

# 2020 Annual Report

## Harbord Public School



2133

# Introduction

The Annual Report for 2020 is provided to the community of Harbord 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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Harbord Public School  
Wyadra Avenue  
Freshwater, 2096  
[www.harbord-p.schools.nsw.edu.au](http://www.harbord-p.schools.nsw.edu.au)  
[harbord-p.school@det.nsw.edu.au](mailto:harbord-p.school@det.nsw.edu.au)  
9905 4276

## Message from the principal

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It is with great pleasure that I present the 2020 Annual Report. This report highlights and celebrates many of the excellent achievements of our students and school throughout the year. It is a testament to the hard-working staff and parent community, who provide a large range of academic, performing arts, sport and leadership opportunities for our students. Despite COVID19 and the numerous challenges we faced this year, all members of our school community worked collaboratively to ensure continued improvements across all endeavours.

Our staff participated in ongoing professional learning on 'Differentiation in Mathematics,' to support our students and provide individualised learning. We also used evidence-based research to improve student learning outcomes in reading through teaching sprints in literacy and provided teacher professional development on effective teaching strategies and interventions in both literacy and numeracy. Staff implemented Professional Development Plans to achieve individual professional learning goals, stage and school goals. Our Instructional Leaders and Executive team embedded explicit systems for teacher collaboration, differentiated teaching and learning activities, classroom observation and modelling of effective practice and student feedback. These practices saw improvements in teaching practices and student outcomes across mathematics and literacy, in particular. We were also able to support differentiated learning across the school through enabling technology with the purchase of 80 additional digital and mobile technologies within classrooms.

We encourage and support holistic experiences that are designed to empower literate, numerate, creative and confident citizens. At Harbord, we care for and successfully work with students to foster the resilience and critical thinking they will need to adapt and respond effectively to the changes of tomorrow. I would like to thank all parents for their support, I'd like to extend our sincere gratitude and thanks for playing such important roles in our school.

It is a privilege to be the Principal of such an amazing school.

Kind regards, Susan Tickle

## School vision

To provide a supportive, positive and collaborative learning environment which allows students to achieve their personal best. The school encourages students to be constructive, self-regulated learners who are confident and creative individuals, with the personal resources for future success and well being. - **Ref: School Excellence Framework 2017.**

### Our Purpose

*To focus on excellence in teaching and learning in literacy, numeracy, student wellbeing and student engagement through STEM.*

### Our Goals

- 1: Every student is engaged and challenged to continue to learn.
- 2: Every student is known, valued and cared for in our school.
- 3: All students are provided with a strong foundation in literacy and numeracy

## School context

The school is located in Sydney's northern beaches suburb of Freshwater, about 17 kilometres from the Sydney GPO. The suburb of Freshwater encompasses a total land area of about 20 square kilometres, including waterways and areas of open space, mainly along the beachfront. Development in Freshwater is mainly residential with some medium to high density areas to the south and west of the school. The school has strong historical connections with the local community and businesses. The school is a relatively large primary school with a student population in excess of 1105 supported by 63 teaching staff, 7 administration staff, 6 Assistant Principals and 2 Deputy Principals.

Our core values are: respect, responsibility and personal best. We are a school that applies the elements of Positive Behaviour for Learning (PBL).

## 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	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
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	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

## Strategic Direction 1

### Engaged Learners

#### Purpose

To support students to identify learning goals through visible learning and through differentiated learning experiences

To increase our students' engagement levels through an inclusive, flexible and agile learning environment

To maximise student learning by making reasonable adjustments for learning

To identify opportunities to engage students in critical and creative thinking

To maintain a harmonious and safe learning environment

#### Improvement Measures

- Class Programs that are explicit in identifying student learning outcomes across all Key Learning Areas (KLA's)
- All Classes display the Positive Behaviour for Learning (PBL) Posters and discuss our expectations for an effective and productive learning environment
- Classrooms display clear links to visible learning
- Students identify personal learning goals in consultation with their teachers and use We Are Learning To (WALT), Things I Learnt Today (TILT), and What a Good One Looks Like (WAGOLL) to describe their individual achievement
- Increased proportion of students in the top two NAPLAN bands for writing and numeracy.

#### Progress towards achieving improvement measures

##### Process 1: Students:

Critique using personal learning goals to describe success

Students participate in rich learning activities to develop critical thinking and collaborative processes in an agile learning environment

Students are provided with individual learning plans where appropriate .

