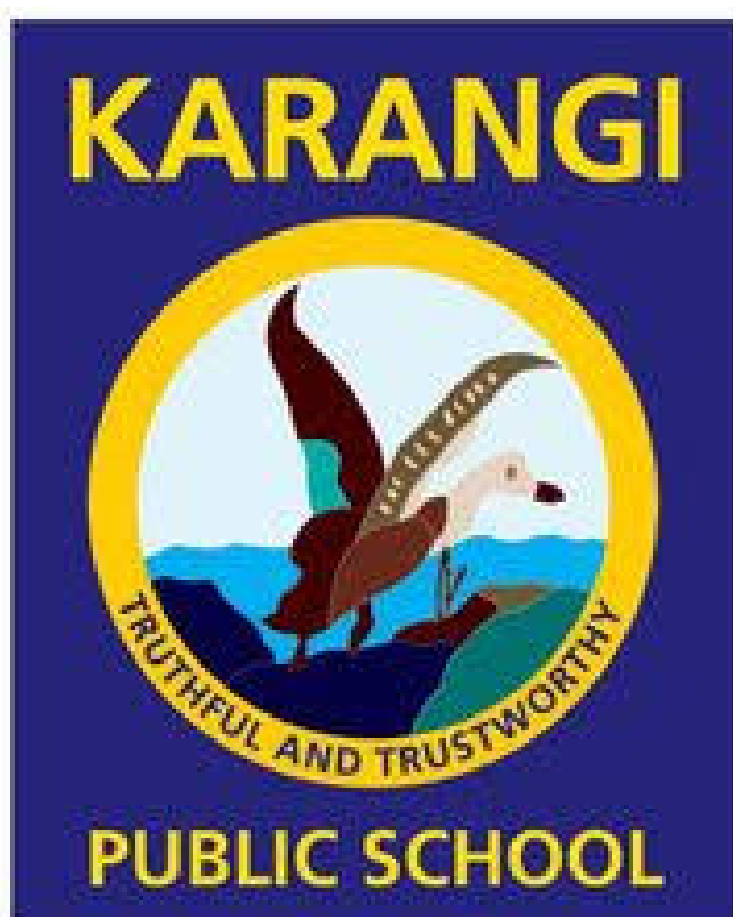


2020 Annual Report

Karanggi Public School



2260

Introduction

The Annual Report for 2020 is provided to the community of Karangi 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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Year 6 Principal Big Day Out

School vision

The students, staff and community of Karangi Public School have a shared vision.

In Learning we aim to:

- Implement evidence-based change to whole school practices, resulting in measurable improvements that support learning.
- Provide explicit and collaborative feedback to address individual learning needs.
- Develop self-driven, resilient and engaged learners who display high expectations in a supportive and collaborative environment.

In Teaching we aim to:

- Ensure high quality teaching practices as measured against the Australian Professional Standards, in which capabilities are enhanced, ensuring every student experiences high quality teaching.
- Identify, understand and implement effective, innovative and explicit teaching methods with the highest priority given to evidence based teaching strategies.
- Educate confident and creative students who are successful learners and active and informed citizens.

In Leading we aim to:

- Support a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement.
- Sustain a culture of effective, evidence-based teaching and ongoing improvement to ensure every student makes measureable learning progress.
- Provide quality curriculum and teacher delivery monitored through professional judgement, self- assessment, peer assessment and purposeful testing.

School context

Karangi Public School is a rural school located northwest of Coffs Harbour. As of February 2018 we had a student population of 101. As of February 2019 we have a student population of 87. It has a Family and Occupational Education Index (FOEI) of 70, indicating the school is more advantaged compared to the state mean of 100. It is a school and community founded upon generational families and country values, with a recent increase in city families opting for a rural country lifestyle. Karangi Public School is a TP2 school with a non-teaching principal and four classroom teachers of which two are temporary engagements. There is an Assistant Principal, one day per week teacher librarian, one day per week RFF teacher focusing on IT, a one and a half day a week Learning and Support Teacher, one temporary part-time School Learning and Support Officer, one full-time Senior Administration Manager, a two day a week Senior Administration Officer, and a three day per fortnight General Assistant. School Communication Meetings involve all members of staff to ensure a shared vision and understanding of decisions, respecting all members as having an equal opportunity for input and collegiality. Professional Learning is ongoing and fluid, and is driven by the school plan, Department of Education requirements and reforms. Karangi Public School receives a variety of equity funding encompassing funding for Location/Isolation, Socio-economic background, Aboriginal background and Low Level Adjustments for Disability. The school is supported by a proactive Parents & Citizens Association which works collaboratively and continuously to move the school forward by aligning their vision to the school plan to support student and school growth. Decisions regarding the school are discussed and shared between the P&C and school.



