

# 2020 Annual Report

## Bungendore Public School



# Introduction

The Annual Report for 2020 is provided to the community of Bungendore Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

## School contact details

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Bungendore Public School

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## Message from the principal

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This is my last Annual School Report before my retirement in March 2021 and I would like to say that I have loved my time as Principal of Bungendore PS and it has been a pleasure and honour to work with the staff, students, their families and our community.

The COVID-19 global pandemic has certainly impacted a number of the special events we would normally participate in, however we believe 2020 was a successful year for our students academically and socially and that our students were still able to enjoy many wonderful educational and extra-curricular programs throughout 2020.

At Bungendore Public School we are proud of the work we do and of our excellent reputation. We love that we are able to work closely with parents and the local community to maintain our village school atmosphere while creating an attractive learning environment with an innovative and relevant curriculum for all our students.

This year we celebrated many special events in a variety of different ways and we are very happy that we have still been able to participate in many special celebrations, touring performances, exciting shows, community events, visiting educational programs and fantastic sporting and gala days.

Congratulations to everyone - especially the students and staff - for your excellent achievements this year. We look forward to next year returning to more normal routines and Bungendore Public School having lots of wonderful learning and extra-curricular opportunities in 2021.

Finally, I wish you and your new Principal all the very best as you enter a new and exciting leadership and planning phase at the school and for many happy and bright times in the years to come.

Narelle Lloyd  
Principal

## Message from the school community

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Lets face it, 2020 was not the best year for anyone with COVID-19, however Bungendore Public School (BPS) P&C trod some new ground regardless. We finished off 2019 with our first Colour Run, which was a smashing hit, allowing us to progress with updating the canteen. With lockdown upon us in the new year, out came the thinking caps as we were not going to let our annual Mother's Day stall go by. So thank you to all those who participated to make our 'virtual stall' such a success.

With lock down over for students but not for volunteers, BPS Year 6 students helped us put on the Father's Day stall. Those students were fantastic at cash handling and making some great decisions, so students went home with great surprises for the dads and father figures out there.

Whilst we were unable to hold our annual Spring Fair, we were all holding our breath to see what would happen with our famous Bungendore's Got Talent. With some great technology, we were able to stream it live to classrooms so no one missed out.

Our final delivery for 2020 was the shelter that was relocated to the sports field. This will be part of the outdoor learning for BPS and hope students enjoy the area under the elements.

BPS P&C was still able to contribute to incursions, purchase home readers and library resources as we do every year. Another first was joining the Zoom craze and having our regular meetings so we could still make things happen for our students.

With my 3 year term as President coming to a close, I would like to sincerely thank all the great committee members, volunteers, teachers and support staff at BPS. We have laughed and laughed over the time and we have seen an enormous amount of positive change to the school and community. With the recent announcement of the retirement of our Principal, Narelle Lloyd, I would personally like to thank her for supporting me, the P&C and steering us to be the best we can be. Narelle you will be sadly missed and yet we are blessed to have you. Best wishes to you and Marty for the future.

With 2021 upon us, we look forward to meeting some new friends to our P&C community and hope you would like to be involved in your child's school. Please let us know via our Facebook page or send us an email at [bungendorepsandc@gmail.com](mailto:bungendorepsandc@gmail.com).

Nicole Duffy  
P&C President

## Message from the students

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Being a School Captain is a very important and responsible job. Throughout 2020 we have been given many opportunities to develop our leadership skills and we would like to thank the school for giving us these opportunities and say that we have very much enjoyed our year as Bungendore PS school captains.

As a School Captain we have been able to experience and be involved in a lot of great things. This year we were involved in events such as Remembrance Day, the Rotary Peace Pole project and ceremony, the ANZAC Day ceremony, helping run our school photo day, presenting awards, assemblies early in the year before Covid-19 restrictions and other important roles and responsibilities.

Being a School Captain is also lots of fun. 2020 was extremely different and difficult at times due to Covid-19. However being a School Captain has been an amazing privilege and we are very grateful.

