in learning modes from seven to four

Rollout flexible seating to the library and establish a pilot class on Stage 1

Implement more professional learning for whole staff; book sessions into the 2020 Professional Learning Schedule

Purchase and utilise hover cams as a more effective feedback tool

Support teachers across the school with flipped classrooms pedagogy

Present the data on student engagement within Stage 2's Discovery Learning programs to whole staff; capture data of student/teacher engagement across K-6

Broaden the professional learning community for Discovery Learning to K-6 staff to allow for the knowledge and skills developed to be transferred to other stages.

Strategic Direction 3

Connected Learning

Purpose

At Maroubra Junction PS 'Every face has a place, every voice is valued and everyone has something to contribute', (Kidsmatter). Learners will broaden their connections to foster positive and respectful relationships, building individual and collective wellbeing.

Improvement Measures

Established framework to increase local, national and global connections.

Whole school approaches to building personal and social capability; including; health, empathy and resilience. Citizenship and community engagement contribute to the growth of individual and collective wellbeing.

Increased understanding, recognition and appreciation of the cross-curriculum priority –Aboriginal and Torres Strait Islander histories and cultures

Progress towards achieving improvement measures

Process 1:

- Community wellbeing
 - Implementation of programs, which build personal and social capabilities
 - Develop a community communication strategy

Evaluation	Funds Expended (Resources)
<p>The community working bee was highly successful. Positive feedback was received from parents and staff Holding the working bee on the weekend enabled people who have work commitments during the week to be a part of the community in a positive way on the weekend. Health and wellbeing was fostered as well as pride in our school and the promotion of our core value of respect.</p> <p>Our students had a great opportunity to work with a professional artist for the NOX art exhibition. The artist was a great role model for our students who took the inspiration into the design and make of their own artworks for our biennale art show.. Our connection with a local community tertiary institute was forged as was families' connection to Randwick Environment Park.</p> <p>The family art project was inspired by The Art and Nature of Wellbeing professional learning completed by members of this professional learning community. Parents loved the offering from the school, providing positive feedback about the opportunity to work alongside their child on an artwork which would lend itself to a connection between them beyond the school gates.</p> <p>According to our student surveys in the Tell Them From Me program:</p> <ul style="list-style-type: none">• 76% of our students feel accepted and valued by peers and others at school (up from 72% in 2018)• 87% of our students have friends at school that they can trust and who encourage them to make positive choices (up from 82% on 2018)• 94.5% of our students have a medium to high level of perseverance in the pursuit of their goals, even when faced with obstacles (up from 90% in 2018)• We scored 7.8 out of 10 for advocacy at school, meaning that students felt that they have someone at school who consistently provides encouragement and can be turned to for advice (up from 7.5 in 2018)• We scored 7.4 out of 10 for parent involvement which included teachers sharing students' learning goals with their parents, being in regular contact	<p>Teachers released from face-to-face teaching to work as a professional learning community and across other professional learning communities</p> <p>Professional learning in The Art and Nature of Wellbeing</p> <p>Purchase of materials and resources</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$10000.00)

Progress towards achieving improvement measures

with parents of students with learning needs, parents understanding the expectations for students in their class, and involving parents and other community members in creating learning opportunities (up from 7.3 in 2018).

- Process 2:**
- National Connection
 - Build learner capacity on 8–ways of learning

