

# 2020 Annual Report

## Neutral Bay Public School



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# Introduction

The Annual Report for 2020 is provided to the community of Neutral Bay 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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Neutral Bay Public School

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## Message from the principal

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What is something that you did this year that you would not have done in a normal year? What will our children tell their children and grandchildren about what it was like during the COVID year of 2020? I know I will recall coming to school one day with no children or teachers on site.

The theme of the year quickly became 'What we can do?' Teachers, administrative staff and school leaders rose to the challenge and worked together, building capacity at all levels to ensure that students were safe, engaged in learning and supported in their efforts to experience success. Our teachers showed innovation in delivering lessons and feedback online without being in a classroom. Overnight, our students had the opportunity to embrace the challenge of becoming independent, self-motivated learners. Well done to you all for achieving this. Learning is so important and it must continue whatever the circumstances.

Our students were surveyed about things they did this year that they would not have normally done. Many students mentioned how they had to stay at home and learn from home. Other students told us they achieved 'Passion Projects' (a project on something you are passionate about), BMX bike riding, sailing, debating on Zoom, teaching a lesson to my teacher and classmates, writing a book in a day, school lunch time soccer and basketball competitions, listening to leadership speeches on Zoom and voting, camping, running in a virtual cross country, gymnastics, creating a 'pom pom' chandelier with my classmates, receiving my silver badge and so much washing of hands.

Thank you to our parents, carers and members of the school community for assisting our children's learning this year. In a normal year, parents play a vital role in continuing the learning of our students at home. However, for a period of time, parents and carers were called upon to be teacher, motivator and mentor.

At the end of 2020, we wait eagerly for news of progress with our new school building and upgrade. This is important as we require modern learning spaces which enable learners to collaborate and to think creatively in order to solve a range of real-world problems. Our administration area, library, small group spaces and facilities require updating too.

I wish to acknowledge the vision and guidance of Mrs Judy Goodsell, the substantive principal of Neutral Bay Public School, who is currently relieving as a Director in the Department of Education.

Victor Tan

Principal (rel)

Neutral Bay Public School

## School vision

Neutral Bay Public School promotes excellence in education, innovation in learning and opportunities for students to achieve their personal best.

## School context

Neutral Bay Public School is situated close to the busy commercial area of Neutral Bay, a lower north shore suburb of Sydney. Established in 1886, the school has a long tradition of academic excellence and is proud of its outstanding reputation for providing quality programs in all curricula, as well as in technology, public speaking, creative arts, band, sport and student leadership. Opportunity classes for high potential and gifted students in Years 5 and 6 and mainstream classes offer extension and enrichment programs for all students. In a safe and caring environment, all students are encouraged to be active participants in their learning. The school values, develops and maintains strong partnerships with parents and the community. The school is well supported by an active P&C and a committed School Council. In 2018, the school was nominated for a major facilities upgrade.

## 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	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	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

Engaged, Successful Learners

### Purpose

To support all students to be successful, confident and creative learners with the personal resources to achieve their personal best and develop social and emotional wellbeing.

### Improvement Measures

#### K-2 Reading Levels:

Kindergarten- 85% at level 9 or above

Year 1- 78% at level 17 or above

Year 2- 85% at level 22 or above

#### 3-6 Students:

Increase the percentage of students in the top two NAPLAN bands for reading and numeracy:

Year 3 from 77% to 80%

Year 5 from 70% to 80%

Increase the percentage of students achieving greater than expected growth in NAPLAN/size effect:

- Years 3-5 from 71% to 80%

- Years 5-7 from 65% to 80%

Years 2-6 size effect in:

- spelling from 54% to 70%

- reading from 65% to 80%

- numeracy from 76% to 85%

Increase the percentage of students reporting:

- a sense of belonging from 83% to 90%

- expectations for success from 90% to 100%

- advocacy from 80% to 90%

- a positive learning climate from 76% to 90%

- Increase the percentage of Year 6 students undertaking school citizenship programs to 100%.