In conclusion, as we end our year as School Captains of Bungendore Public School, we would like to thank our parents, teachers and fellow students for all their support throughout the year and we hope 2021 is a great year for everyone.

Hunter Clifton, Oliver English, Francesca Roberts and Riley Wyeth  
School Captains and School Vice Captains



Sharing with Mrs Lloyd

## School vision

At Bungendore Public School we strive to develop students' knowledge, skills and attitudes so that they are equipped to take their place in an ever changing society.

Our school motto is "Where children grow to be worthy citizens".

Our school values are honesty, respect, responsibility, doing your best and co-operation.

Our vision supports the Melbourne Declaration and its goals which are:

Goal 1: Australian schooling promotes equity and excellence

Goal 2: All young Australians become:

- Successful learners
- Confident and creative individuals
- Active and informed citizens

## School context

Bungendore Public School's students come from the Bungendore Village and surrounding rural areas. The school has 20 mainstream classes, 1 support class and a total student population of 506. We have a hall and school library which are shared community resources and all students have excellent access to technology to support their learning.



2/3 S students using laptops for History lessons.

## 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>

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

## Strategic Direction 1

### Literacy and Numeracy

#### Purpose

To develop consistent, high quality educational practices which result in improved student outcomes and are driven by high expectations and explicit teaching in all aspects of Literacy and Numeracy.

#### Improvement Measures

Increased % of Year 5 students in the top 2 bands in Writing from 8.2% to 12% and reduce the % of Year 5 students in the bottom 2 bands of Writing from 24.6 % to 16%

Increased % of Year 3 students in the top 2 bands in Numeracy from 31.6 % to 35% and reduce the % of Year 3 students in the bottom 2 bands of in Numeracy from 19.7% to 15 %

Improved whole school approach to teaching spelling is systematic and consistent between stages

Demonstrated consistency of teacher judgement of student performance in Key learning areas, stages and year levels

100% of teachers utilising NAPLAN Item analysis and learning support materials to benefit and improve teaching programs.

100% of teacher teams are collecting, analysing and interpreting data from our school assessments to inform their teaching practices.

#### Overall summary of progress

Covid-19 restrictions meant that NAPLAN was not undertaken in 2020.

Our Years 3 and 5 students did complete the on-line check in assessment.

Our students once again participated in the MathsBurst Spatial Reasoning program where pre and post test data was collected.

#### Progress towards achieving improvement measures

**Process 1: Improved student results in Literacy** Whole school focus on quality teaching practice for spelling including a trial of the Words My Way program in Stage 2, staff development with CPL course and evaluation of the school's spelling policy. Student results show improvement in all areas of Literacy through implemented targeted programs such as L3 (K - 2), Multi Lit, Macq. Lit and our extended Home Reading program.

Evaluation	Funds Expended (Resources)
The trial of the Words My Way program was unsuccessful and it was decided to use the Sound Waves program throughout 2020. This proved to be a very worthwhile strategy for our home learning programs during Covid-19 restrictions and continued to be successful throughout 2020 with the view to continuing in 2021. The Lalilo program was used extensively by teachers due home learning and teachers decided to continue using the program when students returned to school as it was considered a valuable resource to improve both spelling and reading outcomes.	Purchasing of teacher resources books. Purchasing of on-line licenses. PD activities for teaching staff K - 6. <b>Funding Sources:</b> • Literacy and numeracy (\$4405.00)

**Process 2: Improved student results in Numeracy** Student results show improvement in identified areas of numbers and algebra, measurement, geometry and statistics through focussed programming and whole school strategies such as the TEN's program, Matific and uniform use of text books.

Evaluation	Funds Expended (Resources)

## Progress towards achieving improvement measures

Our results for Year 3 students were not statistically significant for either the Maths (8.79 to 9.33) or Spatial (9.55 to 9.69) topics

Our Year 4 students made statistically significant growth in both the Maths (6.88 to 8.41) and Spatial (4.89 - 5.82) topics.