Evaluation	Funds Expended (Resources)
Teachers at Harbord are able to use 'visible learning' strategies and provide quality feedback and success criteria , whilst students benefit from being explicitly taught the learning intentions of each lesson.	

##### Process 2: Staff:

Actively engage in development of collaborative teaching and learning programs inclusive of differentiated learning, visible teaching and authentic assessment

Engage with rich learning activities that address student learning outcomes across KLA's, visible learning and assessment

Evaluation	Funds Expended (Resources)
Teachers are engaging with and becoming more confident to use rich assessment tasks to provide feedback on student learning.	

## Strategic Direction 2

### Effective Teachers

#### Purpose

To build and support collaborative learning practices such as co-teaching and collaborative planning

To evaluate what works well in the assessment for learning and assessment of learning

To identify our learning goals through personal development plans (PDP)

To link school strategic directions and PDP's to the professional development program

To improve the learning outcomes for students through the effective use of data such as PLAN 2 and Learning Progressions

To implement the Department of Education's literacy and numeracy strategy

#### Improvement Measures

Beginning teachers supported by a mentor and through school organisation

All teachers' accreditation and maintenance of accreditation supported by school and local school network, Northern Beaches Learning Alliance (NBLA) structures.

Evidence of collaborative learning practices such as co-teaching, collaborative planning evident across all grades.

Class programs contain established elements including reference to the school's scope and sequence

Increased alignment of annual performance and development plan (PDP) evident. Baseline data to be collected in 2018.

#### Progress towards achieving improvement measures

##### Process 1: Students

Students have access to differentiated learning experiences

Evaluation	Funds Expended (Resources)
In numeracy teachers are differentiating teaching and learning lessons to provide support and extension for students.	

##### Process 2: Staff

- Teachers use Personal Development Plans to establish personal learning goals and alignment of school strategic directions
- Quality Teaching and Successful Students funding (QTSS) efficiently utilised used by Executive staff to assist staff provide quality teaching and learning programs

Evaluation	Funds Expended (Resources)
All staff performance and development goals are aligned to our school strategic plan. Executive staff are released to support their teachers and teams to program differentiated numeracy lessons.	

##### Process 3: • Beginning Teachers are supported through scheduled mentoring, working collegially with colleagues and targeted professional learning opportunities

Evaluation	Funds Expended (Resources)
Beginning teachers have a mentor and have had additional support and time	

### Progress towards achieving improvement measures

to focus on the classroom environment, management, curriculum, pedagogy and the assessment and reporting cycle. Both beginning teachers attended a conference and belonged to a beginning teacher network.

**Process 4:** • Teachers begin to develop their awareness of the literacy and numeracy Learning Progressions and how to plot student progress through PLAN2

Evaluation	Funds Expended (Resources)
Teachers in K - 6 have received professional learning on the literacy and numeracy progressions for one aspect in literacy and numeracy for a sample of students to monitor student progress and growth.	Numeracy Progressions

**Process 5:** • Scope and sequences are reviewed and utilised by staff to develop quality, sequential teaching and learning programs

Evaluation	Funds Expended (Resources)
Due to disruption with COVID 19 our work on school wide scope and sequences has been delayed until 2022. However, scope and sequences in numeracy were reviewed and updated..	

### Strategic Direction 3

#### Connection

#### Purpose

To strengthen school and community relationships through collaboration and connection

To promote diversity and inclusion through the school and broader community

To enhance understanding of Aboriginal Education within school and community

To prepare students for the future by communicating and connecting to their community through STEM and the visual arts

To enable our students to connect socially through positive wellbeing and anti-bullying programs

#### Improvement Measures

Students respond positively to expectations

Staff deliver consistent responses to student learning and behaviour

Students feel safe and cared for at school. Their parents, family and community are more involved in their school

Unproductive and challenging behaviour can be significantly reduced for most students.

#### Progress towards achieving improvement measures

**Process 1:** Systematic Learning Support Processes.

Develop systematic referral processes for learning support.

Professional learning to support quality IEP development.

Evaluation	Funds Expended (Resources)
Systematic Learning Support processes have been put in place to ensure students are monitored and have appropriate support. All staff have been given professional learning on referral processes for students who they believe to be 'at risk' academically or socially. Ongoing professional learning is required to support quality development of student Individual Education Plans (IEP's).	