2020 ANZAC Day assembly

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
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	Sustaining and Growing

Strategic Direction 1

LEARNING

Purpose

Our purpose is:

1. To provide all students with a rich and meaningful education, provided to them through high level teaching and learning programs and practices, that are evidence based and data driven.
2. To foster a strong commitment to a school-wide culture of high expectations and creating student centred learning environments that nurture, challenge and inspire all students through an individualised learning journey.

Improvement Measures

Between 56.2% and 61.2% of students in the top 2 bands for NAPLAN reading for year 3 and year 5.

38% of students at or above expected growth in NAPLAN writing.

Average annual attendance between 82.8% and 87.8% or above.

Between 26.8% and 31.8% of students in the top 2 bands for NAPLAN numeracy for year 3 and year 5.

Overall summary of progress

COVID and transition to Learning from Home impacted greatly on the implementation of initiatives in this strategic direction.

NAPLAN was not conducted in 2020.

Attendance rates for 2020 was 92.2% above our target and above DOE state average of 90.3%.

Our student reading performance has been higher than state however still needs continue to be major focus in the school K-6.

Progress towards achieving improvement measures

Process 1: Project 1: Curriculum

- Provision of professional learning in reading, writing and numeracy.
- Differentiation and interventions evident in classroom practice to enhance the performance of low achieving and high achieving students.

Evaluation	Funds Expended (Resources)
<p>Highly collaborative planning was evident between the 3/4 classroom teacher and LAST, with the Instructional Leadership model being introduced into other classes in Term 4. . The engagement with ongoing professional dialogue pre-planning, reflection, and ongoing modification of lesson delivery and modification of a feedback sheet. utilised to inform the teaching focus was integral to the approach. This resulted in the delivery of highly effective individualised feedback to students to ensure continued growth. Student engagement is high and student growth is evident through differentiation for both higher and lower ability students.</p> <p>Work samples from the beginning of the year show increased level of output from all students as well as quality of students writing shown through strong growth in skill level, and a greater percentage of student meeting expected stage outcomes and above.</p> <p>All staff engaged in adding and analysing data focused on Creating Text in PLAN2.</p>	<p>LAST: 0.3 entitlement</p> <p>SLSO: IFS allocation</p> <p>SLSO: LLDisability funding & Lit/Num initiative funding</p> <p>Interventionist - QTSS funding, Part time teacher allocation</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Low level adjustment for disability (\$8000.00)• Literacy and numeracy (\$5000.00)• Professional learning (\$3500.00)• Quality Teaching, Successful Students (QTSS) (\$3000.00)• Integration funding support

Progress towards achieving improvement measures

Where to next:

(\$37169.00)

-Continuation of 'Seven Step to Writing Success' and the integration of this instructional leadership model in all classrooms.

Process 2: Project 2: Numeracy: Additive Strategies

- Professional learning for all staff on the Mathematics syllabus
- Enhanced planning of mathematics lessons and assessment tasks with a focus on Additive Strategies K-6
- Enhanced differentiation to meet needs of all students in numeracy

Evaluation

Funds Expended (Resources)

Additive Strategies were taught effectively in all classrooms and with an identified focus for each lesson.

Plan2 data was entered every 5 weeks. (K-1 Quantifying numbers and additive Strategies, 2-6 Additive Strategies and Multiplicative Strategies)

Numeracy leaders delivered useful and practical professional learning to all teaching staff:

- Term 1 - Introduction to Additive Strategies and why it is so important for all students to understand the basics before moving onto harder activities.
- Term 2- The use of assessment tasks and resources to teach Additive Strategies and the formation of Focus Groups to inform teaching from weeks 5-10.
- Term 3 - Collaboration of resources.
- Term 4- Enhanced differentiation in maths groups/activities.

Each classroom has essential quality resources to support the teaching and learning of Numeracy.

