

2020 Annual Report

Dubbo Public School



1775

Introduction

The Annual Report for 2020 is provided to the community of Dubbo 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

Dubbo Public School is dedicated to ensuring excellence in a dynamic, inclusive and innovative environment. We are committed to high quality teaching by providing creative, critical thinking opportunities for all students, challenging them to become inspired and confident global citizens.

School context

Dubbo Public School has a rich history and culture dating back to 1858. It is a well-appointed school conveniently set in the middle of Dubbo enabling children easy access to academic, cultural and sporting facilities. There are 21 mainstream classes and two special education classes. Approximately 19% of the students identify as Aboriginal and 7% of students receive English as an Additional Language/Dialect (EAL/D) support.

Dubbo Public School has a vibrant blend of traditional values and innovative learning programs delivered and supported by teachers who are skilled, innovative practitioners committed to inspiring lifelong learners in an inclusive and engaging learning environment.

The school has comprehensive academic and socio-cultural programs including: gifted and talented, instrumental music, peer support and outstanding sporting opportunities. Students are provided with the latest technology to enhance critical and creative thinking and future-focused learning. Parent and community support is strong with outstanding attendance at school events and a very active P&C. Dubbo Public School is a welcoming and friendly school where positive relationships exist between families, students and teachers.

Dubbo Public School's philosophy is based on mutual respect, open communication and shared responsibility.

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

Strategic Direction 1

Student Engagement & Learning

Purpose

To empower students to develop as highly effective lifelong learners through a whole school approach to quality learning experiences. Every student is known, valued and cared for through a differentiated curriculum.

Improvement Measures

Increased proportion of students achieving at or above expected growth in Literacy and Numeracy.

An increased number of students will have opportunities to access enrichment activities.

Increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school.

Increased evidence of WICOR strategies being used in student work.

Progress towards achieving improvement measures

Process 1: • Students are explicitly taught strategies for creative and critical thinking.

Evaluation	Funds Expended (Resources)
<p>A greater range of AVID (Advancement Via Individual Determination) strategies have been used across the school to promote critical and creative thinking. These include Costa's Level of Thinking, Philosophical Chairs, Quickwrites, Cornell Notes, World Cafe, Socratic Seminars (Stage 3), Fish Bowls (Stage 2) and Marking the Text (Primary). The AVID Leadership team provided professional learning across the school through modelling, teaching rounds and feedback. Impact has shown that students are more organised and lesson ready. The students are also more aware of their responsibility and what it takes to be a successful student.</p> <p>During 2020, students and parents were given opportunities to develop their growth mindset skills while learning from home. Parents reported a greater understanding and consistency of language and practice between home and school.</p> <p>Through the Building Numeracy Leadership initiative, students have developed their mathematical mindsets through intentional talk, team work, number talks and reflection. Teachers continue to build on the big ideas of trusting the count, place value, multiplicative thinking and partitioning. Students K-6 engage in Number Talks as a daily practice across the school and staff regularly engage in professional dialogue to build on these strategies.</p>	<p>Additional release for AVID and BNL leadership teams</p> <p>Purchase of AVID resources</p> <p>AVID Licence</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$25000.00)

Process 2: • Collaboratively develop systems and processes that sustain a common view of what good learners do, say and produce.

Evaluation	Funds Expended (Resources)
<p>Building on our learning from the Learning Thinking SCOPE, the Gap to Got it model was introduced to students to help them actively think about their learning and build their meta-cognitive thinking when tackling new learning. Students were presented with a range of strategies to help them solve problems and keep track of their progress towards achieving learning targets.</p> <p>Our plan was to further explore the impact of meta-cognitive thinking in our students, however professional learning with our external mentor was put on hold due to COVID-19. Future professional learning in 2021 will ensure learners can know and articulate : the current learning intention; why they are</p>	<p>Learning Thinking Scope PL with academic mentor</p> <p>Casual relief-coaching days with academic mentor</p>

Progress towards achieving improvement measures

learning about this; what "good" looks like; how their learning is going; and how to improve their work.