### Progress towards achieving improvement measures

**Process 1:** Teacher professional learning in the effective instruction of reading, writing and spelling using collaborative projects, rubrics, continuums, learning progressions and scope and sequences..

Evaluation	Funds Expended (Resources)
<p>READING</p> <p>Teachers were surveyed on their attitudes towards the teaching of reading. The majority (90%) of teachers enjoy teaching reading with 70% feeling confident in their abilities. All teachers read with their class and provide time for independent reading, at least weekly and are confident in using quality literature to teach reading. 23% of teachers would like more professional learning in phonological awareness and fluency (19%).</p> <p>On average, 83% of teachers report explicit teaching of reading, including vocabulary (93%) and phonological awareness (76%). However, this is contradicted by data collected in grade reflections on the quality of reading programs, assessments and resources. In particular, 33% of grades indicate no evidence of syllabus outcomes in their reading, 50% report no evidence of learning intentions and 33% lack explicit teaching strategies. In terms of</p>	<p>\$22639 (Literacy &amp; Numeracy) across reading, writing, numeracy</p> <p>\$19405 (Professional Learning) across reading, writing, numeracy</p>



## Progress towards achieving improvement measures

assessment, teachers rely on running records (and particularly PM benchmarks) and tests of reading comprehension (CARS and STARS). This indicates that reading will be an important focus for the next school improvement plan.

### WRITING

Grades report that clear evidence is shown of teaching and learning programs addressing English syllabus writing outcomes (87.5%), as well as using learning intentions and success criteria that are linked to writing skills/behaviours, the planning of explicit teaching (100%) and a balanced approach between modelled, guided and independent writing (87.5%). 87.5% of teachers report that students have opportunities to write every day.

Commonly used resources include a variety of quality texts from the school library, writing scaffolds, graphic organisers and planning tools, checklists, posters and charts (Walls That talk), texts written by teachers, various websites and apps. Less commonly used resources include student reflective stems, quality texts for analysis from class sets and quality examples of student work.

62.5% (37.5% some evidence) of teachers reported that there was clear evidence of teacher observations that impact adjustments to the writing program. 37.5% of teachers report they regularly make adjustments to the grade writing program based on teacher observation and reflection of learning. One focus would be ensuring that writing assessment tasks are marked consistently and objectively against the English syllabus. For example, linking outcomes/indicators of performance to a rubric. There is overlap with similar texts being taught by each grade and a need for a consistent school-wide scope and sequence to systematically track and monitor syllabus content for each grade. For example, no grades indicated that information reports were taught this year.

### NUMERACY

In 2020 Spirals of Inquiry process was implemented to provide understanding of downward trending measurement data. This is an example of an evidence informed approach to professional learning. Student video diaries indicated that the majority of our students can articulate what they are learning and why it is important as well as name staff members that believe they will be a success in life. Staff surveys indicate that teachers feel supported to take risks and experiment with their practice but require guidance on how to improve their practice.

A focus on measurement using 'Spirals of Inquiry' has identified four areas teachers will need to focus on to improve student outcomes

- Mathematical language
- Mathematical problem solving
- Hands on and practical application of measurement activities
- The logical flow of numerical operations before teaching measurement

**Process 2:** Implement expectations and protocols for identifying/defining and embedding active and responsible citizenship. (e.g. peer support, community service, SRC, school representation - sport, music etc.)

### Evaluation

TTFM data suggest high levels of compliance (positive behaviour) and physical safety. This can be contributed to the implementation of the PBL program in 2016. Data shows slightly below average performance in the criteria relating to emotional wellbeing and student engagement. This is generally supported by the parent TTFM survey results and highlights the need for a whole school, planned approach to social and emotional wellbeing, as well as greater emphasis on student engagement.

### Funds Expended (Resources)

P&C subsidised seminars to reduce parent contributions.