Evaluation	Funds Expended (Resources)
<p>After trialling Crackerjack Education we reflected and evaluated that this was not the resource to pilot in a stage before rolling it out to the whole school. We thought that it would be more beneficial for teachers to authentically plan and program Aboriginal perspectives into their teaching and learning programs and to share resources and successes among staff.</p> <p>Review the use of the 8 Ways of Learning at another time.</p> <p>Submission of our school into the Koori Art Expressions program was postponed until next year as we already had our school's biennale art show on this year. Instead, we used elements of the professional learning completed to inform the design and make of art works for this event.</p> <p>Making authentic connections with local community Elders was challenging and something that we need to continue to build.</p> <p>Increased opportunities to speak with staff during professional learning meetings, for example, would support the work of this professional learning community.</p> <p>Teachers reported that they were feeling more confident to start conversations and to integrate Aboriginal perspectives into their teaching and learning programs, as a result of the work described above.</p> <p>According to our student surveys in the Tell Them From Me program:</p> <ul style="list-style-type: none"> • 81% of our students who identify and are accepted by their community as Aboriginal or Torres Strait Islander feel good about their culture when they are at school (down from 100% in 2018) • 48% of the same students feel as though their teachers have a good understanding of their culture • We believe that these statistics are incorrect as up to 13 students identified as Aboriginal or Torres Strait Islander on the survey when, in fact, we only had 2. It is assumed that students incorrectly answered the survey questions, so it is impossible to make a genuine comparison to 2018. 	<p>Professional learning</p> <p>Purchase of resources and materials</p> <p>Teachers being released from face-to-face teaching to enable them to meet as a professional learning community and across other professional learning communities.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$8000.00) • Aboriginal background loading (\$2974.53)

- Process 3:**
- Global Connections
- Develop a framework to increase local and Intercultural understanding and global connections

Evaluation	Funds Expended (Resources)
<p>This process is no longer relevant as it was deleted from our school plan in 2018.</p>	

Key Initiatives	Resources (annual)	Impact achieved this year
<p>Aboriginal background loading</p>	<p>In addition to equity loadings for Aboriginal background, professional learning funds were partly dedicated to developing teachers and non-teachers' cultural knowledge and values</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$1 331.00) 	<p>No students who identify as Aboriginal or Torres Strait Islander completed the 2019 NAPLAN assessments. Internal data shows that each of our students who identify as Aboriginal or Torres Strait Islander graded between Sound and Outstanding for all key learning areas, except for two syllabus outcomes across all of their academic reports which have been a focus for them in their personalised learning pathway plan. Sound means that the student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills. Outstanding means that the student has an extensive knowledge and understanding of the content and can readily apply this knowledge; in addition, the student has achieved a high level of competence in the processes and skills and can apply these skills to new situations. There is one grade in between Sound and Outstanding which is High. High means that the student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills; in addition, the student is able to apply this knowledge and these skills to most situations. All students were also displaying usual or consistent attitudes to learning.</p>
<p>English language proficiency</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • English language proficiency (\$90 036.00) 	<p>In NAPLAN:</p> <ul style="list-style-type: none"> • 44.44% of our Year 3 students in the developing phase scored in the top 2 bands for reading • 55.56% of the same subset of students scored in the top 2 bands for numeracy • 25% of our Year 5 students in the developing phase scored in the top 2 band for reading • 25% of the same subset of students scored in the top 2 bands for numeracy • This was an average of 42.31% of our students in Years 3 and 5 in the developing phase of our EAL/D program who scored in the top 2 bands for reading and numeracy, our highest since 2013 • 60% of our Year 3 students in the consolidating phase scored in the top 2 bands for reading • 40% of the same subset of students scored in the top 2 bands for numeracy • 58.82% of our Year 5 students in the consolidating phase scored in the top 2 bands for reading • 52.94% of students in the same subset scored in the top 2 bands for numeracy • This was an average of 52.70% of our students in Years 3 and 5 in the consolidating phase of our EAL/D program who scored in the top 2 bands for reading and numeracy, which is a percentage that we have held steady since 2012 with our lowest being in 2011