Identified leaders, Mrs Morgan and Ms Callagher, completed Additive training with the Literacy & Numeracy Strategy Advisor.

Essential Assessment, Check in Assessment and paper assessment directed at each targeted progression was introduced and completed.

Funding Sources:

- Professional learning (\$5000.00)
- Quality Teaching, Successful Students (QTSS) (\$10000.00)
- Literacy and numeracy (\$5000.00)
- Low level adjustment for disability (\$5000.00)



K/1 exploring hands on mathematics.

Strategic Direction 2

TEACHING

Purpose

Our purpose is:

1. To support and develop positive, enthusiastic and innovative teachers modelling lifelong learning.
2. To ensure the delivery of quality lessons in-line with current policy documents.
3. To enable parents/carers to effectively engage in supporting their child's educational development.
4. To ensure teachers are knowledgeable of current and evolving pedagogical practices and explicit teaching.

Improvement Measures

By the end of 2019, all teaching staff participating in learning sprints to increase student writing outcomes.

Evidence of regular formative assessment and differentiated lessons.

Evidence of the provision of quality information to parents about their child's learning each term.

Overall summary of progress

COVID and transition to Learning from Home impacted greatly on the implementation of initiatives in this strategic direction.

All teachers engaged in learning sprints using PLAN data to assist in forming focus areas for the class and targeted interventions.

Upon return to school casuals were employed to assist in continuity of learning for identified students. PLAN 2 was utilised to form focus groups targeted specific skill sets and student need.

Progress towards achieving improvement measures

Process 1: Project 1 - Learning Sprints

Implementation of learning sprints k-6 with a focus on Writing and numeracy

Evaluation	Funds Expended (Resources)
Creating focus groups with a five weekly teaching and learning cycle resulted in differentiated groups. This ensured that all students were working at appropriate stage outcomes. The utilisation of extra staff enabled more focus groups in teaching and learning to target specific student needs which was reflected in PLAN2 data, formative and summative assessments.	Funding Sources: <ul style="list-style-type: none">• Aboriginal background loading (\$5000.00)• Socio-economic background (\$7000.00)• Professional learning (\$2000.00)• Quality Teaching, Successful Students (QTSS) (\$3000.00)

Process 2: Project 2 - Data skills and use

- Staff professional learning in how to effectively analyse, evaluate and use data to enhance teaching practice.
- Teachers to regularly use formative assessment and summative assessment data to differentiate lessons and implement interventions to ensure every student achieves to their potential.

Evaluation	Funds Expended (Resources)
Where to next - due to parent feedback from data collected from well-being surveys improved student feedback measures and communication to be revised.	
More consistent data analysis and reporting of student outcomes. More	

Progress towards achieving improvement measures

improved data and reporting alignment measures for the future.

Process 3: Project 3: Provision of quality information to parents about how to assist their children at home.

*Enhance presentations and information about how teachers teach.

*Enhanced reporting to parents on student progress and how they can best support their children.

Evaluation	Funds Expended (Resources)
<p>The surveys that were carried out for Situation Analysis identified that improvement was needed in the form of regular targeted communication, We need to share more positive achievements that occur throughout the whole school.</p> <p>Due to COVID restrictions staff could not present Numeracy and Writing information session to the parents.</p> <p>Where to next:</p> <p>Parents will be offered the opportunity to attend writing and numeracy sessions to assist their children at home.</p>	



Engaging in writing outdoors.

Strategic Direction 3

LEADING

Purpose

Our purpose is:

1. To identify resources to provide support for all staff, students and families.
2. To implement policies and procedures which will ensure the wellbeing of all staff and students.
3. To ensure staff are knowledgeable of current and evolving pedagogical practices.
4. Strengthen accountability and transparency within the school setting.
5. To create and foster a shared sense of responsibility for student engagement, learning, development and success.

Improvement Measures

100% of staff to have two identified PDP goals linked directly to school strategic directions, progress is regularly reflected upon and improvements in teaching and leadership practice reported.

The leadership team maintains a focus on distributed leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.

SENTRAL data reflects continued decrease in negative incidents.

Tracking of Positive Behaviours in SENTRAL.

Average annual attendance between 82.8% and 87.8% or above.

Overall summary of progress

All staff, teaching and non-teaching, engaged with PDPs which were modified early in the year in response to the Learning from Home model identifying a different skill set to be developed in staff.