## Progress towards achieving improvement measures

Our clear focus is on ensuring students are safe, strongly connected to our school community, engaged with learning and strongly and consistently improve by:

- embedding a whole-school approach to student wellbeing and engagement throughout the school where there is collective responsibility for student learning and success.
- embedding the Wellbeing Framework into school culture as an part of daily instruction that is integrated with current PBL systems
- ongoing staff professional learning in wellbeing strategies such as social and emotional learning
- continuation of the peer support program

**Process 3:** Strengthen and support student learning by professional learning on supporting students with a disability and implementation of adjustments to student learning.

Evaluation	Funds Expended (Resources)
Analysis of Learning and Support Team (LST) referrals showed that there were, on average, 75 LST referrals per year (with 26 of these referrals being repeat referrals). The majority of students referred to the Learning and Support Team were in Kindergarten to Year 2, and the most common reasons for referral were academic achievement (37%), anxiety and social-emotional wellbeing (35%), and behaviour (14%).	<p>\$32815 (Staffing for level adjustment for disability)</p> <p>\$30783 (Flexible funding for low level adjustment for disability)</p>

**Process 4:** \*Implementation of a whole school student well-being system which is comprehensive and has an inclusive framework to support the emotional well-being of students including:

- Student Wellbeing Framework
- school expectations and implementation of PBL (Tier II)
- learning and support team
- implementation of specific well-being programs e.g. Bounce Back

Evaluation	Funds Expended (Resources)
<p>Learning disposition characters and Learning Pit have been designed and successfully implemented across the school by the Visible Learning team. Where this has been embedded into classroom practice it has had a positive impact on learning and engagement.</p> <p>Positive Behaviour for Learning (PBL) system has been established and implemented across the whole school and used with some consistency. This has resulted in a whole school approach including consistent language and expectations for behaviour that has ensured improved student outcomes. The PBL team have been effective in regularly reviewing and refining systems across the school.</p>	<p>\$2500 (5 x teacher release)</p> <p>\$40000 (0.4 wellbeing teacher position)</p>

**Process 5:** \*Development and implementation of specific intervention programs including MathsLit, minilit and G&T student identification.

Evaluation	Funds Expended (Resources)
Analysis of Learning and Support Team (LST) referrals showed that there were, on average, 75 LST referrals per year (with 26 of these referrals being repeat referrals). The majority of students referred to the Learning and Support Team were in Kindergarten to Year 2, and the most common reasons for referral were academic achievement (37%), anxiety and social-emotional wellbeing (35%), and behaviour (14%). In 2020 37 students from Years 1, 2, 3 and 4 completed MultiLit reading support programs, and 9 Kindergarten students participated in a phonemic awareness support program. Tracking of student progress since the introduction of the MiniLit (Year 1) and MacqLit (Years 3 and 4) small-group reading support programs in 2019 has shown overall improvement in the number of students reading at grade level. In particular, the number of students making progress in Year 1	<p>\$32815 (Staffing for low level adjustment for disability)</p> <p>\$30783 (Flexible funding for low level adjustment for disability)</p> <p>\$10000 (purchase of PAT testing)</p> <p>\$16000 (professional learning by Gerric)</p>



## Progress towards achieving improvement measures

on the MiniLit reading support program has resulted in a year-on-year reduction in the number of Year 2 students requiring ongoing reading support.

In mathematics, 28 students in Years 3 to 6 received small-group maths support, with 10 of these students, who were in Year 4, participating in a newly established QuickSmart Maths program. Early analysis of student progress in QuickSmart shows all students made progress in mathematics, with students reporting greater confidence in maths. Due to learning from home, the 2020 Year 4 students have not yet completed the QuickSmart Maths program, at which point further assessments will allow for evaluation of the program. Discussion with the Learning and Support Team has identified the need for more targeted maths support in Kindergarten to Year 2, with the possible introduction of the Targeted Early Numeracy (TEN) program in Years 1 and 2.

