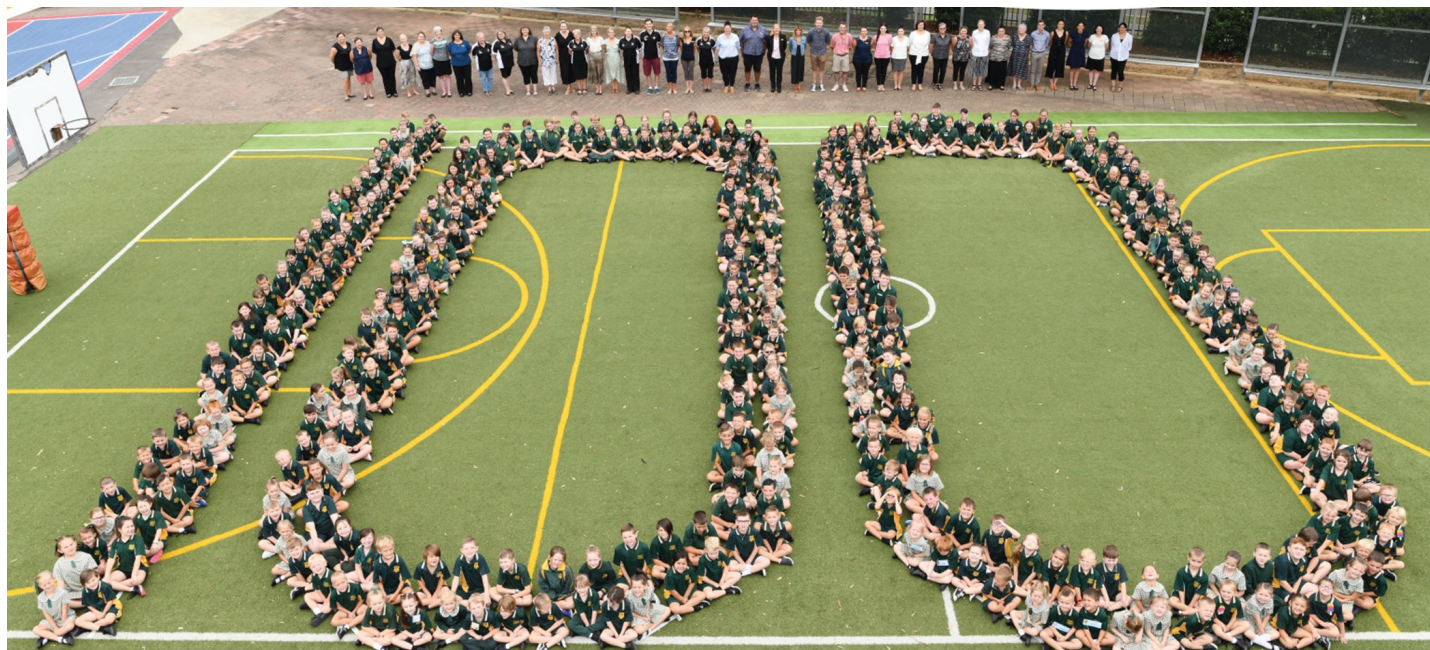


2020 Annual Report

Cessnock West Public School



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Introduction

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

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

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School vision

Cessnock West Public School is committed to giving each child every opportunity through a culture of improvement, achievement and wellbeing. Our vision is consistent with the Melbourne Declaration. It is about equity, excellence, success as a learner, developing creative and confident individuals and developing stronger partnerships. Our students will grow into active, happy and informed citizens locally, nationally and worldwide.

School context

Cessnock West Public School is a proud member of the Cessnock Community of Great Public Schools (CCGPS) and is situated in the lower Hunter Valley town of Cessnock. The CCGPS consists of a total of 15 local public schools in Cessnock and the surrounding area, all striving collectively to provide the best possible educational opportunities for students, teachers and community members alike. Cessnock West Public School currently has an enrolment of 392 students (280 families), comprising of 17 classes (including the State Opportunity Class). 22% of the school population identify as Aboriginal. The success of the learning community of Cessnock West Public School reflects the school's core values of Respect, Responsibility and Learning, which are reinforced across all learning areas. Educational programs at our school embed literacy and numeracy into other Key Learning Areas forming an integrated and holistic approach to learning. As a school focusing on Contemporary learning we use digital technologies and innovative practices to support students. Embracing the philosophy of Every Student, Every School we cater for gifted and talented students and students with special learning needs. Cessnock West Public School is an inclusive school which nurtures the social success of each individual by maintaining a positive and caring environment. In 2019, 47% (190) of the student population are girls and 53% (206) are boys. 20% (81) of the school

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

Strategic Direction 1

Successful Students

Purpose

To create a stimulating, engaging and future focused learning environment underpinned by high expectations, quality teaching practices and a differentiated curriculum that is flexible, reflective, relevant and dynamic to meet the diverse needs of our students.

