

# 2020 Annual Report

## Helensburgh Public School



2153

## Introduction

The Annual Report for 2020 is provided to the community of Helensburgh 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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## School vision

As a collaborative school community, Helensburgh Public School will strive to improve, excel and deliver outstanding and engaging learning.

Our mission is to provide an exceptional education which inspires students and prepares them for a rewarding future as successful and respected members of our community.

## School context

Our students are drawn from the town of Helensburgh and surrounding areas of Stanwell Tops and Darkes Forest. Traditionally a coal mining town, the area has seen an influx of professional and semi-professional people who commute to Sydney.

The school has dedicated teachers who provide quality literacy and numeracy programs and support a range of extra curriculum initiatives such as: PSSA sport, creative and performing arts, debating, public speaking and environmental education.

Our students enjoy the additional benefits and support received from a highly active and motivated Parents and Citizens' Association, who play an integral part in the school's decision making processes.

Students with special needs are supported through a variety of learning support programs and a multi-categorical class.

## 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	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	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

## Strategic Direction 1

### Quality Teaching - A Professional Learning Community

#### Purpose

Teachers are actively engaged in a professional learning community and have high performance expectations for student achievement. Collaborative planning and evidence based teaching strategies are used to support students at their point of need.

#### Improvement Measures

Differentiated teaching programs, formative assessment records and classroom teaching practice demonstrate teachers are using data and evidence based practice.

Increased percentages of students achieve stage based targets in literacy and numeracy .

Professional learning meets on-going student and teacher need, and drives improvement in teaching practice and student improvement

#### Overall summary of progress

Teachers use assessment to plan and deliver literacy and numeracy lessons that cater for the different learning needs of students. The school's professional learning focus of writing has made a positive impact, with all stages achieving the Term 4 target of over 70% of students achieving stage outcomes or above in the writing post assessment. This was measured on the school's writing rubric, using consistent teacher judgement processes.

#### Progress towards achieving improvement measures

**Process 1:** Teachers actively participate and drive regular planning and data days.

Evaluation	Funds Expended (Resources)
<p>Question: To what extent was backward design embedded into writing teaching and learning programs?</p> <p>Data: Teaching and learning programs</p> <p>Analysis: Across all stages, summative and formative assessment are developed prior to commencing the planning of teaching and learning activities. This has been embedded in all Key Learning Areas, particularly in writing.</p> <p>Implication: Collaborative practice such as planning days had a positive impact on improving lesson planning and assessment strategies. This was evident in the progress made in the term 4 internal writing assessment where at least 70% students achieved stage outcomes or above in writing.</p>	<p>Professional learning funds was used to provide casual release for teachers to plan writing lessons.</p> <p>3 stage planning days = \$25,000</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Professional learning (\$25232.00)</li></ul>

**Process 2:** Professional learning and classroom observation develops and extends pedagogical skills will be provided.

Evaluation	Funds Expended (Resources)
<p>Question: Did the teachers make improvements to their writing practice during Teaching Sprints?</p> <p>Data: Lesson observations and teacher evaluations</p> <p>Analysis: Planning improvements to modeled, guided and independent teaching of writing was an engaging process. All teachers trialed and refined teaching strategies as a result of collaborative practices involving: lesson observation, feedback and critical reflection.</p>	<p>From Term 2 teachers were released from face to face teaching to observe lessons, provide feedback and reflect upon classroom practice.</p> <p>\$15,046 flexible equity funds</p> <p>\$51, 032 school operation funds</p>

## Progress towards achieving improvement measures

Implications: Teachers have valued the professional learning of Teaching Sprints to ensure that the quality of their practice continually improves. Further staff evaluation will occur to ensure that the High Impact Professional Learning model is embedded into the school improvement plan. These five elements from the High Impact Professional Learning Model include: Professional learning is driven by identified student needs; School leadership teams enable professional learning; Collaborative and applied professional learning strengthens teaching practice; Professional learning is continuous and coherent; teachers and school leaders are responsible for the impact of professional learning on student progress and achievement.

### Funding Sources:

- Socio-economic background (\$15046.00)
- School operation funds (\$51032.00)

**Process 3:** Staff explore CESE publications, teaching standards, AITSL and NESA resources to drive changing teaching practice.

