

# 2020 Annual Report

## Marks Point Public School



3898

# Introduction

The Annual Report for 2020 is provided to the community of Marks Point 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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## Message from the principal

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Welcome to our 2020 School Report! Our school logo reflects what we believe is our core business and what we value about the work we do. 2020 was an eventful year like no other. As a school we are so proud of what our students have achieved this year during our journey of online learning and COVID-19.

We relished in the excitement of returning to fulltime schooling after learning from home and again enjoyed 'face to face' learning experience over the last 6 months of the year. Our community continued to support the school from afar as our staff tried to keep some normality through online special events, staff daily videos and our wellbeing weekly check-ins .

Throughout this experience our school community entrusted us and we worked together to support student's educational, emotional and social wellbeing for our students and their families We are eternally grateful for the strong, authentic home school partnerships and communities understanding of the COVID-19 safety guidelines.

I would like to extend my deepest appreciation to our families and community members for the highs we have shared, the lows we have navigated and for celebrating our school and our students during 2020.

It is critical that we continue to challenge ourselves in new ways of thinking about student's learning and continually improving interventions to maximise engagement in authentic and meaningful curriculum. We have a highly dedicated staff who work together to provide an inclusive environment where all students are nurtured and encouraged to achieve their personal best in all that they do.

Our P&C work hard to bring the whole community together and they raise significant funds for the benefit of the students we serve. Additionally, the P&C has supported school management, school and student resourcing, planning and curriculum.

The Minimbah AECG has supported our Aboriginal directions and has been instrumental in forging greater links with our Aboriginal community and addressing the development of our schools Situational Analysis and our Strategic Improvement Plan. I believe we have a dynamic team at Marks Point Public School and I continue to feel enormously grateful for the opportunity I have to work with our students and a positive, supportive school and community.

**Sharne Turpin**

## Message from the school community

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On behalf of the P&C (Parents and Citizens Association) for Marks Point Public School, I would like to say a few words about the challenging but enjoyable year we have had. Most of you will know what the P&C does and some of you may not, but this group is made up of wonderful volunteers who work together to raise money and provide extra learning, facility and equipment resources for our school.

We also aim to add some extra fun for the children - and maybe ourselves too. Our P&C is open to all parents and citizens of the school community. We have Mums, Dads, Grandmas, Community friends and school staff members. We meet on a monthly basis and coordinate together in between meetings for special events.

We are very proud of what we do, and we work hard to make our school better. Due to COVID we were unable to run as many fundraisers as we normally would but we did manage to support the Year 6 Farewell and Christmas raffle. We have also supported the school by assisting with the purchase of our year 6 students' shirts and raising money for the Colour Run.

I have been a member of the P&C for the last 6 years and have held the president's position for the last 3 years. I am very proud of our dedicated team of volunteers who have worked together to make 2020 a success despite the challenges. We are looking forward to next year and we welcome new members to our meetings and we always look for input and value your opinions to benefit the school.

We hope to come up with lots of new ideas and activities to raise more funds for the school, as well as provide support for resources and learning environments. We always welcome feedback into the P&C Box located in the school office - this can be anonymous. I will finish with the words from our Principal and a very important message *"The strong family partnerships in learning leads to student success"*.

**Tina Mahony**

**President**



Prizes organised by our Parents and Citizens Committee for the Year 6 'Colour Run'.

## School vision

At Marks Point Public School our vision is to develop confident, respectful and critical thinkers through quality, innovative teaching and learning in partnership with our community.

## School context

Marks Point Public School is situated on Awabakal land on the eastern shore of Lake Macquarie and has a current enrolment of 156 students. Marks Point Public School services a wide variety of students and community members from a mixed socio-economic background with a Family Occupation and Education Index (FOEI) of 129. Twenty percent of our students identify as Aboriginal.

A number of programs and strategies have been implemented to target specific outcomes to increase student's skills. The teaching staff will continue to participate in explicit professional learning in the implementation of a range of literacy and numeracy programs.

Our school is a part of the Galgabba Community of Schools (CoS) with cohesive links in partnership across the six primary schools and high school. These partnerships connect to Minimbah, our local Aboriginal Educational Consultative Group (AECG).