Behaviour and classroom management practices, including PBL and Wellbeing initiatives, meant there were negligible incidents in 2020.

Progress towards achieving improvement measures

Process 1: Project 1: Instructional Leadership

Provision of training and support to ensure effective instructional leadership and the use of data to lead improved teaching practice.

Evaluation	Funds Expended (Resources)
<p>Whilst the CoVID pandemic and introduction of Learning from Home impacted on the implementation of this program the identified leaders continued their growth through online professional learning and seeking advice through various forums.</p> <p>All teachers were supported in improving their understanding and delivery of Numeracy with a focus on Quantifying Numbers. and Additive Strategies. In Semester 2 Stage 3 also introduced looking deeper into Multiplicity.</p> <p>Teachers more accurately entered data into PLAN 2 informed by summative and formative assessment looking at the child's achievement across a number of platforms.</p>	<p>Casual staff to release teachers to engage in collaboration =, planning and reflection</p> <p>Identified leaders to engage in Professional Learning with advisors and peer leader.</p> <p>District Advisors - Literacy & Numeracy</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$5000.00)• Quality Teaching, Successful Students (QTSS) (\$5000.00)• Aboriginal background loading (\$5000.00)

Progress towards achieving improvement measures

Whilst the CoVID pandemic and introduction of Learning from Home impacted on the implementation of this program the identified leaders continued their growth through online professional learning and seeking advice through various forums.

All teachers were supported in improving their understanding and delivery of Numeracy with a focus on Quantifying Numbers. and Additive Strategies. In Semester 2 Stage 3 also introduced looking deeper into Multiplicity.

Teachers more accurately entered data into PLAN 2 informed by summative and formative assessment looking at the child's achievement across a number of platforms.

- Socio-economic background (\$10000.00)

Process 2: Project 2: Wellbeing/PBL

- School planning and systems are effectively implemented.
- PBL lessons taught in every classroom every term.
- Student engagement & Attendance is monitored and a focus in PBL.

Evaluation	Funds Expended (Resources)
<p>Due to COVID pop up and reward days were unable to occur.</p> <p>The community information session was unable to occur due to COVID.</p> <p>A competition was held to design Gaagum awards and personalise them to the school.</p> <p>Staff delivered PBL lessons each fortnight and handed out Gaagum awards to students doing the right thing.</p> <p>Positive data entry on Sentral improved but needed more to analysis.</p> <p>Attendance data was difficult to analyse due to COVID and students being sent home if showing flu like symptoms.</p>	

Process 3: Project 3: Effective implementation of staff PDPs.

*All staff PDPs are aligned to the school plan and the learning needs of students.

Evaluation	Funds Expended (Resources)
<p>All staff developed a PDP with the principal in Term 1 with a focus on the school plan and their own Professional development.</p> <p>Due to COVID face-to-face PL was unavailable, however staff were encouraged to complete PL that was relevant to their professional growth online using the numerous resources the Department of Education made available.</p> <p>All teachers were up skilled in technology due to COVID home learning.</p> <p>All staff met with their buddy and discussed the progress of their PDP and where to next for the 2nd semester.</p>	



Harmony Day combined Orara Valley schools day out.

Key Initiatives	Resources (annual)	Impact achieved this year
Literacy and numeracy	<p>SLSO hours increased to full time.</p> <p>LasT employed 1/2 day extra each week</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$5 000.00) • Socio-economic background (\$10 000.00) 	<p>Targeted students received extra support working with the LasT with a literacy focus.</p> <p>Team teaching in writing groups improved the vocabulary of students and the descriptive language used in creative writing.</p> <p>Targeted students received extra support in the classroom with the SLSO during Literacy and Numeracy lessons.</p>
Aboriginal background loading	<p>SLSO</p> <p>LaST</p> <p>Aboriginal Languages Educator</p> <p>Inquisitive: free for 2020, subscription licence in 2021</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$18 864.00) 	<p>Identified students received targeted teaching and learning support based on PLAN 2 data and other school based assessment data.</p> <p>Every class received Aboriginal languages Education throughout the year.</p> <p>Inquisitive: units of work inclusive of Aboriginal & Torres Strait Islander focus and perspectives utilised in all classes.</p>
Low level adjustment for disability	<p>PLAN 2</p> <p>Professional Learning - Disability Standards & in school Professional Learning</p> <p>SLSO employed part time.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$13 488.00) 	<p>All students identified through data and Learning Support had informed PLaSPS.</p> <p>Quality PLaSPs were developed in consultation with APLaS, classroom teachers, Learning & Support teacher and families.</p> <p>Students received targeted interventions from either SLSO, interventionist teacher or Learning & Support teacher at point in time.</p>
Quality Teaching, Successful Students (QTSS)	<p>QTSS allocation: 0.145</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$15 860.62) 	<p>Teachers engaged more regularly with data to inform teaching & learning.</p> <p>More effective systems in place to identify, support and monitor students requiring targeted support.</p> <p>Support the employment of an additional teacher to maintain 4 classes providing continuity of learning in a year of instability due to COVID.</p>
Socio-economic background	<p>Additional classroom teacher employed for 2021.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$21 358.00) 	<p>Temporary classroom teacher continued employment to maintain 4 classes. Classes and community remained settled, angst lessened and well-being catered for as students did not experience an additional upheaval of class restructuring amongst</p>