<p>Low level adjustment for disability</p>	<p>In addition to our teacher entitlement for equity loading in Low Level Adjustment for Disability, we utilised integration funding support.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$155 012.00) 	<p>Our Tell Them From Me survey data shows that:</p> <ul style="list-style-type: none"> • we scored 6.8 out of 10 from our parents in being an inclusive school. The NSW government school norm was 6.7. This took into account factors such as teachers helping students who need extra support, teachers trying to understand the learning needs of students with special needs and school staff creating opportunities for students who are learning at a slower pace. • 69% of our parents with children who required special assistance reported that we were able to access it for their child when needed. • we scored 8.4 out of 10 from our teachers in being an inclusive school. The NSW government school norm was 8.2. This took into account factors such as being regularly available to help students with special learning needs, using individual education plans to set goals for students with special learning needs and making sure that students with special learning needs receive meaningful feedback on their work.
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$112 906.00) 	<p>Please see evaluation notes in <i>School Plan – strategic directions</i></p>
<p>Socio-economic background</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$10 721.00) 	<p>Students are broken into quarters to indicate their socio-economic background (SES). Quarter 1 is the lowest SES and Quarter 4 represents the highest.</p> <p>Our average NAPLAN score by SES Quarter over Time in:</p> <ul style="list-style-type: none"> • Year 3 reading indicates that we had an increase in scores for students in Quarter 1 in 2019 and dropped in scores for students in Quarter 2. Quarter 2 scores have been steadily declining since 2015. • Year 3 writing indicates that we increased in scores for students in Quarter 1 in 2019 and dropped in scores for students in Quarter 2. Quarter 2 scores have been steadily declining since 2015. • Year 3 spelling indicates that we had an increase in scores for students in Quarter 1 in 2019 and declined in scores for students in Quarter 2. Quarter 2 has been steadily declining since 2015 with a significant decline from 2018 to 2019. • Year 3 grammar and punctuation indicates that we had an increase in scores for students in Quarter 1 in 2019 and had a significant decline in scores for students in Quarter 2 from 2018 to 2019. This is our lowest score for students in Quarter 2 since 2016. • Year 3 numeracy indicates that we increased in scores for students in Quarter 1 in 2019 and had a significant decline in scores for students in Quarter 2. • Year 5 reading indicates that we had an increase in scores for students in Quarter 2 and had an average score of 478.45 for

<p>Socio-economic background</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$10 721.00) 	<p>students in Quarter 1 in 2019. The only other data for students in Quarter 1 in this criterion was in 2016 when the average score was 535.20.</p> <ul style="list-style-type: none"> • Year 5 writing indicates that we held steady in scores for students in Quarter 2 with students in Quarter 1 having almost the same average score as students in Quarter 2 in 2019. The only other data for students in Quarter 1 in this criterion was in 2016 when the average score was 6 points lower than 2019. • Year 5 spelling indicates that we had a significant increase in scores for students in Quarter 2 in 2019. Students in Quarter 1 scored above students in Quarter 2, and above the average score in 2016 which is when the last data is available. • Year 5 grammar and punctuation indicates that we had an increase in scores for students in Quarter 2 in 2019. These scores have been on a steady increase since we last peaked in 2016. Students in Quarter 1 scored above students in Quarter 2, and above the average score in 2016 which is when the last data is available. • Year 5 numeracy indicates that had a slight increase in scores for students in Quarter 2 in 2019. These scores have been on a steady increase since we last peaked in 2016. Students in Quarter 1 scored slightly higher than students in Quarter 1. The last available data for Quarter 1 students is 2016 when we scored 20 points higher.
<p>Support for beginning teachers</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$14 130.00) 	<p>Our beginning teacher reports feeling well-supported during her first year of teaching, with her confidence and capacity building as a result. She has been able to establish strong working relationships with her colleagues, students and parents/carers as a result of that.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	339	326	325	324
Girls	332	330	310	295

Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.5	95.6	94.9	95.4
1	95.8	93.5	95	94.2
2	95.1	96.2	94.9	94.6
3	95.2	95.6	93.1	94.1
4	94.5	95.3	95.6	95
5	96.6	93.8	95.8	94.9
6	94.9	94.6	93.2	92.3
All Years	95.4	95	94.6	94.4
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	23.15
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	0.9
Teacher Librarian	1.2
Teacher ESL	0.4
School Administration and Support Staff	4.06
Other Positions	2

*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.