The school works in close partnership with the Galgabba Community of Schools and the community to deliver:

- Quality literacy and numeracy programs;
- Innovative technologies to meet the needs of future focused learners;
- Personalised learning to cater for student's individual needs;
- Explicit teaching and modelling of the school's core values; and
- Innovative programs that embed responsible attitudes and develop active and informed citizens.



Some of our Stage 2 and 3 students participating in our 'Living Skills' program held on Friday afternoons.

## 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	Working towards Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

## Strategic Direction 1

Personalised Learning.

### Purpose

Every student at Marks Point Public School is challenged and engaged in meaningful learning experiences and developing their skills to be confident lifelong learners. We will:

- Implement evidence based strategies to ensure the well being and engagement of all students so they can connect, succeed, thrive and learn.

### Improvement Measures

All students will demonstrate an increase in scaled growth against State and Statistically Similar School Groups.

### Overall summary of progress

Due to the global pandemic of COVID-19, NAPLAN was cancelled but we did participate in the trial of 'check-in assessments' which was consistent with internal data. The professional learning directions of staff quickly changed focus on the way we delivered teaching and learning strategies to online learning platforms.

All teachers continued to implement the *Formative Assessment Cycle*. This best practice strategy involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. NESA calls this 'assessment for learning' and it occurs throughout the teaching and learning process to clarify student learning and understanding.

In 2020 we continued to refine and use Personalised Learning Plans (PLPs) and Personal Learning Support Plans (PLSPs) to develop and record support strategies, goals and data for each student.

### Progress towards achieving improvement measures

**Process 1:** School based systems are developed to monitor and implement personalised learning outcomes for all students.

Evaluation	Funds Expended (Resources)
<p>Staff are consistently using Personalised Learning Pathways (PLPs) and Personalised Learning and Support Plans (PLSPs) to monitor student achievement. Although NAPLAN was cancelled due to COVID, our school participated in 'check-in assessments' for Years 3 and 5 in Reading and Numeracy. This external data was consistent with our internal data and our students performed better in this than 2019 NAPLAN.</p> <p><b>Check-in assessments 2020</b></p> <p>The results are shown below as answered correctly by the school, state and Statistically Similar School Group (SSSG).</p> <p><b>Year 3 - Reading</b></p> <p><b>School 52.2%</b> - SSSG 51.3% - State 58.6%</p> <ul style="list-style-type: none"><li>• 0.9% higher than our SSSG, 6.4% less than the rest of the State.</li><li>• Aboriginal students - 61.3% (10% higher than SSSG and 2.7% higher than stage average).</li></ul> <p><b>Year 5 - Reading</b></p> <p><b>School 58.6%</b> - SSSG 54.4% - State 60.7%</p> <ul style="list-style-type: none"><li>• 4.2% higher than our SSSG.</li><li>• 2.1% lower than the rest of the State.</li><li>• Aboriginal students 50.5% (3.9% lower than SSSG and 10.2% less than</li></ul>	<p>School Learning Support Officers employed to support student engagement and progress.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Integration funding support (\$135441.00)</li><li>• Socio-economic background (\$5041.00)</li></ul>

## Progress towards achieving improvement measures

State).

### Year 3 - Numeracy

**School 60.8%** - SSSG 55.0% - State 62.8%

- 5.8% higher than our SSSG.
- 2% lower than the rest of the State.
- Aboriginal students 67.6% (12.6% higher than SSSG and 4.8% lower than stage average).

### Year 5 - Numeracy

**School 54.2%** - SSSG 51.8% - State 60.0%

- 2.4% higher than our SSSG
- 5.8% lower than the rest of the State.
- Aboriginal students 54% (2.2% higher than SSSG and 6% lower than State).

## Next Steps

### Reading

We will need an increase of 8.6% from our baseline NAPLAN 2019 data to reach our agreed target in expected growth for Reading.

### Numeracy

We will need an increase of 10.3% from our baseline NAPLAN 2019 data to reach our agreed target in expected growth for Numeracy.

### Data informed teaching

Review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress every 5 weeks to ensure student growth.



KJ working at home through COVID and sharing their progress through online learning platforms.

