

2020 Annual Report

Unanderra Public School



3308

Introduction

The Annual Report for 2020 is provided to the community of Unanderra Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Message from the principal

Presentation Day Principal Speech

Good afternoon students, parents, friends and other visiting community members. I too would like to acknowledge the traditional owners of the land and pay my respects to those past and present, those of the future and those here with us today.

Firstly, I wish to express my great honor in being able to speak with you all today as the Principal of UPS. The warm welcome I received from the students, staff and broader school community was fantastic. People have been generous with their time in explaining to me the day to day routines, assisting in the organisation of various functions and other school business and just being available to answer the many questions I have been asking. Your ongoing support has been and continues to be deeply appreciated.

There are many people who I would like to acknowledge and thank for their outstanding commitment to Public Education and in particular the children of this incredible school. These people are the ones who make sure that each day is filled with amazing learning experiences in a safe, clean and harmonious school environment that is well resourced. So it is the executive teachers, class teachers, SLSO's, office administration staff, general assistant, cleaners and DoE personal that I say a big thank you to for all that you do to enhance the teaching and learning environment of all of our children.

I am delighted that the parents of the award recipient are able to be with us here today and to share in the celebrations of the year that was.

The learning of our children cannot be fully achieved without the support the UPS community. Each day the parents and friends of this great school community have conversations about what else they can do to make a positive difference. These conversations set the ball rolling into motion with action, such as the P & C paying Obstacool Day, Colour Explosion and many other exciting opportunities for the entire school! Making a difference through such an inclusive model of financial assistance makes our school an incredible place to be for all children and we thank you all so much.

The high standards set by our teachers and SLSO staff in the teaching and learning experiences that are provided to our children are always rich and meaningful. I am always pleasantly reminded of the care and dedication given to the children from our staff, when I hear of or am part of, professional discussions about new research in education or more simply how a child will learn best if a particular strategy was implemented. Reflecting on and responding effectively to the teaching cycle and understanding how it can be maximized to provide all children the opportunity to achieve beyond their potential is what all of our great public schools strive to achieve each day. I believe that here at Unanderra Public School we are certainly making strong strides to become successful in achieving this at a level of excelling!

During this year 2020, we have learnt how resilient, independent and patient our students, teachers and families are. We have endured significant events including bush fires and a pandemic. Our students, teachers and whole school community have learnt to become flexible moving from face-to-face learning to online learning and back to face-to-face learning. I extend my thanks and appreciation to everyone for supporting our school in making this work and

understanding the challenges we have faced including restricting access on site and significant reducing school events. We have resumed many exciting events this term and your patience and understanding has certainly paid off. Thank you.

In the short time I have been here I have already seen many of the children grow and develop in their skills, learning and socialising.

I would like to formally acknowledge the entire staff as their commitment and hard work in having an unrelenting commitment to support and encourage the students and staff at UPS has afforded me the opportunity to continue to build on the strengths and embrace the positives that sometimes can be shared with great challenges.

I congratulate our Kindergarten students who have successfully completed the first year of their formal learning journey and look forward to embracing the life-long enthusiasm of learning that is embedded in all that we do at Unanderra Public School.

The students in Year 6 who are now facing exciting new challenges in 2021 and beyond will most certainly recall many great memories of their time in primary school and hold dear the positive words of encouragement and support provided to them by their teachers along the way. I wish you all the very best in your first year of high school and encourage you to respect yourself always and work hard to follow your values that contribute to making your own dreams come true.

Always remember, The important thing is not to stop questioning. - Albert Einstein

Once again I congratulate everyone on a wonderful and successful year and I wish you all a safe, happy and restful holiday break and look forward to seeing you all in the new year!

School vision

Empowering students as lifelong learners by providing rich and diverse opportunities within a positive community inspired by supportive and influential leadership.

