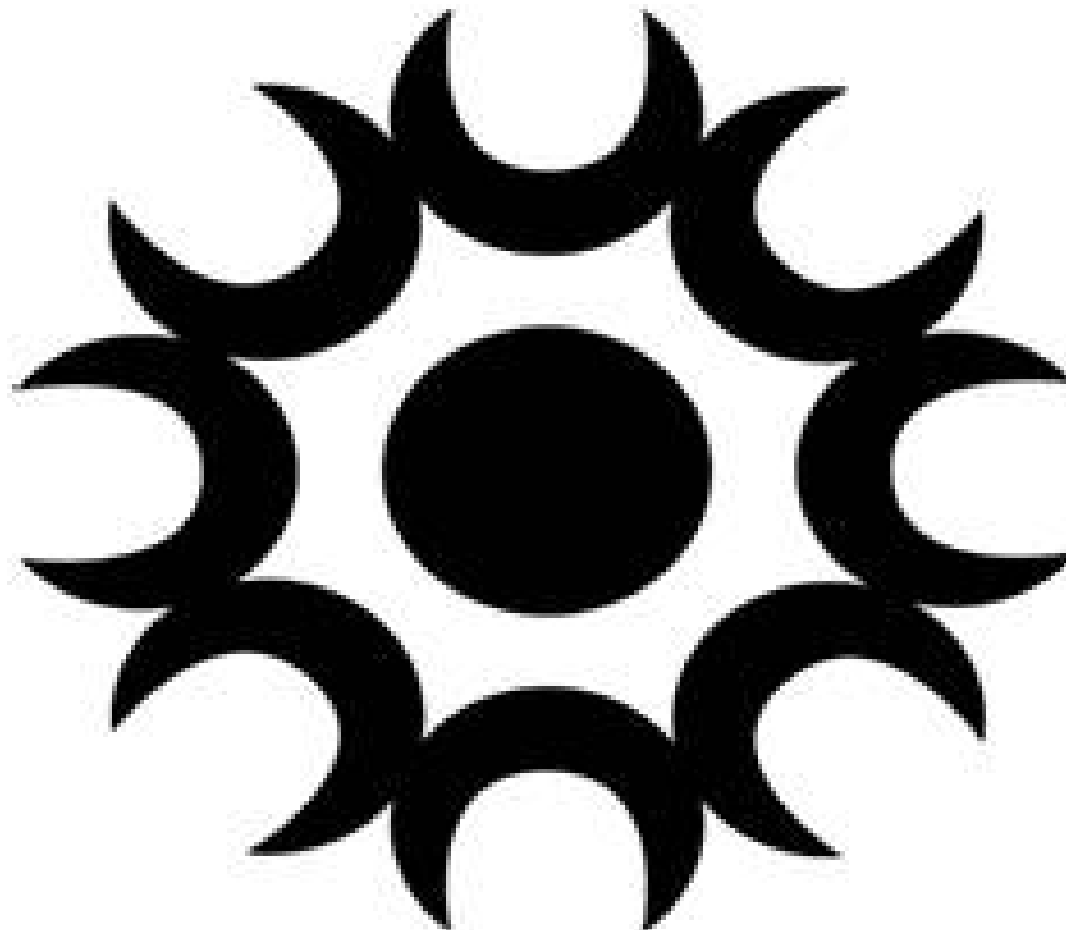# 2020 Annual Report

Jannali East Public School

4004

Introduction

The Annual Report for 2020 is provided to the community of Jannali East 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

Jannali East Public School
Box Rd
Jannali, 2226
www.jannalie-p.schools.nsw.edu.au
jannalie-p.school@det.nsw.edu.au
9528 8101

School vision

We will prepare our students to lead rewarding and productive lives in the world community by inspiring and celebrating the achievement of personal best.

School context

Jannali East Public School provides a safe and inclusive educational environment where every student is known, valued and cared for. Located in the Sutherland Shire, the school has a "country school in the city" feel with original school buildings surrounded by natural bush which the children explore as a part of their playground.

The school has a current enrolment of 352 students. There are 14 classes and students come from diverse socio-economic and cultural backgrounds. The student body is predominantly English-speaking. Approximately 2% of students come from an Aboriginal or Torres Strait Islander background, and 16% of students come from a background where English is the second language or dialect (EALD).

The school has dedicated staff members who provide quality educational programs to meet the needs of all students. Genuine collaboration and collegiality are highly valued and key factors contributing to our school's success and positive learning environment. Excellence is promoted across all areas of the curriculum and the school is committed to continuous improvement in teaching and learning, and the embedding of technology to enhance learning. The school is fortunate to be well supported by an active School Council and Parents and Citizens Association who focus on bringing our families together and all work to promote a sense of community. With their support we have been able to provide our students with additional resources both in and out of the classroom.