Evaluation	Funds Expended (Resources)
<p>Question: To what extent did teachers plan, implement and evaluate formative assessment strategies to adapt their instruction in writing?</p> <p>Data: Writing assessment and lesson observations</p> <p>Analysis: Professional learning readings from Dylan William on formative assessment was undertaken by teachers in the strategy of eliciting student understanding to inform instruction. Specific techniques were discussed involving: questioning, talk partners, bump it up walls and all student response systems such as mini- whiteboards.</p> <p>Implications: Teachers have been engaged in implementing the above formative assessment strategies in writing. However, from teacher reflection it appears these strategies are implemented less frequently in other subject areas. Further professional learning in applying these formative assessment techniques in other subject areas will be planned in 2021.</p>	<p>See Strategic Direction 1 Process 2 for funding of this activity</p>

## Next Steps

- Enhance teachers' shared understanding of planning lessons at point of need in literacy and numeracy.
- Use the High Impact Professional Learning Self Assessment tool to improve strategic planning.
- Incorporate formative assessment strategies and techniques into other Key Learning Areas such as Mathematics.

## Strategic Direction 2

### Knowing, Valuing and Caring for All Students

#### Purpose

Identifying the knowledge and skills of students is critical in developing personalised learning. Fostering teachers' skills in assessment for, of and as learning, will allow differentiated learning for students through the identification of knowledge and skills appropriate to each student's point of need. School life is enhanced for students through the development of whole school initiatives encompassing student wellbeing and engagement and the development of responsible, creative, caring and informed citizens.

#### Improvement Measures

Increased percentages of students achieve on-going growth in literacy and numeracy

Increased percentage of students indicate high levels of engagement

There is a consistent approach to external and internal summative assessment

Formative assessment, learning goals and feedback are observable and embedded in classroom practice.

#### Overall summary of progress

- Students in Year 3 and Year 5 completed the NAPLAN check in assessment in Term 4 for reading and numeracy. The results indicated Year 3 and Year 5 students performed slightly above the state average in both reading and numeracy.
- The Student Tell Them From 4-6 Survey results indicated further inquiries may be needed to be conducted, as there were lower than expected proportions of students reporting a sense of belonging and in a few other categories.
- Analysis of internal assessment with external assessment indicated that there has been progress in having a consistent approach to summative assessment in reading, writing and Mathematics. The school uses Progressive Achievement Tests (PAT) to assist in validating assessment.
- Learning intentions, success criteria and the use of specific formative assessment techniques have been embedded in literacy practice. Developing a shared understanding of responsibility for analysing student learning and planning lessons based on student need will be strengthened in the 2021-2024 school improvement plan.

#### Progress towards achieving improvement measures

**Process 1:** School summative assessment schedule is co-developed, reviewed and enhanced.

Evaluation	Funds Expended (Resources)
<p>Question: To what extent is data analysed to drive teaching and learning programs, including the use of literacy and numeracy progressions?</p> <p>Data: Pre and post writing rubric, literacy progressions, teaching and learning programs</p> <p>Analysis: From collaborative planning systems, it is evident that writing programs are planned based on stage, class and student needs. Teaching and learning programs in Mathematics and reading also use stage, class and individual student progress to plan at point of need. Teachers are starting to use PLAN 2 to plot students in writing and representing.</p> <p>Implications: Although teachers are using literacy progressions, it was evaluated that further support in using this assessment tool to plan at point of need will be required. Professional learning in strengthening differentiated lesson planning in Mathematics will also be a next step.</p>	<p>Staff and stage meeting time was used to provide professional learning in literacy and numeracy progressions</p>

**Process 2:** Professional learning in formative assessment strategies, use of data to generate learning goals and

## Progress towards achieving improvement measures

**Process 2:** provide explicit feedback is provided.

Evaluation	Funds Expended (Resources)
See the evaluation of Strategic Direction 1 Process 3.	

**Process 3:** Whole school review of student welfare policy to ensure that students connect succeed and thrive and there is a consistent approach.