For high potential learners, post assessments indicated targeted students a minimum of 0.6 growth. High potential students have continued to be identified in 2020 using the updated identification procedures and PAT testing. Teachers have an improved understanding of the characteristics of high and underachieving gifted students due to professional learning provided by Gerric.

## Strategic Direction 2

Collaborative, Inspiring and Innovative Practice

### Purpose

To strengthen effective leadership and teacher commitment to a culture of high expectations and a shared sense of responsibility for student engagement and success.

### Improvement Measures

#### Tell Them From Me student survey:

Increase the percentage of students reporting:

- a sense of belonging from 83% to 90%
- expectations for success from 90% to 100%
- advocacy from 80% to 90%
- a positive learning climate from 76% to 80%

#### Tell Them From Me teacher survey:

- School leaders have provided me with useful feedback about my teaching from 5.4 to 6.6 (NSW Govt mean)
- School leaders have taken time to observe my teaching 5.2 to 6.6 (NSW Govt mean).

### Progress towards achieving improvement measures

**Process 1:** Strengthen and support teacher quality and high expectations by providing regular feedback and reflection opportunities for teachers using practices such as instructional rounds and observation of practice.

Evaluation	Funds Expended (Resources)
When asked to reflect on their current practices, staff identified Effective feedback (average score of 3.56 out of 5), Explicit teaching (3.61) and High expectations (3.76) as areas for further development. Results showed staff felt confident in Wellbeing (average score 4.98 out of 5), Use of data to inform practice (4.34) and Collaboration (4.05).	\$172717 (QTSS funding) for two Instructional leader positions spread over Processes 1,2,3 & 4.

**Process 2:** Comprehensive teacher professional learning in Learning Progressions, Visible Learning (VL), literacy, numeracy, GAT, Project Based Learning and future focused learning to improve student learning outcomes.

Evaluation	Funds Expended (Resources)
In the next school plan, the school will continue implementation of Visible Learning strategies so that students are able to articulate where they are at in their learning and set personalised learning goals for future attainment.	\$172717 (QTSS funding) for two Instructional leader positions spread over Processes 1,2,3 & 4.  Curriculum groups - 50 x \$500 casual days = \$25 000 (Teaching & Learning)

**Process 3:** Staff professional learning in evidence-based teaching practice including Focus on Reading, TEN (Teaching Early Numeracy) and online courses (e.g.autism).

Evaluation	Funds Expended (Resources)
Staff professional learning has occurred in Focus on Reading, TEN (Teaching Early Numeracy) and online courses such as diabetes training and classroom management. It is in the next school plan for Focus on Reading to continue	\$172717 (QTSS funding) for two Instructional leader positions spread over Processes 1,2,3 & 4.

**Process 4:** Refine the PDP process to align professional learning to school, stage and personal professional goals. Use feed forward process to deliver feedback to staff.

## Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
QTSS funding has been used to employ two Instructional Leaders. The Instructional Leader positions provide support through weekly Collaborative Learning Groups, mentoring for early career teachers and professional learning for all staff.	\$172717 (QTSS funding) spread over Processes 1, 2, 3 & 4 to employ two Instructional Leaders.

## Strategic Direction 3

### Productive Partnerships

#### Purpose

To maximise learning opportunities for all stakeholders through meaningful links with the community, other schools and organisations.

#### Improvement Measures

Increase the parent satisfaction level with the school from 74% to 80%.

Increase participation in the parent Tell Them from Me Survey to 50% of parents completing the survey.

Parent workshops which explain how parents can help their child.

#### Progress towards achieving improvement measures

**Process 1:** Conduct parent sessions related to Visible Learning, learning support, PLAN, Learning Progressions and other identified topics (i.e. mathematics, NAPLAN, Selective High Schools, Opportunity Classes, cyber safety) to provide a deeper understanding of these programs and syllabuses.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• More than 40 parents attended the workshops. Parent survey results were very positive:</li><li>• Parents learned coaching techniques to support their children through friendship dramas., help them to make healthy decisions in their friendships and put out Friendship Fires (resolve conflict) in a respectful way.</li><li>• Participating parents were given a URStrong family membership, with access to newsletters, activities, worksheets, video quick tips, articles, parent webinars and Q&amp;A sessions.</li></ul>	\$1000 (Professional Learning) for two days teacher release.