Our focus areas included:

- Personalised learning
- Know Thy Impact
- Discovery learning
- E–Learning
- Flexible learning spaces
- Community wellbeing
- Learning modes
- Innovative learning spaces and pedagogies
- K–10 Science and Technology
- Learning intentions and success criteria in science
- Learning culture
- Autism (ASD)
- Pathological Demand Avoidance (PDA)
- Code of Conduct
- Child protection
- Accreditation
- National Consistent Collection of Data (NCCD)
- Disability Discrimination Act
- CPR and anaphylaxis face–to–face
- Circle Solutions
- Suspension and Expulsion policy and procedures
- Disability Standards in Education
- Positive behaviour for learning
- Activities via forums such as our weekly collaborative planning and assessing sessions, stage meetings, executive meetings and Learning and Support Team meetings

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	952,050
Revenue	5,867,656
Appropriation	5,278,349
Sale of Goods and Services	13,456
Grants and contributions	557,883
Investment income	10,910
Other revenue	7,057
Expenses	-5,832,651
Employee related	-5,191,103
Operating expenses	-641,548
Surplus / deficit for the year	35,005

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	209,666
Equity Total	257,100
Equity - Aboriginal	1,331
Equity - Socio-economic	10,721
Equity - Language	90,036
Equity - Disability	155,012
Base Total	4,141,144
Base - Per Capita	148,995
Base - Location	0
Base - Other	3,992,149
Other Total	524,764
Grand Total	5,132,674

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.

Literacy

Our school demonstrated substantially above average growth in reading. In particular, 100% of our students in Year 5 achieved at or above expected growth, compared to 59.9% of students in schools similar to ours and 56.8% of students across the state of NSW. Unfortunately, we did not repeat this for writing or spelling. Data for our school was not available in grammar and punctuation.

For scores over time:

- Year 3 reading achieved above state and similar schools for the first time since 2015
- Year 3 writing was below state and similar schools but still higher than previous years (except 2018)
- Year 3 spelling was above state but below similar schools, although we did experience the school's highest average score in the last five years
- Year 3 grammar and punctuation was above state but below similar schools and we experienced the highest average score for our school in the last four years, continuing an upward trend
- Year 5 reading scores were above state but below similar schools
- Year 5 writing continued a three year downward trend, and we were below both state and similar schools
- Year 5 spelling scores were well below state and similar schools, and we experienced the lowest average score in the last five years
- Year 5 grammar and punctuation continued a three year upward trend with our highest average score in the last five years; scores were above state but below similar schools

The NSW premier's priority is to increase the average percentage of students achieving the top 2 bands in NAPLAN reading. Our school has an overall base of 53%. In 2019, for Year 3, we achieved 65.45% achieving the top 2 bands in reading and, for Year 5, we achieved 57.41%.

Numeracy

Our school demonstrated above state average for at or above expected growth in numeracy but below that achieved by similar schools. Specifically, 66.7% of our students achieved at or expected growth from Year 3 to Year 5, compared to 71.9% of students in schools similar to ours and 57.3% of students across the state of NSW.

For scores over time:

- Year 3 numeracy scores were above state but below similar school scores in 2019, with our students achieving the highest average score in the last four years and continuing an upward trend
- Year 5 numeracy scores were well below both state and similar school scores in 2019, with our students achieving the lowest average score in the last five years

The NSW premier's priority is to increase the average percentage of students achieving the top 2 bands in NAPLAN

numeracy. Our school has an overall base of 47.9%. In 2019, for Year 3, we achieved 53.70% achieving the top 2 bands in numeracy and, for Year 5, we achieved 46.30%.