School context

Unanderra Public School has a long proud history of service to its community stretching back 140 years. The school relocated to the hills of Cordeaux Heights as a planned aspect of the new housing estate in 1999. The former school site is now a centre for commercial business along the Princes Highway in Unanderra.

Although there has been somewhat of a steady decline in enrolments over recent years, 2020 saw a 16 class structure engaging 380 students in their daily learning.

Teaching staff provide broad and engaging learning experiences that are differentiated to meet the specific need of students. Literacy and numeracy form the basis for challenging and relevant classroom learning.

The school has experienced a significant change in teaching staff due to retirements, promotions to other schools and the filling of long-term temporary positions with permanent teachers. Staff movement supports the positive school culture that exists across our school.

Unanderra Public School is actively supported by a vibrant Parents and Citizens Association and involved community members. Parents are encouraged to participate within the school and assist where possible. Innovations such as Grandparents Day and the Fathering Project to assist our school to engage with family members who traditionally may not have participated in regular school activities.

Unanderra Public School is a Positive Behaviour for Learning environment and we ensure our students interact in a safe, respectful and responsible manner. High expectations of students, community and staff ensure we remain focused on our core business-the successful attainment of student learning outcomes.

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>

Strategic Direction 1

Quality Teaching & Learning - BIU

Purpose

To ensure a whole school approach to the delivery of quality differentiated teaching and learning experiences by building the capacity of students to actively engage in quality learning, assume responsibility for their learning success and become self-reflective learners.

Literacy and numeracy remain the core focus of learning across all key learning areas. Quality teaching and learning will feature professional development that provides a basis for a consistent, assessment-driven approach to the implementation of the curriculum and the BIU strategy.

Improvement Measures

Increase the proportion of students in the top two NAPLAN bands by 8% in Reading and Numeracy (2019).

Increased numbers of students with higher than expected growth on internal school performance measures and external performance measures, particularly between Year 3 and Year 5.

Progress towards achieving improvement measures

Process 1: Assessment for learning

Embed assessment for learning pedagogy as a means of ensuring high expectations K-6, incorporating the importance of feedback on learning and quality assessment.

Evaluation	Funds Expended (Resources)
<p>Teaching and learning programs, across all stages, display the use of planned assessment tasks and check-in points as evidence of learning to inform subsequent program cycles. Summative tasks utilise stage generated rubrics and formative assessment opportunities referring back to the learning intentions and success criteria of each task.</p> <p>K-2 teachers began utilising the Literacy Learning Progressions to monitor student learning in relation to phonics instruction. The next step in this process has been identified as the need to refine the focus areas then more regularly review the data and update focuses if necessary. Year 1 teachers used the Phonics Screening Check and Phonological Awareness Diagnostic. Years 2-6 teachers used PAT Reading and PAT Mathematics. Year 3 and Year 5 teachers used the Literacy and Numeracy Check In assessments.</p> <p>Across K-6, teachers began utilising assessments in addition to daily classroom observations and running records, including the SPAT, DIBELS and PROBES to assess and track student reading skills.</p> <p>A draft assessment schedule has been developed to reflect changes in our approach to teaching and assessing reading skills. This document requires teachers to begin engaging with assessments they are currently unfamiliar with in order to analyse their effectiveness and move towards finalising a school assessment schedule, in particular for reading.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• ACER PAT Subscription (\$1410.00)

Process 2: Quality classrooms

Strengthen evidence-based practice in teachers' ability to plan, program, teach and assess literacy and numeracy through focused professional learning and data-driven programming.

Evaluation	Funds Expended (Resources)
<p>Morning Routine has been effectively implemented across all classes with stage teams collaboratively planning the four active components and</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Literacy Consultant Professional

Progress towards achieving improvement measures

connecting the schema building with integrated unit focuses. New staff and teachers new to Morning Routine participated in observations of the routine being implemented as part of capacity building. Throughout the year, teachers demonstrated greater confidence with teaching morning routine as evidenced by lesson observations, feedback surveys and programming documents. Students' writing results using summative and formative assessments showed improved ability to incorporate their broadened schema on the unit focuses in their writing samples. The routine itself has allowed students to start the day successfully with Sentral wellbeing data indicating reduced negative incidents during these learning sessions.