Improvement Measures

Increase the percentage of students demonstrating expected growth in literacy and numeracy(NAPLAN).

Students demonstrating expected growth (12 months of learning) as indicated by internal and external data assessments.

Student surveys identify that classroom practice is engaging, flexible and relevant.

Progress towards achieving improvement measures

Process 1: Research Informed Pedagogy for Literacy and Numeracy

The school executive adopts a coordinated intervention approach to literacy and numeracy teaching with an expectation of improvement in literacy and numeracy standards across the school.

Evaluation	Funds Expended (Resources)
<p>There was a strong focus on literacy and numeracy teaching throughout 2020. Teachers completed training in L3, and also used strategies from TEN and FoR. This year saw the beginning of trialing the DoE Effective Reading strategies vocabulary, Phonological awareness.</p> <p>Assessment schedules were implemented successfully with K-2 adopting the Record of Progress/Handover Card and Years 3-6 adopting a Google form to record end of year achievements and hand information to 2021 teachers. K-2 continued to track and monitor student progress using Learning Progressions. Each year group selected elements pertinent to their teaching focus and professional development. Cohort Snapshot data was analysed in IL led Data Talks to inform future lesson plans.</p> <p>All teachers have participated in ongoing formative and summative assessment professional learning and professional dialogue and feedback in this area.</p> <p>We began reviewing our current teaching of numeracy and literacy. This process is in the early stages and the positive impact on student growth in literacy and numeracy is not yet evident in student outcomes.</p>	<p>Diagnostic assessments, assessment schedule folder, PLAN2, handover forms (K-2 yellow cards and digital Google forms for primary).</p> <p>Staffing: Assistant Principals - non teaching, Additional classroom teachers, literacy/numeracy small group support SLSOs.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$664929.00)• Literacy and numeracy (\$11625.00)

Process 2: Effective Learning and Support Practices.

The Learning and Support Team continuously review and refine policies, procedures and practices to ensure all students' learning and support needs are being met.

Evaluation	Funds Expended (Resources)
<p>The implementation of effective learning and support practices through an effective LST has focused on complex case management. A number of small groups were established to support students K-6 in effective Reading strategies including phonics, phonemic awareness and vocabulary foci in K-2, Minilit Tier 3 intervention literacy/numeracy, focus on Reading Yr 3-6, reciprocal reading strategies 2-6.</p>	<p>Learning and Support Teachers 1.2, English Language support - staffing, School Learning Support Officers.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Low level adjustment for disability (\$175014.00)

Progress towards achieving improvement measures

Learning and Support Teachers worked with students in both academic and social groups. Focus on coordinating and prioritising internal and external support for students requiring adjustments has continued. NDIS and NCCD data, Learning Progressions and SCOUT data are used to track student progress and assess support structures. SLSO support is equitable with timetables reviewed regularly.

- Integration funding support (\$307610.00)
- English language proficiency (\$1610.00)

Process 3: Early Action for Success

Early interventions in place for students at risk and expectations and targets for student learning are clearly communicated and displayed as learning intentions. Individual students' progress is monitored and assessed against the Learning Progressions and syllabus.

Evaluation	Funds Expended (Resources)
<p>Effective evidence based practice in literacy and numeracy is evident in K-2 classrooms. Differentiated programs target individual and small group learning with teachers closely monitoring student progress using Learning Progressions and summative and formative assessment practices. Teachers adeptly identify students at risk of not achieving stage outcomes. Quality teaching practices and interventions are co-ordinated to cater for students' varying needs utilising an interventionist, the LaST, SLSO's and continued Instructional Leader support in classrooms to address best practice across literacy and numeracy.</p> <p>The Oral Language Project continued with improvement in participating students' oral language development.</p> <p>Data Talks and co-planning sessions were conducted more regularly. Stage 1 summative maths assessments were implemented and evaluated to provide quality assessment processes and consistency in teacher judgement.</p> <p>We have seen evidence of the following: Explicit teaching Evident in most classrooms with WALT, WILF; Effective feedback Evidence of timely feedback given in relation to success criteria/rubrics in some classrooms; Use of data to inform practice Five weekly running records K-2, 3-6 benchmarking each term, Waddington's spelling, reading tests; Assessment School assessment schedule incorporating standardised and criterion referenced school based assessments, development of outcomes linked maths assessments K-2, PAT tests maths, reading.</p>	<p>1. K-2 AP's, DPIL's</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Early action for success (\$200803.00)• Low level adjustment for disability (\$85207.00)• Socio-economic background (\$67270.55)

Strategic Direction 2

Successful teachers

Purpose

Build capacity through focused professional learning and development that creates a culture in which every staff member is engaged in ongoing, relevant and evidence based learning at an individual and collective level.