Evaluation	Funds Expended (Resources)
<p>Question: To what extent did the school community reading project improve home reading?</p> <p>Data: Home reading logs</p> <p>Analysis: The reading project has helped develop positive attitudes and reading behaviours. All classes had high percentages of students reading at home. The parent community was very supportive in achieving the school's goal of regular home reading, and raised a significant amount of money during the Term 4 Readathon.</p> <p>Implications: The home reading project was successful. Strategic planning will continue projects like this that foster strong educational partnerships among students, parents and teachers.</p>	Reading committee organised time before and after school to plan and communicate home reading strategies

**Process 4:** Existing curriculum activities will be evaluated. New curriculum activities will be investigated and trialled.

Evaluation	Funds Expended (Resources)
<p>Question: To what extent did new curriculum activities have a positive impact upon student learning and engagement?</p> <p>Data: SMART spelling evaluations, Kitchen garden program</p> <p>Analysis: There were less extra curricular activities this year due to COVID-19 guidelines. SMART spelling was implemented across the school to ensure there is a consistent approach to teaching spelling. Professional learning was undertaken by teachers during Term 2 and 3. Teacher survey evaluations, reflections and programs indicated teachers improved their teaching of spelling for students with different learning needs. Kitchen garden program was extended to all stages this year.</p> <p>Implications: The teaching of spelling has improved as there is a consistent approach to assessing, planning and evaluating students' spelling skills related to syllabus. The program appears to be making positive gains in student learning outcomes from internal assessment. The extension of the Kitchen Garden program was positively evaluated by students and teachers. Further evaluations in how it can be incorporated across KLAs including Science will be investigated.</p>	<p>In-school professional learning in SMART spelling</p> <p>1/2 day release for teachers = \$4,500</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$4500.00)</li> </ul>

## Next Steps

- Future planning in explicit and differentiated teaching in Mathematics
- The reading project will be continued as a way of building high expectations
- SMART spelling will be implemented, monitored and evaluated

### Strategic Direction 3

#### Leading, Teaching and Learning Together

##### Purpose

A positive school culture of high expectations, driving improved teaching and learning strategies, occurs when there is authentic collaboration between local schools, parents, students, teachers and leaders.

##### Improvement Measures

The opportunities for leadership, coaching, mentoring and the building of professional capacity increases.

Increased percentages of students each term achieve stage based targets in literacy and numeracy.

Parents, teachers and community groups including AECG are actively engaged in the school and decisions about directions.

A culture of professional learning embeds across the school and community of schools.

##### Overall summary of progress

Collaborative practices of lesson observation, modelling expert practice and critically reflecting upon the impact of professional learning have helped build the capacity of teachers and leaders, and in turn, improved student learning outcomes in the school's focus area of writing. Professional learning, led by the school's Instructional leader, has been positively evaluated by teaching staff. The High Impact Professional Learning Self Assessment Tool was used to identify strengths and areas of need. The self assessment identified that as a school we are working at the Sustaining and Growing level and provided direction for future improvement. Parents have had opportunities to provide feedback through parent surveys and at P&C meetings. However, further evaluations will be required in how to strengthen parent engagement, for example, larger participation rates in parent surveys.

##### Progress towards achieving improvement measures

**Process 1:** Data is systematically gathered, analysed and responded to in order to improve school planning

Evaluation	Funds Expended (Resources)
<p>Question: To what extent did the teacher led inquiries provide insights into developing strategies based on student need?</p> <p>Data: surveys, reading and numeracy external and internal assessment, staff focus groups and teaching programs</p> <p>Analysis: A comprehensive analysis was conducted into reading and numeracy. Findings from both survey and valid assessment and teaching and learning programs indicated that differentiated teaching practice could be strengthened. NAPLAN data trends indicated that more students should be represented in the top reading and numeracy bands. In addition, teachers identified developing their knowledge of data analysis in reading and numeracy would assist their skills of curriculum differentiation.</p> <p>Implications: Professional learning in planning, assessing and reporting using the English and Mathematics syllabus will be undertaken by staff to ensure that student outcomes continue to improve. Further inquiries into reading and numeracy gap analysis will be planned for 2021 to ensure that planned strategies are evidence informed.</p>	<p>Executive used their additional release time to evaluate reading and numeracy practices.</p>

**Process 2:** Leadership, accreditation and instructional leadership projects and opportunities are developed to support and improve practice. AITSL resources are used to support a professional learning culture.

