

# 2020 Annual Report

## Cardiff Public School



1505

# Introduction

The Annual Report for 2020 is provided to the community of Cardiff 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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## Message from the principal

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2020 was certainly a difficult year. Covid-19 turned our world upside, and within days we shifted our focus from face-to-face teaching to the online learning world. It is a credit to all of the students, staff and community as to how they managed to navigate through such a difficult time. Due to the nature of 2020, not all normal assessment and reporting procedures could be undertaken, including NAPLAN. Instead, other assessment processes were adopted and extra support was put in place to ensure that all of our students were still learning and meeting their benchmarks.

## School vision

At Cardiff Public School, we work collaboratively with our community to promote the intellectual, physical, social, emotional and cultural development of our students.

We promote equity and excellence through the provision of high quality schooling in a harmonious environment that holds consistently high expectations, and meets the diverse needs of our students. Our ultimate goal is to create stronger, smarter, successful, lifelong learners who are confident and creative, and who become active and informed citizens.

## School context

Cardiff Public School (CPS) lies within the Regional North Operational Directorate and forms part of the Lake Macquarie North Principal Network. The school had 263 enrolments at the beginning of 2020, including 9% Aboriginal or Torres Strait Island students. All learners are actively engaged in high quality learning programs across 10 classes, ranging from K-6. The CPS staff consists of 1 principal, 2 assistant principals and 12 teaching staff and 6 school administrative and support staff. All of whom form a dedicated and cohesive team who work together to improve outcomes for students. With a diverse range of skills and experiences, the staff work in partnership to further develop and enhance their expertise and pedagogical practices. The students, community and staff honour the school motto "Work in Harmony", and its five core CARE values; harmony, respect, honesty, care and achievement. The school has well-established partnerships with its community. It works closely with the Cardiff Community of Schools, has an active and dedicated P&C and enjoys a strong community partnership with the Kumaridha Local AECG, as well as various other community businesses and groups. The site is also home to an OOSH centre. The use of technology as a tool for learning is a feature of the school. Students enjoy a range of activities in the school including PSSA sport, music, choir, dance, STEM, public speaking and much more. The 2020 Family Occupation and Education Index (FOEI) score was 97. This has steadily decreased since the 2013/2014 index score of 121.

## 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	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

The school will undergo an external validation process in Term 2 2021 to ensure that our self-assessments are accurate and based upon evidence of practice.

## Strategic Direction 1

Excellence in learning

### Purpose

Teachers use information about individual student's needs and capabilities, as well as an in-depth knowledge of curriculum and effective, evidence-based teaching practices to enhance student learning.

### Improvement Measures

Increase the percentage of students in top 2 bands in NAPLAN numeracy from 19.2% in 2014-2017 to 27% in 2018-2020.

Increase the percentage of students in top 2 bands in NAPLAN writing from 16.2% in 2014-2017 to 27% in 2018-2020.

### Overall summary of progress

There was no NAPLAN data available in 2020 due to Covid-19. However, 2019 NAPLAN Numeracy data indicated that 43% of students achieved scores in the top 2 bands, and 2020 internal data showed a consolidation of this progress. This is well above the original target set for 2018-2020.

2019 NAPLAN Reading data indicated that 52% of students achieved scores in the top 2 bands in NAPLAN and 2020 internal data showed similar results.

2018/2019 NAPLAN Writing data indicated that 20% of students achieved in the top 2 bands. 2020 internal data showed steady progress in writing.

### Progress towards achieving improvement measures

#### Process 1: Numeracy initiative

Implement a whole school integrated approach to quality teaching in numeracy through a focus on explicit teaching, feedback, assessment and learning intentions.