Our Year 5 students made statistically significant growth in both the Maths (7.79 to 10.02) and Spatial (5.75 to 8.62) topics

Our Year 6 students made statistically significant growth in both the Maths (6.65 to 7.65) and Spatial (8.21 to 9.19) topics

SD Day at the University of Canberra

On-line support for teachers with weekly activities

Use of i-Pads for Kindergarten students for the ELSA program

### Funding Sources:

- Literacy and numeracy (\$6850.00)

**Process 3: Whole school approach to individualised planning, teaching and differentiation.** Integrated approach to student focussed planning, teaching and assessment, providing consistency for students and teachers and ensuring the school is adhering to Literacy and Numeracy DEC policy guidelines. Uniform use of resources such as text book, home readers and school based resources.

## Evaluation

## Funds Expended (Resources)

Staff have been focusing on using the How2Learn Super Heroes of Rezilia, Ethicon, Recipro, Innovatrix and Strategex with the students in their classes to improve learning habits and embed the five dispositions of emotional aspects, ethical aspects, social aspects, cognitive aspects and strategic aspects in the class programs. Stage groups have worked together to develop specific PD H PE programs to meet the needs of their students and implemented the programs on either a grade or stage basis.

How2Learn packages and staff trainers

Syllabus documents and Stage leaders

### Funding Sources:

- Quality Teaching, Successful Students (QTSS) (\$1800.00)

Staff and student engagement and participation in all planned activities for Education Week, Science Week and Book was very high with positive feedback given by staff, students and parents.

## Next Steps

- Continue with the SoundWaves program K - 6 and expand teacher access and use of on-line teaching/ learning resources
- Update subscription of Lalilo program K- 2
- Continue participation in the MathsBurst program and teachers to complete the on-line training component
- Update subscription of the Matific on-line program for all students K - 6
- Engage in further whole school implementation of the How2Learn program
- Continue celebrating and participating in special activities such as Education Week, Science Week and Book Week



Enjoying writing opportunities in Kindergarten



## Strategic Direction 2

### Engagement and Across Curricular

#### Purpose

To employ best practice which creates quality learning experiences that engage and develop successful, confident and creative learners with a focus on improving critical thinking, communication and collaborative skills.

#### Improvement Measures

Teachers differentiate curriculum delivery to meet the needs of all students.

Students articulate their learning and understand what they need to learn for continued improvement.

100% of classroom teachers participate in our team teaching timetabled ICT program.

#### Progress towards achieving improvement measures

##### Process 1: Using data effectively

Staff use a range of data including results from formative and summative assessment practices to inform teaching and learning programs.

Evaluation	Funds Expended (Resources)
Reading, English and Numeracy data has been collected, recorded and entered into Spreadsheets for all students.  Mathsburst data has been entered online and an initial summary of results discussed.  Check-in assessment data has been received and analysed for individual students and to inform future planning for literacy and numeracy.	Benchmark Reading Kits  Soundwaves Assessment programs  Mathsburst program and personnel  State wide Check In Assessment program for Years 3 and 5  <b>Funding Sources:</b> • Professional learning (\$11280.00)

##### Process 2: Quality teaching and engagement programs including ICT Team Teaching

Staff professional learning for interactive technology, tablets and software; and an increased focus on technology will build staff capacity for current technology to be used in every classroom. Focus on further building reflective teaching practice and effective learning through staff development linked to Quality Teaching and How2Learn.