Evaluation	Funds Expended (Resources)

## Progress towards achieving improvement measures

Question; In what way can the executive use their strengths to lead with their stage in the next school improvement plan?

Data: Executive self assessment

Analysis: The executive reflected upon their strengths and areas for further development in leading literacy and numeracy teaching. The purpose of this was to plan for the implementation of the new school improvement plan. The leadership team reflected upon their ability to coach and mentor teachers in their team through collaborative teaching processes. They also critically reflected upon their leadership skills in regard to: literacy and numeracy formative assessment, explicit teaching, differentiation, lesson planning and analysis of summative assessment.

Implications: From the analysis of the executive reflection, the following trends were identified. Strengths included: modelling explicit teaching and formative assessment strategies in literacy and numeracy. An area for further development included leading the evaluation of data to inform teaching practice.

Executive were provided on-going professional learning at executive meetings and through teaching sprints.

**Process 3:** Time is allocated at the community of schools meetings for the sharing of professional practice.

Evaluation	Funds Expended (Resources)
The Community of Schools writing project was completed in 2019 and no further COS professional learning projects were undertaken in 2020. This was partly due to COVID-19 guidelines.	No resources were used as this activity did not take place in 2020.

## Next Steps

- Plan evaluation, evidence and data practices to enhance the instructional leadership of the executive team
- Identify high impact professional learning for teachers and leaders based on student needs

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>Aboriginal funds were used to partially fund a learning support teaching position.</p> <p>Funds consumed \$18,813</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$17 043.00)</li> </ul>	<p>Question: To what extent did the Aboriginal funds and targeted intervention improve the learning of Aboriginal students working below stage outcomes in reading?</p> <p>Data: Macqlit data</p> <p>Analysis: Reading data indicated that all Aboriginal students who participated in the Macqlit program made progress in reading.</p> <p>Implications: Despite making growth, further interventions will be required to ensure identified Aboriginal students continue to improve in reading.</p>
<b>English language proficiency</b>	<p>\$1,851 was allocated from the 2020 school budget.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>English language proficiency (\$1 851.00)</li> </ul>	<p>Question: To what extent did the funds support students with EALD backgrounds?</p> <p>Data: Internal reading and writing data</p> <p>Analysis: The instructional leader worked with EALD students both directly and indirectly. This involved working with EALD students in the classroom and also through ongoing teacher professional learning.</p> <p>Implications: The professional learning was successful in improving the learning outcomes of students measured by improvements in students' reading and writing performance.</p>
<b>Low level adjustment for disability</b>	<p>All funds were consumed.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$65 268.00)</li> </ul>	<p>Question: To what extent did the staffing allocation, improve the outcomes for students with low level adjustment for disability?</p> <p>Data: Internal literacy and numeracy data</p> <p>Analysis: Both the literacy remediation program and the role of the Instructional Leader had a positive effect on student learning, measured by internal reading and writing assessment data.</p> <p>Implications: The role of the Instructional Leader and literacy remediation programs will continue in the next school improvement plan.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>QTSS funds were used to partially fund the Instructional Leader position</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Quality Teaching, Successful Students (QTSS) (\$83 022.00)</li> </ul>	<p>Question: To what extent did the Instructional leader improve teaching and learning in writing?</p> <p>Data: Teaching Sprint evaluations, Pre and post writing assessment</p> <p>Analysis: Teaching Sprint collaborative professional learning was monitored to improve the process delivery of writing professional learning, lesson observation, feedback and critical reflection of teaching practice based on student growth and achievement. Student learning continued to improve throughout the year with all stages achieving the school writing target of 70% of</p>