Evaluation	Funds Expended (Resources)
<p><b>Question:</b> Are these practices evident in all T&amp;L programs and lesson observations? Are the findings from the analysis of data showing evidence of improved student outcomes in numeracy?</p> <p><b>Data sources:</b> Numeracy programs, Lesson observation feedback, student assessment data - diagnostic and summative assessment data, PLAN 2, NAPLAN, Pre- and post-testing, student work samples. Teacher self-assessment/survey.</p> <p><b>Analysis:</b> All T&amp;L programs show evidence of explicit teaching in numeracy lessons (program proformas show evidence of best practice strategies). Due to COVID, NAPLAN data is not available to be used to show evidence of improved student outcome (percentage of students in top two bands). PLAN2 data shows evidence of student improvement.</p> <p><b>Implications:</b> More evidence can be collected during classroom observations to identify areas of strength and areas for further development of explicit teaching. Learning intentions, feedback and assessment practices will be focus areas in our future directions. PLAN2 data can be used more effectively to plan and assess student learning.</p>	<p>Staff released and PL delivered via various funding sources.</p> <p>SLSO Support</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$20000.00)</li></ul>

#### Process 2: Writing initiative

Implement a whole school integrated approach to quality teaching in writing through a focus on explicit teaching, feedback, assessment and learning intentions.

## Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p><b>Question:</b> Are explicit teaching practices evident in all T&amp;L programs and lesson observations? Are the findings from the analysis of data showing evidence of improved student outcomes in writing?</p> <p><b>Data sources:</b> Writing programs, lesson observation feedback, student assessment data - diagnostic and summative assessment data, PLAN 2, NAPLAN, Pre- and post work samples, student work samples. Teacher self-assessment/survey.</p> <p><b>Analysis:</b> All T&amp;L programs show evidence of explicit teaching in writing. Due to COVID, NAPLAN data is not available to be used to show evidence of improved student outcome (percentage of students in top two bands).</p> <p><b>Implications:</b> Check-in assessment data can be used as a benchmark. Consistent programming across the school will assist in the collection of evidence which shows explicit teaching strategies embedded in classrooms. More evidence can be collected during classroom observations to identify areas of strength and areas for further development of explicit teaching. Learning intentions, feedback and assessment practices will be focus areas in our future directions.</p>	<p>Staff released and PL delivered via various funding sources.</p> <p>SLSO Support</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$18727.00)</li></ul>

## Next Steps

Maintain focus on explicit teaching, learning intentions, success criteria as well as enhancing assessment and feedback processes. Collaborative practice processes will help to expand the knowledge and understanding of all staff and will aide in improving and refining our professional practice.

## Strategic Direction 2

Excellence in teaching

### Purpose

Teachers are engaged in collaborative professional learning practices that improve their ability to deliver quality teaching and learning programs, through explicit teaching, effective feedback and data analysis.

### Improvement Measures

Teaching and learning programs show an increased level of evidence of learning intentions, success criteria, ignition activities, I do, we do, you do activities and I can statements.

Surveys of students and staff indicate that assessment and feedback strategies have helped to improve learning outcomes.

### Overall summary of progress

All teaching and learning programs show evidence of explicit teaching. There is evidence that indicates that learning intentions and success criteria are being utilised in each classroom through a range of methods and processes. There has been more emphasis on establishing consistent and meaningful assessment practices and whilst this has improved, there is scope for further improvement. Feedback across all classes has improved but there are inconsistencies in practice, and a desire from teachers to do this better within their classrooms, as evidenced through teacher surveys.

### Progress towards achieving improvement measures

#### Process 1: Explicit teaching

Draw on research and evidence-based practices to develop and implement high quality professional learning in explicit teaching.

Evaluation	Funds Expended (Resources)
<p><b>Question:</b> Do teaching and learning programs have evidence of explicit teaching? Do teachers engage in professional discussion and collaborate to improve teaching and learning?</p> <p><b>Data:</b> Teaching and learning programs - numeracy and writing, lesson observations, teacher self-assessment/surveys.</p> <p><b>Analysis:</b> 100% of numeracy programs show evidence of explicit teaching. Writing programs are being developed differently based on student needs.</p> <p><b>Implications:</b> The focus our school PL has had on numeracy is evident through the common programming used by all staff, which highlights explicit teaching practices. A common writing program proforma could assist in the identification of key areas for the school.</p>	<p>Teacher release for the development of PL as needed.</p> <p>SLSO Support</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$20000.00)</li></ul>

#### Process 2: Assessment and feedback

Implement whole school for, of and as assessment practices. Developing consistent feedback processes across the school.