The plan to up-skill teachers and implement Daily Review in numeracy, as part of the ongoing learning around cognitive science, retrieval practice and spaced and massed practice was delayed due to the impacts of COVID-19. All teachers planned for and implemented daily reviews within the 100 days of Learning component of the Morning Routine.

We continued to engage Jo-Anne Dooner as a literacy consultant who lead professional learning for staff in the areas of phonics instruction, vocabulary development and comprehension to improve reading skills. All teachers also had access to Training 24/7 to engage in self-paced professional learning in these literacy focuses, as well as others such as writing.

Learning (\$2200.00)
 • Casual replacment x5 (\$2500.00)
 • Training 24/7 (\$6755.00)

Process 3: Personalised Learning

Foster a team approach in driving the BIU Premier's Priority through LaST, SLSO, parent support and classroom teachers by ensuring literacy, numeracy, Aboriginal education and differentiation remain priorities.

Evaluation	Funds Expended (Resources)
<p>The successful Personal Learning Pathway (PLP) process and inclusion of our PLP BBQ ensured all educational stakeholders engaged in the collaborative development of educational, cultural and aspirational goals for our Aboriginal and Torres Strait Islander students. The employment of two Aboriginal SLSOs to work closely with students and teachers supported the achievement of PLP goals including the provision of support when differentiating for literacy and numeracy content and tasks.</p> <p>The implementation of extension groups for literacy and numeracy and high potential classes from Years 2 to 6 meant that gifted and talented students were provided with targeted teaching and learning differentiated to meet their needs. Learning support teachers were employed to cater for this area of need and up-skill classroom teachers on ways to differentiate for these identified students in the classroom.</p> <p>As a school, we also focused on ensuring a collaborative approach to supporting all students through the development of clear timetables for Learning and Support Teachers and School Learning and Support Officers. These timetables outlined the targeted approach we took towards support identified students and providing differentiated learning opportunities. Ongoing professional learning in the areas of literacy and numeracy were also provided to cater for student needs.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • PLP BBQ (\$112.00)

Strategic Direction 2

Connectedness

Purpose

Connectedness strengthens the capacity of students to manage their emotional, mental and physical wellbeing as responsible and productive learners who contribute positively to the life of the school and community.

A shared vision of connectedness provides the foundation for the maintenance of our positive school culture that can be achieved through communication and supporting our students to be respectful and socially responsible citizens.

Improvement Measures

Improved communication from the collection, analysis and consultation of school data between students, parents and staff.

Increased understanding of PBL values that are explicitly, consistently and supportively applied across the school as determined by external PBL data. e.g. SET, BOQ.

Progress towards achieving improvement measures

Process 1: Learning Culture

Ensure school values are successfully shared between students, staff and community through professional learning, data-drive decision-making and introduction of effective programs.

Evaluation	Funds Expended (Resources)
<p>Our consistent, whole school approach to PBL, the reward systems (e.g. behaviour charts, bees, PBs, etc.) and the introduction of Unanderra Unite has enabled all staff to focus on promoting and celebrating students' positive behaviour for learning. The regular review of Sentral wellbeing data by the PBL team and the introduction at some stage and executive meetings, led to the purchasing of the resiliency development program Bounce Back.</p> <p>Staff and student responses from surveys, including Tell Them From Me, have indicated that we need to incorporate all the additional social and emotional learning programs under the umbrella of PBL in the future. The purpose being to ensure the programs are being used most effectively and we are best supporting students sense of belonging and success with sharing our school values.</p> <p>The PBL team's future focuses include developing, implementing and then regularly reviewing a PBL action plan that includes student voice, policy and procedures reviews and accessible PBL coaching.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• PBL Professional Learning casual replacement (\$500.00)• Bounce Back program (\$218.00)• PBL professional learning casual replacement (\$500.00)

Process 2: Community Engagement

Maximise staff, student and community interaction through ensuring clear channels of communication are established, parent information sessions to meet community needs and the ICT team reviews current technology platforms.