Process 3: • Students access timely and targeted intervention and feedback enabling them to receive tailored support, extension and enrichment opportunities.

Evaluation	Funds Expended (Resources)
<p>Interventionists led by two instructional leaders worked across the school to support students requiring additional literacy and numeracy intervention to great success. Over 60 students have accessed this support and over 75% of them have returned to mainstream classes working at stage level in the targeted focus areas.</p> <p>Students in Stage 2 and Stage 3 commenced streamed Mathematics groups. These groups are fluid and students are able to move within groups depending on their understanding of concepts and overall progress. Feedback from students was extremely positive with students saying that they liked moving at their own pace and with peers who were at a similar level. Students also liked the competition and the opportunity to change classes if needed.</p> <p>Gifted and talented opportunities were provided for enrichment including a Writers Club, Coding Club and debating and public speaking competitions by ZOOM. Other external competitions were unable to be accessed due to COVID-19.</p> <p>Teachers were also trained in the new HPGE policy with a view to form Enrichment classes in 2021.</p>	<p>Interventionists x 2</p> <p>Instructional Leaders</p> <p>Casual relief for enrichment activities.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$26000.00)

Strategic Direction 2

Quality Teaching & Innovative Practice

Purpose

To create a collaborative culture that develops skilled and high performing professional teachers who are committed to inspire life-long learners in an inclusive and engaging learning environment.

Improvement Measures

All teachers consistently collect and analyse data to guide future learning.

Teaching / learning programs are data based, differentiated for individual student learning and reflect NESA syllabus content.

All teachers participate in regular timetabled collaborative planning.

All staff have a Performance and Development Plan aligned to Australian Teaching Standards and school & system priorities.

Progress towards achieving improvement measures

Process 1: • Draw on current research to develop and implement high quality professional learning in literacy and numeracy teaching practices.

Evaluation	Funds Expended (Resources)
<p>Instructional Leaders continued to provide professional learning at musters, stage and staff meetings and facilitated data conversations with staff regarding progressions and the schools' literacy/numeracy focus. All teachers have an increasing understanding and knowledge of the progressions and utilising PLAN2 to plot the progress of students in relation to school foci.</p> <p>Teachers are committed to improving their practice by engaging in current best practice in literacy and numeracy. Building Numeracy Leadership (BNL) has been implemented across the school to improve numeracy teaching practices. Staff have observed lessons from the BNL team to increase their knowledge about the BNL pedagogy during rotational rounds. As a result teachers are planning intentional number talks that build on the big ideas of trusting the count, place value and multiplicative thinking.</p> <p>A High Potential Gifted Education (HPGE) leadership team was established and supported by Dubbo Schools Office personnel to deliver professional learning (PL) to all teaching staff that focused on unpacking the Gifted Education Revisited document. Staff completed online PL modules to further support their knowledge. A parent information session and staff forum was held with feedback indicating a need for enrichment classes to cater for HPGE students. Staff and parents identified eligible students for enrichment classes in 2021 through a number of identification processes.</p>	<p>Casual release of BNL Leadership team</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$5000.00)

Process 2: • Ensure teaching/learning is data driven and includes formative assessment practices.

Evaluation	Funds Expended (Resources)
<p>Teachers implemented a new initiative, 'Roaming Around the Known', at the beginning of the year. During this three week period teachers did not do any formal teaching but took the time to get to know the students they are working with, build rapport and help students see themselves as successful learners. Teachers also gathered observations, collected and analysed data and conducted formative assessments to gain a holistic view of each student. This data enabled teachers and students to set aspirational learning targets, build individual learning profiles and inform future teaching practices.</p>	<p>Instructional Leaders 1.0</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$26000.00)

Progress towards achieving improvement measures

Instructional leaders continued to work with teachers to analyse data and identify students requiring additional literacy and numeracy support and then tailor interventions to address these needs. Literacy and numeracy professional learning opportunities were also facilitated by the Instructional Leaders along with one on one mentoring, lesson observation and feedback, and point of need pedagogical coaching.