Evaluation	Funds Expended (Resources)
<p><b>Question:</b> Are there consistent practices in the collection and analysis of data? Is feedback ongoing and based on students needs? Are assessment and feedback practices evidence in teaching and learning programs?</p> <p><b>Data:</b> PLAN2 data, in-class assessments, teaching and learning programs.</p> <p><b>Analysis:</b> PLAN2 data has been collected every term across K-6 in identified</p>	<p>PLAN2, Internal assessments</p> <p>Stage planning days for CTJ</p>

## Progress towards achieving improvement measures

areas (additive strategies K-2 or multiplicative strategies 3-6 and creating texts and grammar). Teaching and learning programs show pre and post assessment data in numeracy. **Implication:** Evaluative practices should be embedded in the process along with the collection of data. PLAN2 data can be used more effectively. This data will be analysed thoroughly in the situational analysis and will inform the future directions of the school. More evidence can be collected during classroom observations to identify areas of strength and areas for further development of effective feedback practices.

## Next Steps

Explicit teaching is now showcased in every classroom, but with scope for further refinement and to ensure consistency across all classes. A focus on collaborative practice and effective feedback will ultimately benefit student outcomes. Gaining further consistency in whole-school assessment processes will be targeted. Focused professional learning that builds the capacity of staff to effectively use and analyse data will help build the platform for future learning and in developing effective feedback strategies.



### Strategic Direction 3

Excellence in leading

#### Purpose

Leaders to develop a culture of high expectations through fostering collaboration, maintaining effective communication and supporting continual teacher development, leading to continuous whole school improvement.

#### Improvement Measures

Enhanced leadership capacity, reflected in greater collaboration, self-reflection, higher expectations and cohesive school teams.

Staff can identify school priorities and are actively engaged in implementation, milestoneing and evaluation.

#### Overall summary of progress

The leadership team have steadily built the foundations for success by developing and implementing processes and procedures that ensure a more consistent and highly effective school. Support in developing and then monitoring staff PDPs that align to the school plan are evident for every stage. All staff could identify our strategic directions and engaged in professional learning that enhanced our ability to meet targets within our school plan.

#### Progress towards achieving improvement measures

**Process 1:** Develop a high expectations culture.

Evaluation	Funds Expended (Resources)
<p><b>Question:</b> Have all staff completed an end of year review for their PDP? Do all staff have evidence to support their goals? Are all staff registering their teacher identified professional learning?</p> <p><b>Data:</b> Staff PDPs, MyPL, CPS PDP policy and procedures.</p> <p><b>Analysis:</b> All staff have clear goals and evidence to show that they are achieving them. Leaders and staff engaged in the PDP review process. All staff are registering their teacher identified professional learning.</p> <p><b>Implications:</b> The updated PDP policy will support the successful use of PDPs to improve practice. Staff will be aligning goals more closely to whole school directions in the new school plan. The PDP process can still be used more effectively.</p>	QTSS Executive Release (see other key initiatives)

**Process 2:** Engaging all stakeholders in the effective implementation of the school plan.

Evaluation	Funds Expended (Resources)
<p><b>Question:</b> Does professional learning effectively support the school plan and milestones? Can staff identify areas for whole school improvement?</p> <p><b>Data:</b> Professional learning, evaluations, MyPL.</p> <p><b>Analysis:</b> MyPL shows that all staff engage in professional learning to improve student outcomes. PL developed reference the teaching standards, as well as the key link to the school plan.</p> <p><b>Implications:</b> In the new school plan, all staff will be a part of a strategic direction team which will engage staff deeply in collaborative practices to plan, implement, develop and evaluate effective practices to ensure whole school continuous improvement. PL should be evaluated consistently to</p>	QTSS Executive Release (see other key initiatives)

### Progress towards achieving improvement measures

ensure all staff are active participants in whole school improvement.	
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### Next Steps