Evaluation	Funds Expended (Resources)
<p>Due to the impact of COVID-19, staff communication with parents and students using online platforms such as Google Classrooms and Seesaw significantly increased and was maintained for the remainder of the year. The connection with students and families via Seesaw by every teacher and school administration staff enabled the school to regularly send reminders, notes and updates. Teachers utilised this platform to share evidence of student learning with families and support students with completing 'Learning at Home' tasks.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Seesaw application (\$2900.00)• Yarning Circle (\$35000.00)

Progress towards achieving improvement measures

The construction and then opening of our Yarning Circle had to be shared digitally with the community due to ongoing COVID-19 restrictions. However, students shared the live event with our local NSW AECG president and our Aboriginal dance group, led by Aboriginal teachers and SLSOs.

Process 3: Future Focus

Enhance the development of students' creative and critical thinking skills by building the capacity of teachers to implement current and emerging ICT initiatives such as iHub, STEM and coding.

Evaluation	Funds Expended (Resources)
<p>Throughout the year, we booked several STEM Share kits which were accessible to teachers and utilised in classrooms and RFF programs to support the teaching of syllabus content. Additional ICT resources were made available through a resource booking system, to support program implementation, which included the BeeBots, Makey Makey, and Dash robots.</p> <p>Stages 2 and 3 continued to have regular access to laptops through a booking system and stage allocated sets of laptops. iPads and the computer lab were utilised by students from K-6.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• ICT Resources (\$11700.00)

Strategic Direction 3

Educational Leadership

Purpose

Educational Leadership directs us towards identifying potential leadership while working collaboratively to provide opportunities that facilitate succession building and strengthen the Unanderra PS learning community.

The leadership team maintains a focus on distributed, instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement.

Improvement Measures

100% of staff have a Performance and Development Plan (PDP) to reflect on how to improve their own practice and career progression using the appropriate PDP Framework, professional standards and evidence of achievement.

Progress towards achieving improvement measures

Process 1: Student Leadership

Capacity building of students emphasising the development of effective leadership, management skills and leadership attributes through: Aboriginal education, SRC, reading buddies program, captains and house captains.

Evaluation	Funds Expended (Resources)
<p>The external activities planned this year were delayed due to COVID-19 restrictions, including our participation in the Community Reconciliation Walk and working with Aboriginal Elders on an Acknowledgement of Country.</p> <p>Student leadership opportunities were provided through our regular school captains, house captains and SRC programs as well as the introduction of student committees such as 'Groundforce' (recycling and environmental responsibilities).</p>	

Process 2: Professional and instructional leadership

Supporting the development of high performing teachers through executive successions-building initiatives, teacher accreditation processes and delivering upon an evidence-based pedagogical culture within our school and in our CoS.

Evaluation	Funds Expended (Resources)
<p>We supported five beginning teachers throughout 2020 by timetabling additional release time each week that was used to support the demands of a full time teaching load, provided opportunities to observe colleagues' teaching practice and engage in self-paced professional learning. The allocation of additional time was clearly outlined and a mentoring timetable was put in place alongside this time. Our off-class AP provided mentoring sessions for each of the five teachers, focuses on PDP goals, school priorities and school induction components.</p> <p>The beginning teachers were also allocated funds to participate in professional learning that supported their PDP goals and school priorities which was undertaken throughout the year by each teacher.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Beginning Teacher funds (\$62300.00)

Process 3: School Excellence

Developing a culture of high expectations where processes are developed to collaboratively review teacher practises to affirm quality teaching.