Evaluation	Funds Expended (Resources)
Through participation in the Team Teaching program based in the school computer lab teachers and students engaged in lessons designed to further their technical skills, primarily using the Google Suite of software. Teachers were encouraged to employ the How2Learn strategy of split screening, supporting students to identify and embed effective learning behaviours across all KLA's.  Lalilo was introduced successfully, providing an on-line learning program for all students in K-2 and those identified in higher grades for whom it would provide additional support. The resource embedded into classroom programs and used as a consolidation tool at home.  Statistics show that Matific was in use in all class programs with teachers using the platform to design specific learning plans for students and creating groups to different learning opportunities.	Book Creator Software  Lalilo on-line program  Matific on-line program  Soundwaves online teacher resources  Mathsburst lesson formats and resources  How2Learn Resources and Facilitators  <b>Funding Sources:</b> • Professional learning (\$32225.00)

## Progress towards achieving improvement measures

Book Creator software was implemented through the library teaching program following an interactive PD session for teachers. Students developed their own pages to contribute to whole class texts which were then shared within stages.

Teachers K-6 engaged in MathsBurst training, with Kindergarten and Years 3-6 following the ELSA and MathsBurst programs in their classrooms through Terms 2-4. These strategies supported improved student results as identified through post test processes.



Team working in groups is an effective teaching/learning strategy

## Strategic Direction 3

### Student Wellbeing

#### Purpose

To enhance whole school programs and practices so that all students learn in a positive, nurturing and supportive environment while developing their emotional intelligence, social skills and resilience .

To improve student's social and emotional wellbeing by developing a supportive school community where positive mental health and wellbeing are promoted.

#### Improvement Measures

Sustained high levels of student engagement in learning and positive behaviour outcomes

Engaging student extra-curricular activities are used to complement and enhance educational programs within Bungendore Public School

#### Progress towards achieving improvement measures

**Process 1: Transition to school** Maintain an extended Kindergarten Transition to School Program throughout Term 4 for students and parents/ caregivers that enhances home-school partnerships and promotes increased school readiness.

Evaluation	Funds Expended (Resources)
Although our plans were limited due to Covid-19 restrictions we were pleased that all our new Kindergarten students were able to participate in the full range of planned activities as planned. We were able to make two videos to compensate for not being able to conduct tours of the school and our two big Kindergarten Orientation assemblies - one for parents and one for 2021 Kindergarten students.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Quality Teaching, Successful Students (QTSS) (\$1500.00)</li></ul>

**Process 2: Social and Emotional Learning** Support implementation of effective programs such as Peer Support, Kids Matters and Life Skills. Whole Staff and Senior Students participate in John Coutis leadership presentation. School Leaders to attend Young Leaders Day and all Year 6 students to participate in GRIP Leadership. Training in the 1-2-3 Magic & Emotion Coaching for Parents.

Evaluation	Funds Expended (Resources)
All staff completed both the Mentally Healthy Communities and the Learning Resilience modules of the professional learning for the Be You program	Be You registration is free
Year 6 students were able to attend the GRIP Leadership program in Goulburn	Year 6 GRIP excursion and bus were paid for by parents with the P&C subsidising the bus cost
The Life Skills Go program was accessed by classroom teachers on-line for all students	Life Skills training and program was paid for by the school
Other activities were cancelled due to Covid-19	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$7481.00)</li></ul>

**Process 3: Celebrate Individual Success** Provide opportunities to recognise and celebrate student attainment and achievement through a consistent and sustainable reward system across the school.

Evaluation	Funds Expended (Resources)
Unfortunately our ability to provide opportunities to recognise and celebrate student attainment and achievement was hindered due to restrictions in numbers able to participate and attend events such as assemblies,	Physical Resources such as certificates, ribbons and prizes

## Progress towards achieving improvement measures

competitions and presentation days. While these final presentation days were held we were unable to share these with families and local contributors as per normal practise.