Teachers also implemented research-based Effective Spelling across K-6. Assessments were conducted and data collated and analysed. Each stage has developed a spelling program which includes the big ideas for spelling and developmental ages. Teachers conducted pre and post assessment tasks based on each big idea. Students with a spelling skill level below the norm were provided with intensive intervention four times each week.

Process 3: • Strengthen collaborative culture and processes.

Evaluation

Teachers worked collaboratively with their stage on planning days and coaching days with an academic mentor to moderate past programs and ensure current best practices are explored and incorporated. The sharing of ideas, updating of resources and working towards a common goal built efficacy within the team.

The AVID leadership team have continued to build on the collaborative approach in supporting teachers across the school in the effective implementation of AVID strategies. Through rotational rounds the team mentored every teacher in the school to implement WICOR (Writing, Inquiry, Collaboration, Organisation, Reading to learn) strategies effectively to further develop student engagement, growth mindset, reflection skills and student growth.

Funds Expended (Resources)

- casual relief - collaborative planning days

Funding Sources:

- Professional learning (\$15000.00)

Strategic Direction 3

Effective, Sustainable Partnerships

Purpose

To foster a collective responsibility in supporting student growth and achievement. Parents, community members, organisations and agencies understand the purpose, relevance and value of their role in effective learning partnerships.

Improvement Measures

Increased use and effective analysis of assessment data to inform parents about individual student learning achievement and areas for growth.

Improved case management processes to support individual need.

Increased numbers of parents, community, organisations and agencies involved in purposeful collaboration with the school.

Progress towards achieving improvement measures

Process 1: • Provide opportunities for parents/carers to engage and understand the learning progress of their children and how to effectively support them.

Evaluation	Funds Expended (Resources)
<p>Our aim to continue to build effective learning partnerships with our school community was impacted significantly by the COVID-19 restrictions for the entirety of 2021. The remote learning period, however forced us to rethink the way we connect with our families and how students access learning. The Google Classrooms platform was used across the school to facilitate at home learning. Take home packs were also made available for families who experienced technological issues or preferred hard copies. Teachers worked in stages to create learning modules and connected and interacted with students and families on a daily basis through Google Classrooms. Teachers also made regular phone calls to students and families to check on their learning progress and wellbeing.</p> <p>Results of a school community survey was very positive towards remote learning with parents extremely supportive of the school's efforts to maintain continuity of learning for students. Parents acted as partners in learning and provided videos and photos of learning from home for our newsletters.</p>	Nil

Process 2: • Extend partnerships with agencies and local businesses to maximise local resources.

Evaluation	Funds Expended (Resources)
<p>Dubbo Public School continued to build effective learning partnerships and a collective responsibility with outside agencies. These include Centre for Effective Reading, occupational therapists, hearing specialists, speech pathologists, Community Health and Out of Home Care agencies. All are pivotal in ensuring every child is well supported and able to access the curriculum. Despite the limitations of COVID-19 and these outside agencies being unable to visit the school, links were still maintained throughout the year through emails, phone calls and through the ZOOM and SKYPE platforms.</p> <p>Cultural Awareness professional learning was delivered by the Aboriginal Education team via ZOOM and NAIDOC and Multicultural days were held in a revised format. Funded by Learning Links, the Reading for Life Program was implemented with targeted Stage 2 students. A Wiradjuri language and culture program was implemented during Terms 1 and 4. Transition programs, including Kinder transition and high school exchange of</p>	Nil

Progress towards achieving improvement measures

information meetings, were effective in supporting students at these pivotal points of their schooling.

Dubbo Public School continues to work closely with local businesses to enhance the learning experiences for students. Unfortunately COVID-19 limitations hindered our usual access to the Western Plains Cultural Centre (WPCC), Dubbo Regional Theatre and Convention Centre (DRTCC) and the Macquarie Conservatorium of Music. Students did however engage in overnight excursions to the Zoo, Lake Burrendong and Tea Gardens.

Process 3: • Strengthen and develop communication processes to inform all stakeholders and promote our school community.