<p>Socio-economic background</p>	<p>Additional classroom teacher employed for 2021.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$21 358.00) 	<p>COVID19.</p> <p>More staff = shared responsibility to lighten some workload outside classroom delivery allowing time for focus on teaching & learning and engaging with professional dialogue and professional learning.</p> <p>All classes demonstrating implementation of differentiation and teaching to targeted needs of students - smaller class sizes allowing for more support for students through quality teaching.</p>
<p>Support for beginning teachers</p>	<p>Beginning Teacher funding</p> <p>Mentor teacher assigned.</p> <p>PLAN 2</p> <p>Professional Learning - using various IT platforms during COVID to engage students, school based PL opportunities</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$14 481.00) • Socio-economic background (\$1 675.41) 	<p>Beginning teacher demonstrated competency and initiative in consulting with class teachers to identify students; setting up focus groups in PLAN 2, using and analysis data in a 3 weekly minimum cycle, providing feedback to class teacher.</p> <p>Student growth demonstrated for all targeted students.</p> <ul style="list-style-type: none"> • Literacy/Writing : • Literacy/Reading : • Numeracy: <p>Beginning teacher signed off as proficient.</p>



Miss Skaines receiving her Certificate of Proficiency

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	68	57	49	42
Girls	46	41	37	32

Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.6	90.8	92.6	98.7
1	92.7	93.6	91.4	93.6
2	94.4	87.8	92.4	93.9
3	94.3	89	90.7	92.9
4	93.1	93	91.2	94.9
5	90.7	86.2	92.3	87.9
6	95	91.1	86.4	89.5
All Years	93.7	90.4	91.2	92.8
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
Classroom Teacher(s)	3.44
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.2
School Administration and Support Staff	1.51

*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	86,498
Revenue	993,298
Appropriation	972,726
Sale of Goods and Services	1,139
Grants and contributions	17,561
Investment income	114
Other revenue	1,759
Expenses	-1,007,143
Employee related	-921,131
Operating expenses	-86,012
Surplus / deficit for the year	-13,845
Closing Balance	72,653

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	37,169
Equity Total	86,525
Equity - Aboriginal	18,864
Equity - Socio-economic	21,358
Equity - Language	0
Equity - Disability	46,303
Base Total	777,307
Base - Per Capita	20,683
Base - Location	1,863
Base - Other	754,760
Other Total	39,614
Grand Total	940,614

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.



K/1 and 5/6 students working together.

Parent/caregiver, student, teacher satisfaction

As a component of the School Excellence in Action 2021-2024 Strategic Plan development, all parent and carers were surveyed in relation to 3 main areas: School Culture, Curriculum, Communication and Wellbeing.

Overall the survey findings included:

- 85% of families identifying the school has high expectations for their child's learning and 23% unsure
- 97% of families state their child is known, valued and cared for by staff with 4% unsure
- 93% of families identifying that staff and parents/carers work together to improve student learning outcomes and effectively communicate with them to support their child
- 97% of families know how well their child is doing in Reading
- 69% of families know how well their child is doing in Writing
- 77% of families know how well their child is doing in Numeracy
- Students and families enjoy the weekly PBL focus
- Parents & carers would like more regular communication about how their child is doing in Literacy and Numeracy.



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.



NAIDOC Day activities.