**Process 2:** Enhance the Harbourside Learning Community to develop networks such as:

- Transition
- Curriculum
- Coaching
- Leadership, e.g. DP, AP, aspiring leaders
- Visible Learning
- Accreditation e.g. Highly Accomplished

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Survey designed for early career teachers to identify PL focus and Microsoft Team established to share resources as face to face meetings were not possible during COVID restrictions.</li></ul>	\$1000 (Professional Learning) for two days teacher release.

**Process 3:** Review reporting to parents procedures including:

- communication strategies ,e.g. school app
- social media.

Evaluation	Funds Expended (Resources)
In 2020, the school undertook wide consultation with parents, carers and community members regarding the the school's vision, values, beliefs and future directions. The consultation included surveys, focus groups in P&C and School Council meetings, surveys with parents at the school gate.	<p>\$1000 (Professional Learning) for two days teacher release.</p> <p>\$180 (Teaching &amp; Learning) for Webby or Learning Hub annual</p>

## Progress towards achieving improvement measures

Generally, the results supported the belief that the school provided positive care and concern for everyone, teaching excellence and that the school valued positive behaviour.

The areas which most stood out as needing to improve were that parents wanted:

- to know how to support their child's learning and wellbeing at home
- activities were not scheduled at times when they could attend
- to be informed about their child's progress and social development
- the school to create additional opportunities for students who were learning at a slower pace.

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Key Initiatives	Resources (annual)	Impact achieved this year
<b>English language proficiency</b>	Funding \$93,491. An additional one-off funding of \$21,877 was received to assist EALD children during COVID restrictions.	Students requiring English Language proficiency support were provided in-class support and withdrawal from class based on their level of language proficiency. All EAL/D students had individual learning goals to achieve. The additional funds were used to supplement two extra EALD days of staffing during the year.
<b>Low level adjustment for disability</b>	Funding \$127,197	Funds were used to provide Learning and Support Teacher support and School Learning Support Officer support for targeted students. Funds also contributed to teacher professional learning initiatives to build staff capacity in meeting the needs of students with disabilities. Personalised learning plans were developed and reviewed for all students meeting disability criteria or needing additional support in literacy and numeracy
<b>Quality Teaching, Successful Students (QTSS)</b>	Funding \$172,717	This funding was used to fund two instructional leaders. The role of the instructional leader is to support all teachers with the current key messages of Visible Learning, assessment, spelling and reporting to parents. In addition, they provide mentoring, guidance on class programming, resources for teaching, in class support with behaviour management, Quality Teaching rounds, walk throughs of classrooms, accreditation documentation, in class observations and review, and providing whole school and targeted group professional learning.
<b>Socio-economic background</b>	Funding \$3814	These funds were used to provide access to the curriculum (eg. online learning, devices, excursions and camps) and co-curricular activities (eg. band, dance, sport, debating) for all students.
<b>Support for beginning teachers</b>	Funding \$66,674	Funding was used to provide five early career teachers (with one and two years teaching experience) with mentoring, additional release, professional learning opportunities, PDP goal reflection, accreditation documentation, and in-class support with behaviour management and quality teaching



## Student information

### Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	488	475	488	469
Girls	492	480	471	448

### Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.3	95.9	95.8	95.5
1	95	95.8	94.8	94.7
2	95.1	95.2	94.5	96
3	95.3	96.5	93.9	95.3
4	95.4	94.7	96.1	94.5
5	95.3	96.4	94.6	95
6	94.3	94.7	93.8	94.3
All Years	95.1	95.6	94.7	95
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