Improvement Measures

Teachers participate in and value quality teaching rounds and evidence of PL is embedded in classroom practice.

Teacher expertise is reflected and utilised in whole school professional learning plan to build the knowledge, skills and understanding of staff.

Teaching staff will have a Performance Development Plan that aligns to the Australian Professional Standards for teachers and the school plan.

Progress towards achieving improvement measures

Process 1: Enhanced Pedagogy

All teachers explore, implement, develop and demonstrate best practice in teaching and collaborate with each other to improve practice.

Evaluation	Funds Expended (Resources)
<p>Teachers were involved in QTR, CTJ and targeted PL. The implementation of QTR has been part of the Newcastle University research and eight teachers have been involved. This involvement has refined and developed teaching practice in the classrooms and impact on student learning has been seen through the collection of PAT.</p> <p>All teaching staff have been involved in 12 months of a two year professional learning program on summative and formative assessment. This has involved direct face to face professional learning, implementation of classroom tasks, reflection, feedback and professional discussion. This training will continue in 2021.</p>	<p>Teacher Professional Learning</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$15000.00)

Process 2: Targeted Professional Learning

Strengthen staff development through the accreditation and PDP process to maintain a culture that delivers systematic expectations for learning, teaching and leading.

Evaluation	Funds Expended (Resources)
<p>The Professional Development Process has ensured that staff PDP's having a clear alignment between personal goals, school goals and the Australian Professional Standards. All stage teams met fortnightly and teachers were also provided with release time each term to clarify and refine their PDP; staff were supported with the development of clearly articulated school/stage goals and pursued achievable, personal professional development goals. PDP goals were discussed and refined throughout the year to address the changing educational climate during COVID 19 and SASS were provided with targeted PL to support the achievement of their goals.</p> <p>Teachers have formed Professional Learning Communities to engage in PL focusing on Formative and Summative assessment following the training through Dylan Wiliam. This has seen the quality implementation in the classroom consistently across K-6 with teachers.</p> <p>To support teacher accreditation processes, TPL sessions were recorded on</p>	<p>Teacher/SASS Professional Learning</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$33770.00)

Progress towards achieving improvement measures

MyPL and staff are made aware of suitable professional learning regularly. Teacher Professional Learning plans for 2021 have been determined, influenced by the alignment of local management group formative assessment goals, school SCOUT data and the new School Improvement Plan.

Strategic Direction 3

Successful School

Purpose

To develop stronger partnerships between students, parents, carers, the broader community, schools and other education and training providers to bring mutual benefits and maximise student equity, wellbeing and engagement.

Improvement Measures

Increase in the percentage of parents who feel well-supported by the school.

School data reflects an increase in attendance of students and positive engagement with their learning.

SENTRAL Data reflects an increase in positive entries K-6.

Progress towards achieving improvement measures

Process 1: Student Engagement and Wellbeing program

Reinforce and build a systematic organisational culture that is creative and innovative to promote achievement and foster wellbeing for every student. To encourage home support of our Positive Behaviours for Learning so that all students benefit from a home/school approach.

Evaluation	Funds Expended (Resources)
<p>During 2020 all staff completed their training in trauma informed practice and implemented focus strategies in the classroom. As a school we streamlined strategies to focus on implementing and embedding practices of wellbeing as a TIP school. This has resulted in school wide use of Zones and Smiling Minds in the classroom and playground. PBL is still a part of the school and is complemented by the other programs.</p> <p>During COVID 19 we implemented a reduced number of gates open and students being meeting in the morning at the gate by an executive member. This has had a significant positive effect on students as they have a check in as they enter the school grounds.</p> <p>Killara, our therapy dog, joined the school family in 2020 and she has been a positive impact on student wellbeing. SENTRAL was used consistently to acknowledge positive behaviour and there was a strong focus on student attendance to be continued into 2021.</p>	<p>Therapy Dog, Rewards activities, furniture, Zone/Smiling Minds resources</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$52000.00)

Process 2: Community of Learners

Streamlined, flexible processes exist to deliver services and information that support parental engagement and satisfaction.