Evaluation	Funds Expended
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Progress towards achieving improvement measures

Evaluation	(Resources)
The design and construction of an innovative library space was not undertaken. Changes in executive and teacher staff and the structure of the original iHub meant that the vision for that space had changed and the review delayed.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Aboriginal School Learning and Support Officers- \$29,640</p> <p>School and community funds were used for the Yarning Circle to be completed-\$35,000</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$30 817.00) 	<p>The completion of the Yarning Circle was an incredible success with the official opening being held during Reconciliation week. Unfortunately due to COVID, local community members were unable to attend, however our Aboriginal students proudly performed to the student community a dance during this ceremony which was led by the Aboriginal School Learning Support Officers. There is now an ever growing positive connection with the Yarning Circle that is shared by all of the students, staff and whole school community at UPS.</p>
English language proficiency	<p>EAL/D Staffing Costs- \$43,753</p> <p>New Arrivals Allocation- \$8,556- Teacher employed 0.2 throughout 2020</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> English language proficiency (\$43 753.00) 	<p>Our EAL/D teachers continue to work closely with the classroom teachers to support identified students. They have successfully built positive relationships with students and their families throughout the year. Students who have newly arrived in Australia are supported each school day through the differentiation of teaching and learning programs and effective communication channels to build trust and understanding..</p>
Low level adjustment for disability	<p>Intervention teacher - Term 4 2020 = \$ 12,000</p> <p>Bounce Back program- \$218</p> <p>Staff Professional Learning- \$11,455</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$46 740.00) 	<p>The Learning and Support Team coordinator worked closely with the school counsellor, learning and support team and executive team to navigate complex cases and advocate for students with additional learning, social and emotional needs. The Bounce Back program was purchased and implemented school wide. Student needs were met in a more timely manner and additional funds were accessed to provide support in both the classroom and the playground settings.</p>
Quality Teaching, Successful Students (QTSS)	<p>Teacher mentoring time allocated (Exec x .2 per week) - \$ 20,000</p> <p>Assistant Principal (Administration)- x 4 days</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$67 927.00) 	<p>Executive teachers were able to allocate time to provide more timely support, mentoring and professional learning opportunities to their team of teachers and students across the stage.</p> <p>Teachers and school staff had more immediate access to support in the classroom and/or playground for students requiring a differentiated approach to learning.</p>
Socio-economic background	<p>The additional classroom teacher- \$ 117,500</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Socio-economic background (\$105 425.00) 	<p>Students were afforded smaller class sizes. The additional teacher allowed for increased opportunities for all students to access to a differentiated and more tailored teaching and learning program.</p>
Support for beginning teachers	<p>Funding Sources:</p> <ul style="list-style-type: none"> Support for beginning teachers (\$62 300.00) 	<p>These beginning teachers were surveyed and supported through induction programs, additional release, access to external professional learning opportunities and weekly mentoring support.</p> <p>Targeted professional learning opportunities were provided that catered to the needs of beginning teachers, Learning walks, class</p>

Support for beginning teachers	Funding Sources: <ul style="list-style-type: none">• Support for beginning teachers (\$62 300.00)	observations and 'time to chat' were all implemented to support these beginning teachers.
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Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	209	201	189	192
Girls	192	180	180	179

Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.5	94.7	94.2	95.8
1	94.3	92.9	93.3	96
2	95.3	93	92.1	92.7
3	94.2	95.7	93	94.4
4	92.9	93.3	93.3	94.1
5	93.4	91.5	92.9	94.2
6	94.1	89.9	90.7	93.5
All Years	94.1	93	92.8	94.4
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)	3
Classroom Teacher(s)	14.85
Literacy and Numeracy Intervention	0.53
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.8
School Administration and Support Staff	3.19

*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	508,364
Revenue	3,639,440
Appropriation	3,588,540
Sale of Goods and Services	8,183
Grants and contributions	41,035
Investment income	1,482
Other revenue	200
Expenses	-3,629,086
Employee related	-3,362,253
Operating expenses	-266,834
Surplus / deficit for the year	10,354
Closing Balance	518,717