<b>Quality Teaching, Successful Students (QTSS)</b>	<p>QTSS funds were used to partially fund the Instructional Leader position</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$83 022.00)</li> </ul>	<p>students achieving stage outcomes or above.</p> <p>Implications: The instructional leadership school funded position is improving teaching and learning.</p>
<b>Socio-economic background</b>	<p>\$ 15,000 was used to support release from face to face teaching so that teachers can observe each other practice related to formative assessment and writing.</p> <p>Over \$25,000 was used to support the employment of an Instructional Leader.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$40 856.00)</li> </ul>	<p>Question: To what extent did employing and Instructional Leader, assist in providing equitable outcomes for students from socio-economic backgrounds?</p> <p>Data: Teaching Sprints evaluations, Pre and post writing assessment</p> <p>Analysis: Teaching sprints evaluations were positively evaluated. Pre and post data indicated that all stages made progress in terms of growth and achievement.</p> <p>Implications: Teaching sprints and the employment of the Instructional Leader are having a positive impact on student learning. This is inclusive of students from socio-economic backgrounds.</p>
<b>Support for beginning teachers</b>	<p>Funds were used to provide release from face to face teaching for the early career teacher to work with their mentor and develop professional learning plans.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$14 481.00)</li> </ul>	<p>Question: To what extent did the above activities and associated beginning teacher funds, make an impact on improving teaching practice of the beginning teacher?</p> <p>Data: Lesson plans, observations, student achievement data</p> <p>Analysis: \$15,002 was spent to support a beginning teacher through quality professional learning, lesson observations, lesson planing and mentoring.</p> <p>Implications: Organising needs based professional learning had a positive impact on improving teaching practice. The beginning teacher was accredited as a proficient teacher.</p>

## Student information

### Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	231	243	227	228
Girls	245	232	211	214

### Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.3	94.3	95.8	96
1	93.3	94.6	94.1	96.1
2	93.2	92.3	94.6	94.7
3	93.2	93.7	93.2	95.7
4	93.5	93.4	91.6	95
5	94.1	93.4	91.8	94.5
6	92.8	93.7	95	95.2
All Years	93.7	93.6	93.6	95.3
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)	16.26
Literacy and Numeracy Intervention	0.63
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	4.32

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

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

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

## Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

## Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and Departmental priorities.

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

## Financial information

### Financial summary

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

	2020 <b>Actual</b> (\$)
<b>Opening Balance</b>	129,732
<b>Revenue</b>	4,298,008
Appropriation	4,148,622
Sale of Goods and Services	3,711
Grants and contributions	145,100
Investment income	575
<b>Expenses</b>	-4,203,065
Employee related	-3,856,171
Operating expenses	-346,894
<b>Surplus / deficit for the year</b>	94,943
<b>Closing Balance</b>	224,675

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>	187,109
<b>Equity Total</b>	245,341
Equity - Aboriginal	17,043
Equity - Socio-economic	40,856
Equity - Language	1,851
Equity - Disability	185,591
<b>Base Total</b>	3,189,499
Base - Per Capita	106,789
Base - Location	0
Base - Other	3,082,711
<b>Other Total</b>	343,980
<b>Grand Total</b>	3,965,929

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

The 2020 Student Tell Them From Me survey was completed by students from Year 4 to 6. Results indicated most students reported to display: positive behaviour, positive relationships with other students and high expectations for success. However, student responses indicated the school was below the state average in regard to: regular completion of homework, interest and motivation and student belonging. Further inquiries into student wellbeing and student voice will be implemented as part of the school's improvement plan.

Unfortunately, only 16 parents responded to the Parent Tell Them From Me Survey. Given the small sample size it is difficult to make any conclusions. However, the categories of: Parents Feel Welcome and Parents are Informed are two areas for further investigation.

Parents were also surveyed in regard to home reading with 29 responses. Parents wrote short responses to questions about how the school can improve communication related to: student learning and wellbeing, home reading and home learning. The executive team analysed the responses and as a result the school will work with the parent community to jointly develop strategies.

The Teacher Tell Them From Me survey identified strengths in most categories such as: Data informs practice, Collaboration, Learning Culture and Leadership. The average scores were higher than the state mean. However, interestingly Technology was reported to have the lowest school average but was still similar to the state average.

Teachers also participated in a Leading Evaluation, Evidence and Data survey. Trends from this survey were similar to the Teacher Tell Them from Me survey. Teachers reported confidence in all of the What Works Best Teaching strategies such as: Collaboration, Assessment, Using Data to Inform Practice, High Expectations, Explicit Teaching and Feedback.

# 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.