Evaluation	Funds Expended (Resources)
<p>During 2020 it was challenging to engage parents in school activities due to the restrictions in place due to COVID 19. Our engagement platform moved sharing events online including Google Classroom, Google forms, Microsoft teams, Seesaw, videos of events, facebook, Zoom and live streaming.</p> <p>Both staff and parents increased their skills significantly in accessing and engaging with technology and the online platform. We had a significant increase in parent engagement in the SeeSaw platform both with commenting on work shared from school and sharing work from home.</p>	<p>Technology equipment -camera, COVID 19 resources, subscriptions - SENTRAL, SeeSaw, SchoolZine</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$30000.00)

Process 3: Connected technologies

Progress towards achieving improvement measures

Process 3:

Staff trained in using technology to enhance student learning and connecting with the broader community.

Evaluation	Funds Expended (Resources)
<p>In 2020 teachers engaged in significant professional learning to embrace the changes in learning due to COVID 19. Learning online and providing lessons via Google classroom, Seesaw and Zoom saw a rapid expanse in knowledge and skills in using these platforms of technology.</p> <p>The technology team became leaders in the area of filming and produced a number of short videos including a transition to school video. They also filmed lessons, the book parade and live streamed the End of Year Presentation Day.</p> <p>The school upgraded the sound system in the school hall and a new PA and bell system was installed allowing clear communication across the whole school.</p>	<p>Technology equipment - Laptops/IPads/infrastructure, PA/Bell system</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$70000.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$122 643.00) 	<p>Cessnock West PS employs one person who holds the role of Community Liaison Officer, two days per week and an Aboriginal Education Officer three days a week. The CLO's role is to provide a link between home and school. The CLO provides an Aboriginal contact person between home and school resulting in improvement in Aboriginal families' school involvement and student outcomes, through cultural connections. The AEO work directly with students to embed culture knowledge into every classroom. During 2020 Aboriginal students were involved in activities which improved their knowledge and understanding of themselves including development of PLP's, SistaSpeak for Stage 3 Girls, Stage 3 Boys cultural program with Youth Express, Moani AET and targeted transition to MVHS for Year 6 students. Three Aboriginal students were successfully received Galuwa scholarships. Students across the school participated in a whole school cultural program and language program. These programs had a strong focus on language and embedding Aboriginal culture across all learning areas. We held celebrations for NAIDOC day and held our own in school Cessnock Walks Kawuma due to COVID 19 restrictions. Staff continued to develop their knowledge and understanding through professional learning including two staff members attending Connecting to Country</p>
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • Integration funding support (\$307 610.00) • Low level adjustment for disability (\$260 222.00) 	<p>Two Learning and Support Teachers(LaST) were employed for four days a week each to support students requiring adjustments and learning support. This support was provided through individual plans and adjustments and collegial support for teachers. The LaST developed and implemented specific social, emotional and academic programs increasing student engagement and skills both in the classroom and playground. Students included in the NCCD and who require adjustments to their learning are catered for by differentiation and reasonable adjustments to school programs and environments. Class teachers and SLSOs provide day-to-day support for students and our school LaST offer specialised support and case management. Students who received integration funding support were supported in the classroom and playground through specific programs to support their additional needs. Additional School Learning Support Officers (SLSO) were employed to work with students in the classroom supporting the implementation of individual programs and adjustments within the classroom.</p>
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$71.00) 	<p>Six teachers began engagement in the quality teaching rounds with the University of Newcastle. This was postponed due to COVID 19 and will be continued in 2021.</p>

Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$71.00) 	<p>Additional release was provided for stage teams were able to work collaboratively to develop and deliver quality teaching programs in the classroom consistently across the stage. The executive teachers worked directly in the classroom with teachers to support quality teaching. Teachers were supported by school executive team in the implementation of the Performance Development Framework. An additional classroom teacher was also partly funded through these funds to support quality learning in the classroom for all students.</p>
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$419 645.00) 	<p>During 2020 students were engaged in different platforms of learning due to COVID 19 and funds were spent to ensure that students had the best access to learning and support to do their best throughout the whole school year. Additional resources were purchased to support Learning from home. Students were supported through the provision of programs and resources to support their learning and wellbeing. A specialist sports program ran throughout the year developing skills in specific areas of sport. Students were able to engage in a wide variety of sporting activities and develop skills and knowledge in these areas. An additional teacher allowed the establishment of the 17 class resulting in reduced class sizes across the school. Additional Learning Support Officers were employed to support students with identified learning needs in the classroom and playground. Student programs and extra curricula activities were supported including the funding of reward activities, buses, registration fees and equipment allowing all students to have access to these opportunities. Executive teachers were released to facilitate and monitor professional learning needs of staff and build capacity within staff and an additional executive above establishment was employed. An interventionist teacher supported tiered support plans for identified K-6 students. Teachers were released from class to support quality programs and assessment during the year. Technology was a strong focus and teacher release was provided to support the development of resources. Funding for strong transition was supported through additional teacher release to visit preschools, Yr. 2- Yr 3 transition and the high school. Furniture was purchased for the Stage One classrooms and storage for Stage Two and Three. Students participated in the Song Room program. A therapy dog was purchased and trained to support the wellbeing of students at school.</p>
Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> • Professional learning (\$2 000.00) 	<p>Cessnock West Public School did not receive funding for Beginning Teachers in 2020. Early career teachers were supported through mentoring by their supervisor and colleague teachers. They worked with a mentor utilising planning and support time to meet professional learning needs and accreditation.</p>