Engaging staff more into school planning process through the establishment of strategic direction teams. Utilising and further developing the expertise of staff by identifying strengths and needs. Focusing on staff and student wellbeing and ensuring a safe and supportive environment.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>SLSOs to support learning and intervention.</p> <p>Staff Professional development fees &amp; release</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$20 203.00)</li> </ul>	<p><b>Question:</b> What impact on student outcomes has been achieved through the additional support to students via intervention and in-class support? Did the professional learning improve staff confidence and understanding in supporting Aboriginal and non-Aboriginal students?</p> <p><b>Sources:</b> MiniLit and MultiLit data, student and staff surveys, internal literacy and numeracy data.</p> <p><b>Findings:</b> Internal data indicated that these supports had the desired impact on student learning, and with social development. Growth data for students receiving intervention support was pleasing and reduced behaviour referrals were evident for those receiving additional support in the playground.</p>
<b>Low level adjustment for disability</b>	<p>LAST 0.7FTE</p> <p>SLSOs</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$104 420.00)</li> </ul>	<p><b>Question:</b> How well were students requiring additional support able to progress, given the additional support put in place?</p> <p><b>Sources:</b> Internal class data, Intervention data, feedback from staff and parents.</p> <p><b>Findings:</b> Feedback from staff was very positive. They were able to outline how the extra support was being utilised to improve the outcomes for students in their respective classes. Internal data showed evidence of improved growth rates for students receiving additional support.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>Teachers employed for additional release of executive staff.</p> <p>Executive released each Friday throughout the school year.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Quality Teaching, Successful Students (QTSS) (\$44 301.00)</li> </ul>	<p><b>Question:</b> What impact did the provision of executive release time have on student outcomes? What impact did this have on school processes and procedures? What impact did this have on support for teachers in their growth and development?</p> <p><b>Sources:</b> Documentation analysis, teacher surveys, internal and external data.</p> <p><b>Findings:</b> The provision of executive release on a nominated day each week has been extremely effective. The executive were able to better lead strategic directions, as well as establish more rigorous and structured school-based practices. They were able to develop a range of resources in literacy and numeracy and provide quality PL for staff. Executive release was also beneficial when conducting our situational analysis in preparation for the development of our new strategic plan.</p>
<b>Socio-economic background</b>	<p>Teaching and learning resources for classrooms.</p> <p>New computers to support learning.</p>	<p><b>Question:</b> What impact did these resources and initiatives have in improving the learning outcomes for students?</p> <p><b>Sources:</b> KLA team feedback, feedback from stakeholders involved in intervention, staff</p>

<b>Socio-economic background</b>	<p>Course fees and intervention program costs</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$31 305.00)</li> </ul>	<p>survey re: resourcing.</p> <p><b>Findings:</b> Feedback from staff indicated satisfaction in the level of resourcing accessible to support their teaching and learning programs. Feedback from KLA team leaders indicated that we had good levels of resourcing for each KLA. Students also benefitted from support with wellbeing programs.</p>
<b>Integration funding support</b>	<p>SLSOs employed to support student learning and behaviour.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Integration funding support (\$128 616.00)</li> </ul>	<p><b>Question:</b> What impact did this have on student outcomes? What were the benefits? What were areas for improvement?</p> <p><b>Sources:</b> Surveys, internal data, feedback from relevant staff</p> <p><b>Findings:</b> Internal data and feedback from surveys indicated that students who were supported by SLSOs both in class and in the playground demonstrated improved learning outcomes and fewer social issues in the playground. Their access to the curriculum was enhanced through this important support.</p>
<b>Literacy and numeracy</b>	<p>Resources</p> <p>Teacher release.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Literacy and numeracy (\$26 972.00)</li> </ul>	<p><b>Question:</b> What impact did this have on student outcomes? What were the benefits? What were areas for improvement?</p> <p><b>Sources:</b> Surveys, internal data, feedback from relevant staff</p> <p><b>Findings:</b> Due to COVID-19, Literacy and Numeracy funds were reallocated to employ additional teaching staff to support the learning of students who may have had learning gaps as a result of online learning. As a result of this support, students were seen to be at or above the expected levels in most instances.</p>
<b>Professional learning</b>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Professional learning (\$17 129.00)</li> </ul>	<p><b>Question:</b> What impact did this have on student outcomes? What were the benefits? What were areas for improvement?</p> <p><b>Sources:</b> Surveys, internal data, feedback from relevant staff</p> <p><b>Findings:</b> Staff surveys and internal data sources revealed that staff had engaged in meaningful PL that positively impacted their teaching and improved the outcomes for their students.</p>
<b>School Support Allocation</b>	<p>SAO - engaged 0.2FTE</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• School Support Allocation (\$14 925.00)</li> </ul>	<p><b>Question:</b> What impact did this have on student outcomes? What were the benefits? What were areas for improvement?</p> <p><b>Sources:</b> Surveys, internal data, feedback from relevant staff</p> <p><b>Findings:</b> These support funds reduced the administrative load on the principal, allowing him to focus on core learning. The audit of our WHS processes and implementation was met with positive feedback. All areas of WHS received positive ratings through the audit</p>