**Process 2:** Building teacher knowledge and capacity to effectively cater for the learning support needs of students.

Professional learning around trauma informed practice and strategies to support specific learning needs.

LaSTs mentor, work shoulder to shoulder to model evidence-based quality teaching practices.

Evaluations of current programs to determine if effectively meeting learning needs.

Evaluation	Funds Expended (Resources)
Due to COVID not all teachers and students were able to be supported by the LAST, however, additional SLSO and LAST support will be given in 2021 to ensure we build teacher capacity to support students.	



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading		<p>In 2020, Harbord Public School teachers underwent training for the Aboriginal 8 ways of learning. The staff engaged in activities to deepen their understanding of Aboriginal histories and cultures and ways to embed 8 ways Pedagogy into curriculum planning and programs. All grades have made progress with integrating Aboriginal content and quality lessons through the use and knowledge of the 8 ways model. In late 2020 our school trialed <i>Wingaru for Kids</i>, an online resource base made up of Aboriginal-created content across all key learning areas.</p> <p>The Reconciliation Theme for 2020..."All in this Together" had particular relevance during the impact of COVID-19 across teaching and learning. Members of the community, parents and teachers as well as students practiced mindfulness while yarn bombing selected outdoor areas in Aboriginal colours, creating instant art installations throughout our school site. This project was completed in time for NAIDOC Week celebrations.</p> <p>We also celebrated the launch of <i>When Cook Came</i>, on the 29th April this year, a book telling the story of what happened in 1770 (250 years ago) when Lt James Cook first stepped on Country. The book was launched through the Aboriginal Studies Association, written by one of our staff members (Renee Aquilina, illustrated by Beacon Hill PS teacher Ryan Norman). Students learned more about the true history of this time, and staff are learning about a new way of telling the story we have always told, but from a more balanced perspective.</p>
English language proficiency	<p>Equity funding - RAM Language</p> <p>New Arrivals Program funding - (NAP)</p>	<p>Online Annual Survey (mid-year) will qualify the number of students requiring support, the number of students with an additional language or dialect, whole school direction in EAL/D support and EAL/D staffing.</p> <p>Regular K-6 EAL/D assessments are being updated through ERN by EAL/D teachers.</p> <p>EAL/D teachers have weekly involvement in Learning Support meetings held in Executive Meeting room.</p> <p>New arrival students are supported through specific, additional learning activities including targeted literacy and maths activities, team teaching models for EAL/D and class teachers, and class teacher resource support.</p> <p>With Executive Staff support, EAL/D teachers are receiving EAL/D Professional Development through EAL/D Network meetings each term, online EAL/D related courses and short EAL/D courses being offered throughout the year.</p>

<b>Low level adjustment for disability</b>	<p>2 full teachers (school allocation 4 days per week)</p> <p>\$74 025 which was used to cover the cost of the two teachers and SLSO support</p>	<p>Careful monitoring of student progress for MiniLit, MacqLit and the reading fluency program identified students who were making expected growth. We also referred students to our Learning Support Team (LST) who need further investigation to support their learning.</p> <p>SLSO support in Kindergarten proved extremely effective with all Kindergarten students finishing the year knowing all of their single sounds and being able to blend and segment CVC (consonant, vowel, consonant) words. In 2021 we will be employing an SLSO to deliver the MiniLit and MacqLit programs and the additional Learning and Support Teacher (LaST) will work shoulder to shoulder with teachers around planning for individual student needs.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	Funding used to develop teacher practice in developing differentiated mathematics programs informed by formative assessment and targeted to student need.	Differentiated mathematics programs informed by formative assessment have been designed and implemented across K-6 in Number and Algebra. There is positive student growth as a result.
<b>Socio-economic background</b>	\$16 768	Refer to LLDA
<b>Support for beginning teachers</b>		Beginning and early career teachers were supported with a mentor and given additional planning time on a monthly basis. Individual teachers are supported on professional learning courses, with an emphasis on early career development. Our 2 beginning teachers were also part of a new teacher network and focused on positive classroom management, behaviour, organisation, curriculum and assessment and reporting. Both teachers also attended a Beginning Teacher conference.
<b>Student Wellbeing:</b>	<p>PBL Scope and Sequence and Lessons.</p> <p>PBL Data.</p> <p>Professional Learning on Updated Minor and Major PBL tracking card system, updated PBL Posters and PBL teacher policies and practices go to sheet.</p> <p>Anti- Bullying Scope and Sequence and Lessons.</p> <p>Anti-Bullying Drama Performance "Backflips Against Bullying".</p>	<p>Harbord Public School's PBL Program continued to promote our expectations in positive behaviour to promote a positive, safe and supportive learning culture for all students K-6 in all areas of the school. Students participation in all PBL lessons ensures a deep understanding of PBL expectations that underpin "The Harbord Way." Ongoing evaluations of PBL practices and data continued to inform and re-define practices for all students staff and parents and these were communicated fortnightly through the school newsletter. A review of current PBL Major and Minor Incident Cards and Positive Reminder Process allowed these practices to be revisited by and re-defined for all students, staff and parents which has resulted in a collective consistent approach across the school for all stakeholders. Data for minor and major behaviour incidents was regularly evaluated, reviewed and monitored and addressed with students individually or collectively. The consistent data collection throughout 2020 demonstrated a reduction in the number of reported and recorded</p>