Parent/caregiver, student, teacher satisfaction

Each year, schools are required to seek feedback from our parents/carers, students and teachers about the school. Their responses are presented below.

Successful schools foster strong communication with **parents and carers**, encourage their involvement in their child's schoolwork and enlist parents and carers to volunteer at school and participate in school governance. We sought feedback from our parents and carers about how well we were doing those things, as well as how they felt the school supports learning and positive behaviour, and promotes a safe and inclusive environment. We had 158 respondents. We achieved a score of:

- 7.1 (compared to 7.4 for the NSW norm) for parents feeling welcome
- 6.2 (compared to 6.6 for the NSW norm) for parents feeling informed
- 6.3 (equal to the NSW norm) for parents supporting learning at home
- 6.8 (compared to 7.3 for the NSW norm) for parents feeling like the school supports learning
- 7.5 (compared to 7.7 for the NSW norm) for parents feeling like the school supports positive behaviour
- 7.1 (compared to 7.4 for the NSW norm) for parents feeling as though the schools supports safety at school
- 6.8 (compared to 6.7 for the NSW norm) for parents feeling as though we have an inclusive school

In regards to the feedback from our **students**, we had 228 respondents. The results are as follows:

- 93% of our students participate in school sports, compared to 83% of students across the state
- 62% of our students participate in extracurricular activities, compared to 55% of students across the state
- 69% of our students feel accepted and valued by their peers and by others at the school, compared to 81% of students across the state
- 87% of our students have friends at school they trust and who encourage them to make positive choices, compared to 85% of students across the state
- 94% of our students believe that schooling is useful in their everyday life and will have a strong bearing on their future, compared to 96% of students across the state
- 47% of our students do homework with a positive attitude and in a timely manner, compared to the state norm of 63%
- 94% of our students self-identify as displaying positive behaviour at school, compared to the state norm of 83%
- 71% of our students are interested and motivated in their learning, compared to the state norm of 78%
- 87% of our students self-identify as trying hard to succeed in their learning, compared to the state norm of 88%
- 52% of our students feel appropriately challenged in their English and mathematics lessons and feel confident of their skills in these key learning areas, compared to the state norm of 53%
- 32% of our students are subjected to moderate to severe physical, social or verbal bullying or are bullied over the internet, compared to the state norm of 36%

We achieved a score (out of ten) of:

- 8.0 for effective learning time, compared to the state norm of 8.2
- 7.8 for relevant classroom instruction, compared to the state norm of 7.9
- 8.3 for rigour (classroom instruction being well-organised, with a clear purpose, and with immediate feedback that helps them learn), compared to the state norm of 8.2
- 7.6 for advocacy at school, compared to the state norm of 7.7
- 8.2 for positive teacher-student relations, compared to the state norm of 8.4
- 7.1 for positive learning climate, compared to the state norm of 7.2
- 8.4 for expectations for success, compared to the state norm of 8.7

The teacher survey focused on the eight most important drivers of student learning and the dimensions of classroom and school practices. We had 18 respondents. We achieved a score (out of ten) of:

- 7.4 for leadership, compared to the state norm of 7.1
- 8.2 for collaboration, compared to the state norm of 7.8
- 8.4 for learning culture, compared to the state norm of 8.0
- 8.1 for data informing practice, compared to the state norm of 7.8
- 8.4 for teaching strategies, compared to the state norm of 7.9
- 8.1 for technology, compared to the state norm of 6.7
- 8.4 for being an inclusive school, compared to the state norm of 8.2
- 7.4 for parent involvement, compared to the state norm of 6.8
- 8.2 for challenging and visible learning goals for students, compared to the state norm of 7.5
- 8.3 for planning learning opportunities which involve an intentional transfer of skills and knowledge, compared to the state norm of 7.6
- 7.6 for quality feedback that guides students' effort and attention, compared to the state norm of 7.3

- 8.1 for support for students to overcome obstacles to achieving their learning goals, compared to the state norm of 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.