### Process 4: Network Planning networks

Maintain and enhance formal and informal educational

Evaluation	Funds Expended (Resources)
Most events were cancelled in 2020 and due to the Covid-19 restrictions throughout 2020 no face to face network meetings took place. AECG, Curriculum, Principal Network, PSSA and other Network meetings were held via ZOOM or Microsft teams and therefore Network building was limited.	Personnel to attend meetings



Our Aboriginal Garden is a perfect setting for learning and reflection

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>Aboriginal Students</p> <p>Aboriginal Parents and Families</p> <p>Bus</p> <p>On-line Narragunnawalli Plan</p> <p>Teachers and Support Personnel</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$9 015.00)</li> </ul>	<p>COVID-19 restrictions impacted our ability to complete all planned 2020 activities and therefore our participation in Reconciliation Walk did not take place because the event was cancelled. We used our funding to support students returning from home learning with School Learning Support Officers. Some PLPs were completed but Covid-19 restricted full completion. The Narragunnawalli Reconciliation Plan needs further updating.</p>
<b>Low level adjustment for disability</b>	<p>Learning and Support Teachers</p> <p>Class groups</p> <p>MacqLit and MultiLit Groups</p> <p>Readers</p> <p>Reading Boxes - Yellow, Blue, Red, Green</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$57 398.00)</li> </ul>	<p>Targeted Reading Groups operated in all K - 2 classrooms with specialist support from Learning and Support teachers</p> <p>Mac Lit Groups - 3 to 6 were held for identified groups with solid growth recorded for all students involved</p> <p>MultiLit for targeted individual students 4 to 6 has been an ongoing program with measurable success</p> <p>Individual work with Phonological Awareness, Phonics, Vocabulary and Reading Comprehension K to 6 to improve reading levels and assessment results as reported in Strategic Direction 1</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>Casual teaching staff to provide APs with Executive Release</p> <p>School Scope and Sequence for Science</p> <p>Inquisitive On-line resources for teachers and students</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>(\$94 836.00)</li> </ul>	<p>APs led colleagues in evaluating learning programs and used student data to develop differentiated teaching strategies to meet the specific learning needs of students</p> <p>A review was undertaken of the school's Science Scope and Sequence and the leadership team worked with their stages to modify and improve the planning and implementation of Science programs K - 6</p> <p>The performance development plan process was used by supervisors and teachers to identify areas for improvement, set goals, measure progress and outline strategies to achieve their objectives</p>
<b>Socio-economic background</b>	<p>How2 Learn program and staff folders</p> <p>On-line Life Skills Go platform</p> <p>SLSO timetables</p> <p>NSW Department of Education Strategic Plan, Staff Meeting and Week Ahead documents</p>	<p>Staff engaged in online sessions for How2Learn strategies which revised the importance of knowing students and understanding individual learning needs and circumstances</p> <p>The Life Skills Go Program was trialed and proved successful in the short term when there was a focus on learning readiness and emotional awareness during the home learning period - it was decided by staff not to continue in 2021</p>

<b>Socio-economic background</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$32 331.00)</li></ul>	8 SLSOs (both fulltime and part time) were employed to work in classrooms to support and scaffold student learning K-6  All staff engaged in professional development focusing on the NSW Department of Education's Strategic Plan where Every student is known, valued and cared for was emphasised
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Students enjoying our school murals

# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	252	256	253	269
Girls	242	243	254	241

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.3	92.9	93.1	96
1	93.6	91.8	93.6	92.9
2	94.5	92.2	93.9	95
3	92.2	93.4	93.1	94
4	93.7	92.5	94.1	95.3
5	93.3	92.5	92.4	95.1
6	91.6	90.5	93.6	93.7
All Years	93.3	92.3	93.4	94.7
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

## 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.



Linking Science and Creative Arts



# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	20.59
Literacy and Numeracy Intervention	0.63
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	4.96

\*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.



Brain breaks for student engagement

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
<b>Opening Balance</b>	474,000
<b>Revenue</b>	4,735,745
Appropriation	4,551,432
Sale of Goods and Services	9,462
Grants and contributions	173,629
Investment income	1,122
Other revenue	100
<b>Expenses</b>	-4,676,149
Employee related	-4,286,798
Operating expenses	-389,351
<b>Surplus / deficit for the year</b>	59,596
<b>Closing Balance</b>	533,596

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.