<p><b>Student Wellbeing:</b></p>	<p>PBL Scope and Sequence and Lessons.</p> <p>PBL Data.</p> <p>Professional Learning on Updated Minor and Major PBL tracking card system, updated PBL Posters and PBL teacher policies and practices go to sheet.</p> <p>Anti- Bullying Scope and Sequence and Lessons.</p> <p>Anti-Bullying Drama Performance "Backflips Against Bullying".</p>	<p>incidents since the PBL program was first initiated. Harbord Public School's Anti-Bully Program continued to be implemented as a component of the school's Student Welfare Policy. Engaging Anti-Bullying lessons for all grades were taught to achieve a consistent supportive approach and raised awareness for all students. To complement the Anti-Bullying Program within our school all students attended, participated and were engaged in an interactive drama performance "Backflips Against Bullying" used to deliver important messages about bullying to all students.</p>
<p><b>Professional Learning:</b></p>	<p>Differentiation in Mathematics and LISC. (Learning Intentions and Success Criteria)</p> <p>Literacy Teaching Sprints</p> <p>Macquarie Park</p>	<p>Teachers have embedded Learning Intentions and Success Criteria into their Mathematics Lessons. These are informed by formative assessment, the syllabus and the Numeracy Progression.</p> <p>Syllabus content is differentiated using formative assessment.</p> <p>The Kindergarten and Year 1 team participated in Literacy Teaching Sprints and embedded this into their daily teaching practice. Formative assessment guides programming and lesson planning is targeted to students' individual needs.</p>
<p><b>Every Student Learning:</b></p>	<p>LST meetings.</p> <p>Reading Recovery, Minilit, Literacy and Numeracy support by LAST and SLSOs.</p> <p>HPG Education through mathematics differentiation.</p>	<p>Differentiation evident in grade programs for numeracy (mathematics groups) and literacy (teaching sprints).</p> <p>Students reviewed at regular LST meetings. Baseline data collected involving standardised and non-standardised testing, Antecedent/Behaviour/Consequence observations and psychometric testing. Student results are then compared to post-test data collection to determine continuation of monitoring and frequency of adjustments.</p> <p>Students determine own learning goals with teachers to monitor progress. Goals are shown visually or recorded in student workbooks.</p> <p>Data from pre-post test mathematics results collected and tracked using PLAN2 and the numeracy progression. Students have demonstrated growth according to progression markers following fortnightly teaching and learning cycles.</p> <p>Literacy progression data used to track student progress. Students demonstrated growth according to progression markers following teaching sprint learning cycles.</p> <p>LAST teachers gathered pre-and post-test data on students involved in Reading Recovery, MultiLit and small group support.</p>