## Strategic Direction 2

Collaborative and dynamic teachers.

### Purpose

To build teacher capacity through teachers utilising evidence based quality teaching strategies and reflective pedagogical practice. All teachers will:

- Be supported through professional learning to understand and implement the most effective evidence based teaching strategies;
- Regularly use school wide student assessment data to reflect on teacher effectiveness and student progress to inform future directions.

### Improvement Measures

Teachers participate in Professional Learning (PL) and demonstrate effective teaching strategies through increased student outcomes as measured by internal and external data.

Lesson observations and peer feedback demonstrate improved pedagogy and student engagement as measured through internal and external data and surveys.

### Overall summary of progress

Developing a culture of continual learners continues to be a focus in the school. Staff have continued to deepen their knowledge in relation to curriculum requirements, programming, planning and the importance of using data to direct teaching and learning.

Marks Point Public School is participating in the LEED Project (The Leading Evaluation, Evidence and Data project) to support school improvement, student growth and attainment by building the capability of school leaders in the areas of evidence, data and evaluation.

We continued working with the Lake Macquarie East Community of Schools to develop, implement and deliver 'best-practice' numeracy lessons for improving student's numeracy outcomes. One of our teachers shared their expertise to deliver Teacher Professional Learning packages during Term 3.

### Progress towards achieving improvement measures

**Process 1:** Professional Learning developed and implemented to improve pedagogical expertise.

Evaluation	Funds Expended (Resources)
<p>All staff confidently displayed Learning Goals and Success Criteria during literacy and numeracy lessons across the school. The impact of this meant that with the ongoing support of the teacher, students recognise, describe and apply success criteria related to learning goals and use the information to monitor their own progress towards achieving their learning goals.</p> <p>During 'Learning Walks' evidence was collected in Semester Two to ensure the CoP Numeracy packages implemented across the school were having a positive impact in classrooms. The Guskey Thermometer demonstrated that 95% (increase of 20% from 2019) of teachers indicated that the Professional Learning had provided improved changes to lesson delivery, student learning practices and behaviour.</p> <p>Data gathered from surveys and focus groups from the LEED Project gave us clear direction about where we should focus our PL. This highlighted a critical need for targeted literacy TPL as 46% of respondents identified they needed PL in the areas of:</p> <ul style="list-style-type: none"><li>• Phonological awareness</li><li>• Phonics</li><li>• Fluency</li></ul>	<ul style="list-style-type: none"><li>• RFF for AP x 2 days per week = \$43,743</li><li>• Literacy and Numeracy Toolkit for Teachers.</li><li>• RFF for CT x 10 days = \$4,500</li></ul> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Professional learning (\$4500.00)</li><li>• Quality Teaching, Successful Students (QTSS) (\$26908.46)</li><li>• Literacy and numeracy (\$16853.00)</li><li>• Quality Teaching, Successful Students (QTSS) (\$17603.00)</li></ul>



## Progress towards achieving improvement measures

- Vocabulary
- The numeracy survey indicated that they needed specific PL about:
- 'trusting the count' - 69%
  - partitioning (fractions and decimals) - 66%
  - formative assessment in mathematics - 50%
  - building students mathematical mindsets - 50%
  - multiplicative strategies - 40%
  - using rich and challenging maths tasks - 40%

**Process 2:** School wide systems are developed to foster a culture in which collaborative practice, reflection on instruction and peer coaching are embedded in school life so that teachers are supported to continuously develop their skills and knowledge.

### Evaluation

Although there has been an increased focus on reflection, collaboration and peer feedback, not enough time or money was allocated to teachers to have this opportunity, this will be a priority for 2021.

The first step which became the number one priority through our collaborative planning days, demonstrated the need for developing and following a consistent Scope and Sequence in English as several varieties were being used.

### Funds Expended (Resources)

AP, Principal and teachers collaborating and developing an English scope and sequence to be implemented across the school starting 2021.

#### Funding Sources:

- Professional learning (\$9000.00)

## Next Steps

To increase student outcomes we will include the following steps:

- Additional work in the space of collaborative planning days and lesson observations by peers every term.
- Completing targeted TPL sessions.
- Implementing the LEED Project and the elements of 'What Works Best'.