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	91,968
Equity Total	333,402
Equity - Aboriginal	30,817
Equity - Socio-economic	105,425
Equity - Language	30,097
Equity - Disability	167,063
Base Total	2,679,068
Base - Per Capita	88,746
Base - Location	0
Base - Other	2,590,322
Other Total	345,852
Grand Total	3,450,291

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of its community. This year our school sought feedback through the NSWDoE Tell Them from Me. An analysis of the findings from the Partners in Learning: Parent Survey include;

- Parents Feel Welcome- UPS 7.4 / NSWDoE 7.4
- Parents are Informed- UPS 6.9 / NSWDoE 6.6
- School Supports Learning- UPS 7.4 / NSWDoE 7.3
- School Supports Positive Behaviour- UPS 7.7 / NSWDoE 7.7
- Safety at School- UPS 7.0 / NSWDoE 7.4
- Inclusive School- UPS 7.0 / NSWDoE 6.7

Responses from the Tell Them from Me open-ended question regarding strengths of UPS survey include;

- UPS has clear expectations of students.
- Teachers organise fun and engaging activities for students.
- Teachers and groundskeepers are friendly to parents.
- The staff at UPS are extremely welcoming and friendly.
- Their endeavours to create playground activities such as Friday discos, skipping club, glee club and bucket drumming, to name just a few, is inspiring and valued by the children and parents.
- As a classroom teacher myself, I know the extra lengths the UPS teachers are going to ensure absolute excellence and their efforts are reflected in the many smiling children who leave the gates each day, eager to return the next.

- Our child loves being enrolled at UPS.
- It's an amazing school they care of your children learning they so welcome and they help you if you need anything.
- Many teachers go out of their way to provide extra opportunities to the students. This is definitely a strength of UPS and greatly appreciated by the parents and community.
- Building strong professional relationships with students & genuinely caring about student wellbeing.

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.

Principal's Speech for the Official Opening of the Yarning Circle

Good morning everyone and what a great honour it is to be able to share some words about this very significant day as the proud principal of Unanderra Public School. My sincere apologies for not being with you all in person today but I am certainly thinking of you all today during this very important ceremony.

It is said that "A yarning circle is the practice of speaking and listening from the heart" and I believe that from its very inception this beautiful Yarning Circle has certainly been designed and created by the staff and students at Unanderra Public School from their own hearts filled with love, hope and promise.

Yarning circles have been used by our First Nations People for thousands of years to discuss issues in an inclusive and collaborative matter. The importance of being present, to have respectful interactions, to be open and honest, to listen deeply, acknowledge others and offer your own thoughts and feelings in turn, are characteristics that we aim to develop in not only our children but in ourselves as adults. It is these critical human elements that embrace a true understanding and genuine respect of other people, living creatures and the beautiful country of The First Nations People we live in together.

The theme for NAIDOC Week 2020 is, 'Always Was, Always Will Be' which recognises that First Nations people have occupied and cared for this continent for over 65,000 years. To have our Unanderra Public School Yarning Circle officially opened during this week reminds us all to embrace the true history, develop a deeper knowledge of Country and collectively develop a sense of responsibility for the long term care of our land and creatures living on it or above it.

There are many people to acknowledge and thank from the administration staff to our amazing General Assistant Terry and our teachers Mrs Brennan, Mrs Lawler, Mrs Elston and Mrs Breasley.

I do wish to personally acknowledge Mrs Nicole Talbot for the amazing art work she has created on the wall that is not only beautiful but inclusive of all, creative and deeply considered, thank you Nicole.

Thank you to Mrs Brennan and Mrs Lawler for the organisation of today and your contribution to the development of the Yarning Circle. My sincere thanks goes to all who have worked tirelessly to complete this remarkable project to such a high standard.

I wish you all an enjoyable week ahead and congratulate our students and staff on this significant milestone at Unanderra Public School.

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.