<b>Every Student Learning:</b>	<p>LST meetings.</p> <p>Reading Recovery, Minilit, Literacy and Numeracy support by LAST and SLSOs.</p> <p>HPG Education through mathematics differentiation.</p>	<p>Students demonstrated a marked improvement in post-test data.</p>
<b>STEM</b>	<p>STEM Share Library: PC Robotics</p> <p>Dash robots purchased for K-2.</p>	<p>Digital technologies are embedded in teaching and learning programs across K-6. K-2 students developed their skills in digital technologies through the use of Dash and Blue-bot robotics. 3-6 engaged with computational thinking and STEM concepts through the use of Ozobots and Lego Minestorms EV3 PC Robotics.</p>
<b>Contemporary Education</b>	<p>Purchasing of 200 Dell Laptops to be used in primary classrooms.</p> <p>Purchasing of 60 iPads to be used in infants classrooms.</p> <p>Reallocation of existing devices to better support infants classrooms.</p> <p>Professional development of staff to enable authentic use of technology in classrooms to supporting student learning.</p>	<p>Students in grades 3-6 now have a minimum ratio of 1 device between 2 students. Teachers have received professional development on the authentic use of technology to support student learning across all Key Learning Areas. This funding and professional development has given students greater access to online platforms including Matific, Reading Eggs, Google Classroom and Zoom.</p> <p>Students participated in contemporary learning opportunities involving robotics using the NSW DoE STEMShare kits as well as school owned robots. This allowed students to develop valuable skills in 'coding' and 'design and make' with direct links to the NSW Mathematics and Science and Technology syllabuses.</p> <p>Students participated in community initiatives through project based learning opportunities. During the COVID impacted learning of 2020, students were still able to participate in projects with support from local high schools and community groups. They were supported via digital collaboration tools including Zoom and Google Classroom.</p>
<b>Visible Learning</b>	<p>Whole School Professional Learning regarding Learning Intentions and Success Criteria. ILs modelling the use and implementation in classrooms.</p>	<p>Teachers have incorporated Learning Intentions and Success Criteria (LISC) into their mathematics programs and Google Slides. Teachers have printed off success criteria for students to check and mark off when completing tasks in mathematics groups.</p> <p>Teachers are using 'What a good one looks like' (WAGOLL) during their explicit teacher instructions as they move through modelled, guided and independent activities with their students.</p> <p>Teachers have visual markers displayed on classroom walls where students can physically move nametags to proceeding goals once achievements are completed.</p> <p>Teachers employ two stars and a wish</p>

<b>Visible Learning</b>	Whole School Professional Learning regarding Learning Intentions and Success Criteria. ILs modelling the use and implementation in classrooms.	feedback strategies.
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## Student information

### Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	589	583	559	517
Girls	551	549	550	545

### Student attendance profile

School				
Year	2017	2018	2019	2020
K	95	96.2	95.6	97
1	95.7	94.9	94.9	96.3
2	94.4	94.7	94.5	95.2
3	95.8	94.5	93.7	95
4	94.6	95.2	93.6	94.5
5	94.4	94.8	94.6	95.1
6	94.2	93	93.8	95.7
All Years	94.9	94.7	94.4	95.5
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

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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)	2
Assistant Principal(s)	6
Classroom Teacher(s)	41.39
Literacy and Numeracy Intervention	0.63
Learning and Support Teacher(s)	0.8
Teacher Librarian	1.6
Teacher ESL	0.6
School Counsellor	1
School Administration and Support Staff	6.27

\*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

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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

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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>	2,072,426
<b>Revenue</b>	8,946,070
Appropriation	8,215,674
Sale of Goods and Services	7,028
Grants and contributions	710,398
Investment income	5,470
Other revenue	7,500
<b>Expenses</b>	-9,218,641
Employee related	-7,822,884
Operating expenses	-1,395,757
<b>Surplus / deficit for the year</b>	-272,571
<b>Closing Balance</b>	1,799,855

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

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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>	0
<b>Equity Total</b>	292,521
Equity - Aboriginal	3,435
Equity - Socio-economic	16,768
Equity - Language	110,786
Equity - Disability	161,532
<b>Base Total</b>	7,162,848
Base - Per Capita	266,719
Base - Location	0
Base - Other	6,896,129
<b>Other Total</b>	553,368
<b>Grand Total</b>	8,008,737

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.

## Parent/caregiver, student, teacher satisfaction

In 2020, students in Years 4 to 6 completed survey one and two of the Tell Them from Me (TTfM) Survey. The TTfM survey gathers data on student engagement and wellbeing at school. The results indicated that our students have positive relationships with their peers and they demonstrate positive behaviours at school.

Our students' feeling 'a positive sense of belonging' and 'being interested and motivated to learn' were two areas identified where we were below the state norm. We used this information as part of our planning for our new school plan with engagement a large focus. Our Positive Behaviour for Learning (PBL) team will also use the results to drive their planning in 2021.

This year our teachers and parents also completed the TTfM. It was identified through this feedback that we provide great extra-curricular experiences for our students and we need to work on regularly communicating learning with our community. All of the feedback has been analysed and will be incorporated into our directions for the next four years.

# 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.