### Management of non-attendance

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

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

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	35.68
Literacy and Numeracy Intervention	0.8
Learning and Support Teacher(s)	0.6
Teacher Librarian	1.4
Teacher ESL	0.2
School Counsellor	1
School Administration and Support Staff	5.87

\*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>	603,687
<b>Revenue</b>	7,901,935
Appropriation	7,103,783
Sale of Goods and Services	14,361
Grants and contributions	780,920
Investment income	2,772
Other revenue	100
<b>Expenses</b>	-8,069,451
Employee related	-7,241,746
Operating expenses	-827,705
<b>Surplus / deficit for the year</b>	-167,516
<b>Closing Balance</b>	436,171

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>	164,682
<b>Equity Total</b>	226,549
Equity - Aboriginal	2,047
Equity - Socio-economic	3,814
Equity - Language	93,491
Equity - Disability	127,197
<b>Base Total</b>	6,078,103
Base - Per Capita	230,643
Base - Location	0
Base - Other	5,847,459
<b>Other Total</b>	518,569
<b>Grand Total</b>	6,987,902

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.

## TEACHERS

### Instructional Leadership

Through the employment of Instructional Leaders staff have undertaken professional learning projects on:

- Focus on Reading
- Sound Waves Spelling
- Visible Learning
- Seven Steps to Writing Success

This has supported teachers to reflect on and change their teaching practice. The result is that all teachers are now programming and evaluating on a termly basis. We now need to see an impact of these specific professional learning on the quality of programs and evident in classroom practice consistently across the school.

### Leading Improvement, innovation and change (Spirals of Inquiry)

In 2020, Spirals of Inquiry process was implemented as an evidence informed approach to professional learning. Student video diaries indicated that the majority of our students can articulate what they are learning and why it is important as well as name staff members that believe they will be a success in life. Staff surveys indicate that teachers feel supported to take risks and experiment with their practice but require guidance on how to improve their practice.

### What Works Best

When asked to reflect on their current practices, staff identified Effective feedback (average score of 3.56 out of 5), Explicit teaching (3.61) and High expectations (3.76) as areas for further development. Results showed staff felt confident in Wellbeing (average score 4.98 out of 5), Use of data to inform practice (4.34) and Collaboration (4.05).

Comments showed staff were keen to make connections between the themes of high expectations and effective feedback, using effective feedback to create more individualised teaching programs and the development of student learning goals. Teachers felt that, with recent Spirals of Inquiry and Visible Learning projects, they had begun to focus more on explicit teaching but would like to further investigate how they can improve in this area. In effective feedback, teachers were keen to learn more about strategies such as peer feedback, as well as how to manage feedback within a busy school day, to further enhance their practice.

Teachers reported an improving culture of collaboration and with a growing focus on sharing through observation and feedback and a strong focus on PBL which positively supports classroom management.

### Reflection on Reading

Teachers were surveyed on their attitudes towards the teaching of reading. The majority (90%) of teachers enjoy teaching reading with 70% feeling confident in their abilities. All teachers read with their class and provide time for independent reading, at least weekly and are confident in using quality literature to teach reading. 23% of teachers would like more professional learning in phonological awareness and fluency (19%).

On average, 83% of teachers report explicit teaching of reading, including vocabulary (93%) and phonological awareness (76%). However, this is contradicted by data collected in grade reflections on the quality of reading programs, assessments and resources. In particular, 33% of grades indicate no evidence of syllabus outcomes in their reading, 50% report no evidence of learning intentions and 33% lack explicit teaching strategies. In terms of assessment, teachers rely on running records (and particularly PM benchmarks) and tests of reading comprehension (CARS and STARS). This indicates that reading will be an important focus for the next school improvement plan.

Grade leaders appear to lack some confidence in leading the teaching of reading with their grades and would like clearer guidance from the school executive team to support their staff to develop quality programs. Whilst classes focus on guided reading, there is room for improvement in the teaching of reading through modelled and shared texts.