Student wellbeing continues to be central to all decision-making. Promoting respectful relationships, student voice and Positive Behaviour for Learning are priorities. Students are given opportunities to build self-confidence in supportive class activities and to develop leadership skills through programs such as the Student Representative Council, Peer Support, Buddies and in elected school-based positions. A number of creative and performing arts and sporting programs are offered, giving students the opportunity to participate in extra-curricular activities. Transition to and from Jannali East Public School is integral to students beginning their education feeling safe and supported, and we maintain close associations with neighbouring schools and preschools as a proud member of the Heart of the Shire Community of Schools.

Our comprehensive situational analysis and external validation process led us to understand that our focus needs to be student growth and attainment achieved through quality teaching and a deeper understanding of contextual aspects that impact student wellbeing. Provision of opportunities for teachers to collaborate to undertake data analysis, evidence-based lesson planning and peer observation will be essential in achieving our targets and improving student learning outcomes, as well as increasing students' sense of belonging.

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Excellence in Teaching and Learning

Purpose

The purpose of **excellence in teaching and learning** is to ensure the delivery of quality teaching in literacy and numeracy by expert teachers who are responsive to individual needs and able to effectively integrate digital technologies so that every student achieves their personal best

Improvement Measures

Increased proportion of students in top two bands in literacy and numeracy to sustain student growth on internal and external measures

Increased proportion of students in the top two bands in writing with a stretch goal of most students achieving in the top two bands in writing

Increased capacity of learners in being able to reflect, deliver, utilise and apply feedback to meet individual learning goals

Teacher observations reflections and programs show increasing expertise in evidence-based teaching practices, including the use of digital technologies, in literacy and numeracy

Progress towards achieving improvement measures

Process 1:   Numeracy Project

Unpacking data to target specific improvement in numeracy and to develop teaching expertise to promote growth

Evaluation	Funds Expended (Resources)
ACER results Stage 1 Year 2 results: showed 4% of students in Year 2 are below Year level, 10% of students low sound, 34% of students at sound and 34% of students above year level. ACER results Stage 2 Stage 2 Year 3 results: showed 2% of students in Year 3 are below Year level, 20% of students low sound, 60% at sound and 18% above year level. Stage 2: Year 4 results: showed 4% of students in Year 4 are below Year level, 10% of students low sound and 48% at sound and 38% above year level. Check In Assessment Results. Year 3 Check in Assessment results: 26% below 50% correct, 12% low sound between 50% - 54% correct, 30% students above 56% and below 75%, 32 % above 75%. The student results in the Check In Assessment compared with ACER show the same students were either low sound or below year level and below 54%. We are aiming for 73% of students achieving expected growth in numeracy	

Progress towards achieving improvement measures	
by 2022. We are aiming for 59% of students achieving in the top two bands in numeracy by 2022 2020 Year 5 Check in Assessment Data shows that 20 of 53 students (38%) are sitting in the top two bands, 28 of 53 students (53%) are sitting in the middle two bands and 5 of 53 students (9%) are sitting in the bottom two bands of numeracy. Some areas for targeting in 2021 for Stage 3 are identifying a 3D object given different views, adding the two most expensive items in a table, rounding a five digit number to the nearest hundred and using problem solving strategies to determine the cost of 2 items. Year 6 2020 ACER Data shows that 8 of 52 students (15%) are working above the expected year level, 35 of 52 students (67%) are working at the expected year level and 9 of 52 students are working below the expected year level in numeracy. Year 5 ACER Data shows that 14 of 54 students (26%) are working above the expected year level, 38 of 54 students (70%) are working at the expected year level and 2 of 54 students (4%) are working below the expected year level in numeracy. While our ACER results show we were are on track to achieve expected growth and the check-in assessments confirm student improvement, as there was no NAPLAN this year we are unable to judge an increased proportion of students in the top two bands. Due to the Covid pandemic, teacher observations, reflections and programs clearly showed increasing expertise in evidence - based teaching practice through the use of digital technologies in literacy and numeracy. Feedback from the community was extremely positive around the expertise that staff showed in adapting and delivering high quality learning experiences for students.	

Process 2: Literacy Project

Enhance comprehension skills through the consolidation of Focus on Reading practices, the development of vocabulary and English units to ensure students are continually demonstrating growth.

Evaluation	Funds Expended (Resources)
Stage 1 ACER Results Year 2 Reading Comprehension: 12% below expected level, 8% low sound, 36% sound, 44% above. Stage 1 Benchmark Results - Reading and Comprehension. 93% of all Year 1 students achieved at or above grade level expectations in reading and comprehension. 7% of all Year 1 students were reading below grade level expectations.	

Progress towards achieving improvement measures

Stage 2 ACER Results

Year 3 Vocab: 16% below Year level, 6% low sound, 46% sound, 31% above

Year 3 Reading: 30% below Year level, 16% low sound, 36% sound, 18% above

Year 3 Check In Assessment: 27% below 50%, 14% between 50% and 54%, 41% between 56% - 73% and 18% above 75%

Year 4 Vocab: 4% below Year level, 4% low sound, 27% sound, 65% above.