<p>Early Action for Success</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Early action for success (\$200 803.00) • Socio-economic background (\$85 992.00) 	<p>In 2020, the school entered its sixth year of EAfS with 1.2 Deputy Principal Instructional Leaders and 0.8 interventionists. These teachers were employed through the EAfS funding and also Socio Economic Background funding to support students K-2 in literacy and numeracy. Teachers were supported directly in the classroom working with the DP IL to increase their skills in quality literacy and numeracy teaching. Students were supporting in the classroom through small group instruction. In 2020 an Oral language program was continued to support students. The DP ILs supported students during learning from home through providing support and information to parents and also developing digital lessons which were shared via SeeSaw. Professional learning was provided in PLAN 2 by the DP ILs for teachers K-6.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	200	201	206	207
Girls	210	204	190	178

Student attendance profile

School				
Year	2017	2018	2019	2020
K	91.7	92.1	93.9	91.7
1	90.2	89.9	91.9	92.4
2	93.8	89.9	89	92.5
3	89.3	91.8	88.9	90.7
4	91.2	88.1	93	88.9
5	92.6	91.8	89.7	92.7
6	91.5	90.3	91.3	90.3
All Years	91.5	90.5	91	91.3
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.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	15.72
Literacy and Numeracy Intervention	0.53
Learning and Support Teacher(s)	1.6
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	2.92

*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 ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
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 Actual (\$)
Opening Balance	1,072,626
Revenue	5,093,176
Appropriation	5,049,400
Sale of Goods and Services	36
Grants and contributions	40,207
Investment income	532
Other revenue	3,000
Expenses	-4,829,173
Employee related	-4,298,624
Operating expenses	-530,549
Surplus / deficit for the year	264,002
Closing Balance	1,336,629

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.

	2020 Approved SBA (\$)
Targeted Total	233,704
Equity Total	1,089,102
Equity - Aboriginal	122,643
Equity - Socio-economic	704,628
Equity - Language	1,610
Equity - Disability	260,222
Base Total	2,761,877
Base - Per Capita	95,240
Base - Location	2,342
Base - Other	2,664,296
Other Total	779,271
Grand Total	4,863,954

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 to access the school data.

2020 NAPLAN

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.

Parent/caregiver, student, teacher satisfaction

In 2020, the school used the Tell Them From Me surveys, school designed surveys and People Matter surveys to seek the opinions of parents, students and teachers about our school. Their responses are presented below:

The 2020 TTFM parent survey trends showed small changes from the 2019 TTFM survey. The following areas remained the same or within one point - parents feel welcome, parents are informed, parents support learning at home and the school supports learning. There was an increase in the positive responses from parents in the following areas - supporting positive behaviour, safety at school and inclusive school. 72% of parents said that they would recommend the school and the remaining 28% responded neither agreed nor disagreed with this statement. A parent forum was held and parents expressed that they would like to see more extra curricula activities including excursions and camps, more information for parents about supporting student emotions and development and playground improvements.

The 2020 TTFM teacher survey trends showed small changes from the 2019 TTFM survey. The following areas remained the same or within one point - inclusive school, collaboration, learning culture, data informs practice, technology and quality feedback. There was an increase in the positive responses from teachers in the following areas- teaching strategies, planned opportunities for learning and leadership. 89% of teachers indicated that school leaders lead improvement and change, 82% were satisfied with the way information is communicated across the school and 96% of staff were satisfied with executive communication.

The 2020 TTFM student survey trends showed small changes from the July to October TTFM survey. The following areas remained the same or within one point - extra curricula activities, positive relationships, value school outcomes, homework behaviour, positive behaviour at school and interest and motivation. There was an increase in the positive responses from students in the following areas- participation in sport, sense of belonging and effort. 74% of students try their best and 80% of students try to improve. 86% of Aboriginal students feel good about their culture and 81% feel their teachers understand their culture.

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.