### Reflection on Writing

Grades report that clear evidence is shown of teaching and learning programs addressing English syllabus writing outcomes (87.5%), as well as using learning intentions and success criteria that are linked to writing skills/behaviours, the planning of explicit teaching (100%) and a balanced approach between modelled, guided and independent writing (87.5%).

- 87.5% of teachers report that students have opportunities to write every day.
- 62.5% of teachers agreed that there was some evidence for providing students with quality texts and unpacking

exemplar writing responses. This is confirmed by survey data that reported only 62.5 % of teachers use a variety of quality mentor texts as exemplars.

### **Effective Feedback**

- Only 37.5% of grades report that rubrics and work samples are used to support students with self-assessment. This includes breaking down the rubric/marking guidelines into language that is easy for students to understand.
- Another area of focus is ensuring that consistent methods are used when collecting data between classes and over time so comparisons of student progress are accurate. For example, consistency of teacher judgement activities, blind marking or double marking. (25% clear evidence; 50% some evidence; 25% no evidence).
- Survey data reported 75% of grades show some evidence of students reflecting on their progress to inform future learning goals. An example is providing students with annotated work samples that explicitly show the features of novice work, compared with more proficient work and very proficient work.) (Clear evidence 12.5%; Some Evidence 75%; No evidence 12.5%)

### **Using data to inform practice**

- Professional learning: How to use data to inform decision making for next-step teaching. (25% clear evidence; 50% some evidence; 25% no evidence).
- Observations: 62.5% (37.5% some evidence) of teachers reported that there was clear evidence of teacher observations that impact adjustments to the writing program. 37.5% of teachers report they regularly make adjustments to the grade writing program based on teacher observation and reflection of learning.

### **Scope and Sequences**

- There is overlap with similar texts being taught by each grade and a need for a consistent school-wide scope and sequence to systematically track and monitor syllabus content for each grade. For example, no grades indicated that information reports were taught this year.
- Some doubt was expressed by grades over the frequency of modelled writing across the school, despite 100% of grades agreeing they do this regularly

## **STUDENTS**

### **Tell Them From Me survey**

Key facts extracted from the Tell Them From Me survey:

- Wellbeing is made up of a sense of belonging, expectations of success and advocacy in the Tell Them From Me survey. In 2019, 85% of students reported positive wellbeing using the Tell Them From Me survey. In 2020 this increased to 88.9%. The highest point recorded is 90.7% in 2017.
- In 2019 and 2020, 88% of students reported positive wellbeing in the Tell them from me survey. This percentage has remained stable for the last 5 years.
- 11% reduction in students reporting bullying since 2018. 15% of students reported bullying. This has been steadily dropping since 2015. For the first time in 4 years, girls reporting bullying is higher than boys.

## **PARENTS**

### **Windows of Certainty**

In 2019, through community consultation the NBPS Window of Certainty was developed which encapsulated the school's values, beliefs and outcomes.

In 2020, parents were asked to score the Values of the school according to perceived importance. They identified Positive care and concern for everyone as the most important school value (average 4.88 out of 5), closely followed by Teaching excellence (4.64) and Warm, respectful and courteous behaviour (4.64).

When parents were asked to score the school's five 'outcomes for students' according to importance, parents clearly value student wellbeing and engagement as priorities for the school, closely followed by growth in literacy and numeracy and a sense of community.

### **Tell Them From Me survey**

Key facts extracted from the Tell Them From Me survey:

- Parents supporting their children at home - Lowest ranked
- The school supports positive behaviour - highest ranked
- 73% of parents have talked with a child's teacher two or more times
- 6.0 / 10 I am informed about my child's social and emotional development (below average)
- 6.9 / 10 Teachers have high expectations for my child to succeed (average)
- 6.9 / 10 Teachers take account of my child's needs, abilities and interests (average)
- 7.5 / 10 My child is encouraged to do his or her best work (above average)
- 8.4 / 10 My child feels safe going to and from school (above average)

- 7.0 / 10 Teachers help students develop positive friendships (above average)

# 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.