Evaluation

Funds Expended (Resources)

Communication with parents and caregivers was enhanced particularly during the at home learning period.

The school newsletter continued to be one of the main sources of communication for the school community. This was updated to a live platform through SWAY which ensured a more professional, comprehensive document. 84% of families access the newsletter via email or phone app.

Dubbo Public School also launched its own phone application. This application allows easy and quick access to information about the school, alerts and news, newsletters, absence notes, calendar of events, photos, P&C news and the facility to make a payment or access a permission note.

Additional communication methods during this period included digital platforms such as Google Classrooms, ZOOM and Teams. Parent/Teacher interviews were conducted via phone. Over 2000 phone calls were made by teachers to parents/caregivers during the course of 2020.

Nil

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$60 000.00) 	<p>A variety of initiatives were implemented targeting the performance of Aboriginal students' literacy and numeracy skills. These included:</p> <ul style="list-style-type: none"> Quicksmart Numeracy-weekly assessments indicate a growth in skill level, confidence and engagement in the program. Reading interventions supported by the Centre for Effective Reading. Progress in reading levels tracked by CER staff and reported back at review meetings. Classroom teachers reported significant growth in skills applied in classroom tasks. Reading interventions (including MultiLit and other evidence-based programs)-positive feedback from classroom teachers, student engagement in program and positive pre and post standardised testing. Counting for Life-Improved student self-confidence observed. Growth in a range of numeracy areas as reported by formal assessments through Learning Links. Kindergarten Articulation Program-an intervention program allowing early identification of speech and language difficulties. An Equity Teacher is employed one day per week and an SLSO for 7.5 hours per week to deliver the literacy and numeracy programs. Excursion attendance for Aboriginal students is subsidised by 10%. The school also offers the BroSpeak and SistaSpeak programs and any consumables needed are funded by Aboriginal background funding.
English language proficiency	Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$19 000.00) 	<p>Interventions provided for EAL/D students at Dubbo Public School included:</p> <ul style="list-style-type: none"> program differentiation one to one withdrawal small group withdrawal in class support transition to school support (Leap into Learning) <p>Success has been through students' progression of English Language Proficiency, class participation (oral, reading and writing), classroom teacher and parent feedback..</p>
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$64 000.00) 	<p>Physical, cognitive, social/emotional and or sensory support was provided for over 120 students across the school with 11 of these receiving integrated funding support. The school has used the Nationally Consistent Collection of Data (NCCD) to engage teachers in professional dialogue on how to make the necessary adjustments to support student learning.</p> <p>100% of LLAD funding is used to employ School Learning Support Officers (SLSOs) to work with identified students. Careful consideration is given to match the needs of targeted students with the skills and personality traits of the SLSO.</p>

<p>Quality Teaching, Successful Students (QTSS)</p>	<p>0.916 teaching allocation</p>	<p>The Instructional Leaders oversee a team of interventionists in supporting targeted students K-6 with point of need literacy and numeracy instruction. 65 students accessed support in K-2 and 80 students in Stage 2 and Stage 3.</p> <p>In literacy, student progress has been reflected in 100% of students increasing in text reading levels, phonological awareness and phonics knowledge. In numeracy each student began intervention using limited or few strategies. Upon finishing all students were applying taught strategies with increasing speed and accuracy.</p> <p>Additional release time was again allocated to Assistant Principals to implement mentoring and coaching practices for their staff on programming, lesson delivery, assessment and classroom management.</p>
<p>Socio-economic background</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$67 000.00) 	<p>Students from low socio-economic backgrounds have access to the curriculum and the support they need to succeed. Twelve School Learning Support Officers are employed to provide the much needed support of our most vulnerable students. These interventions included:</p> <ul style="list-style-type: none"> • Quicksmart Numeracy - targeted 12 students. • Reading intervention supported by the Centre for Effective Reading. • Reading interventions including MultiLit and other evidence-based programs. • Fingergym-program targeted all Kindergarten students; Pre and post-testing completed by occupational therapists. Further recommendations provided by therapists for any follow-up required. • Counting for Life-10 students • Kindergarten Articulation Program-8 students. • Social skills - 4 students. Decreased incidents recorded on SENTRAL system. Positive participation in playground settings for students. <p>Again, careful consideration is given to matching the targeted student with the appropriate School Learning Support Officer.</p>
<p>Support for beginning teachers</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$14 500.00) 	<p>The additional release time for beginning teachers allowed time for the teacher and their mentor to:</p> <ul style="list-style-type: none"> • observe lessons and provide written and verbal feedback • check programs and provide written or verbal evaluations • meet with teachers on their own stage and other stages • organise/develop resources • meet with students regarding welfare • monitor absences • meet with Instructional Leaders and discuss stage needs/focus areas • provide support with accreditation • provide support with individual learning and behaviour plans in consultation with the

Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> • Support for beginning teachers (\$14 500.00) 	Learning and Support Teacher (LaST).
Targeted student support for refugees and new arrivals	0.2 teaching allocation	New arrivals are supported with literacy skills, orientation to school and community, and language and social skills by an English Proficiency Teacher. Interventions provided for EAL/D Students at Dubbo Public School included: <ul style="list-style-type: none"> • program differentiation • one to one withdrawal • small group withdrawal • in class support • transition to school support (Leap into Learning) Success is evidenced through the students' progression of the English Language Proficiency levels, class participation (oral, reading and writing), classroom teacher and parent feedback.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	282	289	279	263
Girls	232	252	260	258

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.9	95.9	93.4	95.9
1	95.9	94.5	94.5	94.3
2	95.1	95.1	94	95.3
3	94.9	93.7	94.4	95.7
4	95.4	95.6	95.3	95.8
5	94.7	94.3	94	93
6	93.4	93.7	94.3	95.5
All Years	95.2	94.7	94.3	95.1
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.

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	7
Classroom Teacher(s)	34.07
Literacy and Numeracy Intervention	0.84
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	6.96
Other Positions	1

*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	1,100,689
Revenue	7,562,193
Appropriation	7,449,990
Sale of Goods and Services	9,479
Grants and contributions	97,518
Investment income	2,051
Other revenue	3,155
Expenses	-7,441,569
Employee related	-6,882,555
Operating expenses	-559,015
Surplus / deficit for the year	120,624
Closing Balance	1,221,312

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	381,381
Equity Total	409,116
Equity - Aboriginal	137,051
Equity - Socio-economic	67,810
Equity - Language	19,716
Equity - Disability	184,540
Base Total	4,368,652
Base - Per Capita	132,527
Base - Location	2,694
Base - Other	4,233,430
Other Total	2,231,911
Grand Total	7,391,060

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

Students, staff and parents completed the Tell Them from Me surveys in 2020.

Students:

The student survey is designed to guide school planning and identify school improvement initiatives. Of these responses:

71% of students feel accepted and valued by their peers and by others at the school.

84% of students have friends at school they can trust and who encourage them to make positive choices.

91% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future.

88% of students do not get into trouble at school for disruptive or inappropriate behaviour.

85% of students try hard to succeed in their learning.

Staff:

The Focus on Learning Survey is a self-evaluation tool for teachers. Of these responses:

89% of teachers said they work with school leaders to create a safe and orderly school environment.

88% of teachers spoke with other teachers about strategies that increase student engagement.

84% of teachers discuss assessment strategies with other teachers.

88% of teachers discuss learning problems of particular students with other teachers.

90% of teachers believed they set high expectations for student learning.

Parents:

*The 'Partners in Learning' Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. The survey also provides feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment: **Only 35 responses (6%) were received from parents.** Of these responses:*

74% of parents feel welcome when they visit the school.

71% of parents believed written information is in clear, plain language.

86% of parents said the administrative staff are helpful when they have a question or problem.

66% of parents said reports on their child's progress are written in terms they understand.

72% of parents believed teachers show an interest in their child's learning.

66% of parents discuss how well their child is doing at school.

64% of parents talk about how important schoolwork is.

Future efforts will focus on soliciting a more robust response.

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.