Kindergarten Graduation Assembly

### Strategic Direction 3

Quality systems, quality school.

#### Purpose

Ensure quality systems and processes are utilised to improve and support the teaching, learning and administrative practices at Marks Point Public School.

#### Improvement Measures

Well-being procedures and practices are consistent across the school and tracked through internal data.

Community Engagement Matrix demonstrates an increase in family participation of planning meetings and parent/teacher interviews.

Participation of all stakeholders in the annual Tell Them From Me (TTFM) surveys will reflect improved measures of parent satisfaction.

#### Overall summary of progress

Community involvement with the school is slowly improving. A school generated survey was sent out to the whole school community with 65% of families responding.

The school website, Facebook page, ClassDojo, Skoolbag app and sending messages through Sentral are highly successful tools of communication when used consistently.

#### Progress towards achieving improvement measures

**Process 1:** School wide systems are developed and implemented to support student, staff and family wellbeing.

Evaluation	Funds Expended (Resources)
<p><b>Wellbeing</b></p> <p>We are above the State average of positive levels of wellbeing (86%) by 5%, below the State average of negative and neutral responses by 1%. The average number of students reporting positive wellbeing across the network was 85.64% and our school average was 90.86%.</p> <p>91% of students report positive wellbeing responses across the three TTFM measures. 9% of students responded with either a negative or neutral responses across the three TTFM measures.</p> <p>Our PBL practices, scope and sequence and accompanying lessons are continually reviewed and adjusted according to data analysis.</p> <p><b>Community and family satisfaction</b></p> <p>We had 65% of our families respond to this survey mid-term 4 which gave us a consistent message about the need for better communication across the school and 63% of the respondents felt our school could be more welcoming.</p>	<ul style="list-style-type: none"><li>• Positive Behaviour for Learning (PBL)</li><li>• Google Forms</li><li>• TTFM surveys</li></ul>

#### Next Steps

- Consistency in our systems for feedback between all stakeholders including parents.
- An increase towards 8% compared to the 2020 baseline data from the TTFM Wellbeing survey (for sense of belonging, expectations for success, student advocacy).
- An increase towards 17% compared to the 2020 baseline data from the Family and Community Satisfaction survey.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Year 3 - 6 LaST x 3 days per week = \$65,630  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$50 760.47)</li> <li>Socio-economic background (\$14 870.00)</li> </ul>	An Aboriginal Learning and Support Teacher employed to support students in Years 3 - 6 with their learning and wellbeing needs. 100% of students achieved at least 2 of their PLP goals during Semester Two and instrumental in achieving our Aboriginal student's learning and wellbeing outcomes.
<b>Low level adjustment for disability</b>	Permanent Learning and Support Teacher increased from 2 days per week to 3 days per week to support students in Years K - 2 = \$21,877  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$21 877.00)</li> </ul>	After the return of full-time face-to-face learning, all Kindergarten students received daily support to develop phonemic awareness, reading and writing skills. Year 1 and 2 students benefited from small group writing skills development. Work samples demonstrated the progress students made and the writing goals they achieved.  Learning and Support Teacher (LaST) time was allocated to 5 out of 8 mathematics groups, based on student learning needs, resulting in students demonstrating an increase in achievement and confidence in their numeracy skills.
<b>Quality Teaching, Successful Students (QTSS)</b>	RFF for AP x 1 day per week = \$26,908  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Quality Teaching, Successful Students (QTSS) (\$26 908.00)</li> </ul>	During classroom walkthroughs, observations and student interviews this provided the evidence that students across K-6 could identify the teacher's learning goal and understand what they need to learn.
<b>Socio-economic background</b>	Additional teachers employed to extend students across the school in HP/GE x 4 days per week = \$87,506  Additional SLSO employed to support student engagement and targeted intervention processes x 2 days per week = \$22,760  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Socio-economic background (\$110 266.00)</li> </ul>	<b>Intervention teachers</b>  The students targeted for HP/GE programs showed an average growth of 60% from Term 1 to Term 4 in literacy and numeracy skills and tracked through internal data and PLAN2.  <b>SLSO support</b>  Students identified needing support in literacy skills through MiniLit and MultiLit increased their skills by 12% from Term 1 to Term 4. Students identified needing support with numeracy skills improved by 9% during the years as measured through Quicksmart data.
<b>Support for beginning teachers</b>	<ul style="list-style-type: none"> <li>Team teaching and mentoring with experienced teachers in the school = 25 days</li> <li>Additional RFF 2 hours per week to reflect on pedagogy</li> </ul> <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Support for beginning teachers (\$14 481.00)</li> </ul>	Team teaching and mentoring supported the beginning teacher's programming and pedagogy development. It also supported the beginning teacher in assessment and reporting to parents via semester reports.
<b>Integration funding support</b>	Two x SLSOs employed to support student engagement and learning: <ul style="list-style-type: none"> <li>FTE x 1 = \$66,442</li> <li>4 days per week = \$45,048</li> </ul>	The employment of additional SLSO support for students with additional physical and medical needs in the playground, during all physical activity and while on excursions.  All other funds were used to employ SLSOs