<b>School Support Allocation</b>	SAO - engaged 0.2FTE  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• School Support Allocation (\$14 925.00)</li> </ul>	process.
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## Student information

### Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	120	123	143	157
Girls	105	114	100	106

Enrolments have steadily grown each year to the point where we are nearing our enrolment cap.

### Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.7	93	97.1	95.9
1	93.1	94.2	94.9	94.2
2	94.1	92.8	96.2	94.2
3	95	94	90.9	93
4	94.4	95	94.1	90.6
5	94.2	93.4	95	89.5
6	94.1	93.2	92.3	94
All Years	94.5	93.7	94.6	93.1
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.

From 2021, we will shift our attendance focus to having as many students as possible attending at least 90% of the time. This will align with our system negotiated targets.

### Management of non-attendance

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

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

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	10.37
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.6
School Administration and Support Staff	2.52

\*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.



# 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 <b>Actual</b> (\$)
<b>Opening Balance</b>	543,820
<b>Revenue</b>	2,694,739
Appropriation	2,623,623
Sale of Goods and Services	1,036
Grants and contributions	68,990
Investment income	1,090
<b>Expenses</b>	-2,851,360
Employee related	-2,531,612
Operating expenses	-319,748
<b>Surplus / deficit for the year</b>	-156,621
<b>Closing Balance</b>	387,199

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.

## AUDIT

As part of the 2019/20 DoE audit plan endorsed by the Department's Audit and Risk Committee an audit was conducted of our school between 14-15 December 2020.

The objectives of the audit were to:

- assess whether at the school level there were adequate systems and controls in place to provide reasonable assurance that transactions had been processed accurately, completely and in a timely manner, were authorised and in accordance with legislation, and DoE policies and procedures.
- gain assurance that the control environments within the administrative and financial processes were minimising the level of risks to that which management accepts.
- bring about improvement in the school's financial and administrative operations.

The audit provided assurance to the Secretary of the Department that public funds and resources allocated to our school, and the areas of child protection, student attendance and work health and safety were effectively managed in accordance with Departmental policy and requirements.

We rated at qualified or satisfactory in every area.

## Financial summary - Equity loadings

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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>	65,570
<b>Equity Total</b>	214,700
Equity - Aboriginal	20,203
Equity - Socio-economic	90,077
Equity - Language	0
Equity - Disability	104,420
<b>Base Total</b>	2,069,576
Base - Per Capita	58,443
Base - Location	0
Base - Other	2,011,133
<b>Other Total</b>	206,805
<b>Grand Total</b>	2,556,651

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.

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.

A range of whole-school internal assessments were completed in 2020 in lieu of NAPLAN testing. These included PAT testing across a range of areas in literacy and numeracy. This data was viewed and analysed to determine the strengths and weaknesses of our students and to guide future directions.

Internal assessment data did not reflect external data in all areas. Our internal writing assessments are showing students are working at a higher level than they are showing in NAPLAN. Further to this, consistency in analysing assessment data was not evident. Mathematics assessments have included SENA and class-based assessments based on a whole school scope and sequence. These have started to include assessing for problem solving strategies, but more consistency is needed. A structured assessment schedule has not been in place.

## Parent/caregiver, student, teacher satisfaction

Students, staff and community reports are showing areas for improvement. Student surveys showed 5 key areas that have been showing a decline over the past 3 years. They are positive partnerships, expectations for success, advocacy at school, positive learning climate and sense of belonging. Staff surveys identified collaboration, learning culture, inclusive school and parent involvement as areas for further development. Parent surveys were inconsistent over the last School Plan, with most recent surveys demonstrates that our parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment. Parent feedback in all areas is above or on par with NSW Government Norms. The schools focus is to continue building positive community partnerships in an inclusive and supportive environment.

# 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.