Classroom Friends

## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	92,670
<b>Equity Total</b>	219,066
Equity - Aboriginal	9,015
Equity - Socio-economic	32,331
Equity - Language	0
Equity - Disability	177,720
<b>Base Total</b>	3,816,032
Base - Per Capita	122,970
Base - Location	20,982
Base - Other	3,672,080
<b>Other Total</b>	369,118
<b>Grand Total</b>	4,496,886

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.



Playground and Canteen fun

# 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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

## 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.



Playground Buddies

# Parent/caregiver, student, teacher satisfaction

Our school participated in the state wide survey of parents called the Tell Them from Me Survey. Below is a summary of results in the area of Parent Satisfaction.

## Two-way Communication with Parents:

Parents Feel Welcome Highest Scores: I can easily speak with my child's teachers and I feel welcome when I visit the school Lowest Scores: Parent activities are scheduled at times when I can attend and I am well informed about school activities Parents are Informed Highest Scores: Reports on my child's progress are written in terms I understand and if there were concerns with my child's behaviour at school, the teachers would inform me immediately Lowest Scores: I am informed about opportunities regarding my child's future and I am informed about my child's social and emotional development

## Parents' Participation at School:

81% of parents report that they have talked to a teacher about their child's learning or behaviour at school two, three or more than three times this year

50 % of parents report that they have attended meetings or school functions two, three or more than three times this year

## Parents Support Learning at Home:

Highest Scores: Someone in the family praises their child for doing well at school and someone in the family talks with their child about feelings towards other children at school Lowest Scores: Someone in the family talks about how important school work is and someone in the family takes an interest in their child's school assignments

## School Supports Learning:

Highest Scores: Teachers show an interest in my child's learning and my child is encouraged to do his or her best work Lowest Scores: Teachers expect homework to be done on time and teachers expect my child to work hard

## School Supports Positive Behaviour:

Highest Scores: My child is clear about the rules for school behaviour and teachers expect my child to pay attention in class Lowest Score: Teachers devote their time to extra-curricular activities

## Inclusive School:

Highest Scores: Teachers help students develop positive friendships and teachers help students who need extra support Lowest Score: School staff create opportunities for students who are learning at a slower pace and teachers try to understand the learning needs of students with special needs

## School Voluntary Work:

16% of parents are involved in voluntary work in the Canteen

15 % of parents are involved in voluntary work in the Classroom

17% of parents are involved in voluntary work in the School Sport

29 % of parents are involved in voluntary work in some other way

## Useful Communication Types at School:

78% of parents find the telephone either useful or very useful

72% of parents find school reports either useful or very useful

88% of parents find informal meetings either useful or very useful

82% of parents find formal interviews either useful or very useful

91% of parents find emails either useful or very useful

### **Useful Communication about School News:**

58% of parents find text either useful or very useful (21% report not available)

51% of parents find social media either useful or very useful (7% report not available)

47% of parents find the school website either useful or very useful

73% of parents find school newsletters either useful or very useful

31% of parents find the P&C either useful or very useful (2% report not available)

74% of parents find emails either useful or very useful (9% report not available)

### **Perceptions of School Facilities:**

87% of parents agree or strongly agree that the school is easy to access/move around school

76% of parents agree or strongly agree that the school is well maintained

80% of parents agree or strongly agree that the physical environment is welcoming

### **Experiences of Learning from Home:**

51% of parents agree or strongly agree that support information was available during home learning

53% of parents agree or strongly agree that student learning was supported during home learning

59% of parents agree or strongly agree that school support was available during home learning

51% of parents agree or strongly agree that school contact was available during home learning

69% of parents agree or strongly agree that resources were available during home learning

### **Summary and Next Steps**

- Investigate the expansion of times available for parents to visit the school and attend events/functions
- Explore ways to improve home perceptions of the importance of school work and ways to have families take an interest in children's school assignments
- Expand the use of e-mails from the school office, executive and from class teachers
- Continue enhancing and maintaining the school's physical environment with a focus on being welcoming
- Strengthen and develop consistency of teacher expectations for homework and for students working hard in class



Happy at School

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.



Hands on learning in the classroom