<b>Integration funding support</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Integration funding support (\$120 408.00)</li> </ul>	for regular support in the classrooms, while involved in physical activity and additional days for school carnivals, events and excursions, ensuring that students were fully engaged and supported in learning and participation in all school events.
<b>Literacy and numeracy</b>	<ul style="list-style-type: none"> <li>• 2 days/week teacher time for intervention/instructional leadership</li> </ul> <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Literacy and numeracy (\$34 455.96)</li> </ul>	This funding was allocated to release the Assistant Principal to provide instructional leadership, model best practice and work alongside teachers in literacy and maths groups. This was not implemented consistently as planned and will be reviewed in 2021.
<b>Professional learning</b>	<ul style="list-style-type: none"> <li>• RFF for classroom teachers to participate in collaborative planning days for teachers in Stage meetings 1 day per term x 3 = \$12,420</li> </ul> <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Professional learning (\$13 345.00)</li> </ul>	Staff release each term was used to consolidate planning for the following term. This allowed staff to develop consistent teacher judgement of assessment practices and provisioned opportunity to share workload commitments in a collaborative way, resulting in contemporary and contextualised scope and sequences and learning programs.



Aboriginal Student Leaders delivering NAIDOC Week lessons.

# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	82	78	75	68
Girls	74	73	76	80

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	94	91.7	96.1	95
1	96.5	89.8	92.8	91.7
2	93.7	93.8	93.3	92
3	92.9	95	94	90.7
4	95.5	93.8	94.5	90.8
5	93.3	95.1	93.8	87.8
6	90	92	94.8	92
All Years	93.5	93	94.1	91.1
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.



2020 Year 6 Students

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Classroom Teacher(s)	7.84
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.4
School Administration and Support Staff	1.91

\*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 Actual (\$)
<b>Opening Balance</b>	287,561
<b>Revenue</b>	2,036,419
Appropriation	1,998,661
Sale of Goods and Services	4,781
Grants and contributions	32,456
Investment income	521
<b>Expenses</b>	-1,943,785
Employee related	-1,818,816
Operating expenses	-124,968
<b>Surplus / deficit for the year</b>	92,634
<b>Closing Balance</b>	380,195

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.



Enjoying Christmas related activities.



## 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 (\$)
<b>Targeted Total</b>	120,408
<b>Equity Total</b>	244,172
Equity - Aboriginal	50,760
Equity - Socio-economic	110,266
Equity - Language	2,120
Equity - Disability	81,026
<b>Base Total</b>	1,368,057
Base - Per Capita	36,316
Base - Location	0
Base - Other	1,331,741
<b>Other Total</b>	210,698
<b>Grand Total</b>	1,943,335

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.



Year 6 using signed English accompanied to music.

## 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.



Year 1 students enjoying their excursion to Oakvale Farm during Term 4.

## Parent/caregiver, student, teacher satisfaction

Family and student satisfaction has been reported on in Strategic Directions 1 and 3. Teacher satisfaction surveys were not administered during 2020.



Teddy Bear's Picnic!

# 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.



Peer Support Leaders