Year 4 Reading: 10% below Year level, 8% low sound, 30% sound and 50% above.

Stage 3 ACER Results

Year 5 Reading: 22% below year level, 52% at year level, 26% above year level.

Year 5 Vocab: 5% below year level, 54% at year level, 37% above year level.

Year 5 Check In Assessment: 11% below year level, 46% at year level, 43% above year level.

Year 6 Reading: 18% below year level, 59% at year level, 24% at year level.

Early Stage One Benchmark Results - Reading and Comprehension.

62% of all Kindergarten students achieved at or above grade level expectations in reading and comprehension.

34% of all Kindergarten students were reading at a Benchmark level between 5 and 15 levels above grade expectations.

Of the 38% of students performing below expected grade level, half were reading only one Benchmark level below expected grade level.

While our ACER results show we were are on track to achieve expected growth and the check-in assessments confirm student improvement, as there was no NAPLAN this year we are unable to judge an increased proportion of students in the top two bands.

We are aiming for 75% of students achieving expected growth in reading by 2022.

We are aiming for 68% of students achieving in the top two bands in reading by 2022.

Due to the Covid pandemic, teacher observations, reflections and programs clearly showed increasing expertise in evidence - based teaching practice through the use of digital technologies in literacy and numeracy. Feedback from the community was extremely positive around the expertise that staff showed in adapting and delivering high quality learning experiences for students.

Progress towards achieving improvement measures

Process 3:   Learning Sprints Project - Writing

Community of practice project on Writing using the Learning Sprints protocol to build teacher expertise and enable students to achieve their personal best

Evaluation	Funds Expended (Resources)
Stage 2 ACER results Year 3 Spelling: 4% below Year 3 level, 14% low sound, 61% sound, 22% above Year 3 Grammar and Punctuation: 2% below Year level, 18% low sound, 37% sound, 43% above Year 4 Spelling: 2% below Year level, 14% low sound, 53% sound, 31% above Year 4 Grammar and Punctuation: 2% below Year level, 6% low sound, 61% sound, 31% above Narrative writing assessments showed several areas that need specific focus, those of cohesion, paragraphing, sentence structure and character development. This will be a needed focus moving into 2021. The correlation between ACER results and written results do not correlate in punctuation and sentence structure in both areas of writing. Stage 3 ACER Results Year 5 Spelling - 6 of 53 students (11%) working above year level in Semester 1 compared to 9 of 54 students (16%) in Semester 2. 37 of 53 students (70%) working at expected year level in Semester 1 compared to 43 of 54 students (80%) in Semester 2. 10 of 53 students (19%) working below expected year level in Semester 1 compared to 2 of 54 students (4%) in Semester 2. Year 6 Spelling - 5 of 51 students (10%) of students working above year level in Semester 1 compared to 6 of 52 students (11%) in Semester 2. 37 of 51 students (72%) working at expected year level in Semester 1 compared to 39 of 52 students (75%) in Semester 2. 9 of 51 students (18%) working below expected year level in Semester 1 compared to 7 of 52 students (13%) in Semester 2. Year 5 Grammar and Punctuation - 7 of 54 students (13%) working above the expected year level in Semester 1 compared with 18 of 54 students (33%) in Semester 2. 36 of 54 students (66%) working at expected year level compared to 31 of 54 students (57%) in Semester 2. 11 of 54 students (20%) working below expected year level in Semester 1 compared to 5 of 54 students (9%) in Semester 2. Year 6 Grammar and Punctuation - 7 of 51 students (13%) working above the expected year level in Semester 1 compared to 12 of 52 students (23%) in Semester 2. 29 of 51 students (57%) working at expected year level in Semester 1 compared to 33 of 52 students (63%) in Semester 2. 15 of 51 students (29%) working below expected year level in Semester 1 compared to 7 of 52 students (13%) in Semester 2. While our internal assessment results show we were are on track to achieve expected growth, as there was no NAPLAN this year we are unable to judge an increased proportion of students in the top two bands.	

Strategic Direction 2

Engaging the Community

Purpose

The purpose of **engaging the community** is to develop a culture of trust based on quality communication and deep parent/carer awareness of curriculum, school processes and our goal to improve learning for all students.

Improvement Measures

Increased number of parents/carers participating in school/P&C community engagement activities

The school is recognised as responsive to local needs (through survey data, focus group meetings) by its community

Successful introduction and continuation of the Fathering Project

Progress towards achieving improvement measures

Process 1:   Fathering Project

Improve long-term wellbeing of students by increasing engagement of fathers and father figures in students' lives

Evaluation	Funds Expended (Resources)
Fathering project activity for 2020 had to be cancelled due to COVID restrictions. The restrictions on having parents and carers into the school as well as booking restrictions for outside services meant we were not be able to have an event. Throughout the year the Fathering Project was heavily impacted by COVID restrictions and lockdown. Restrictions meant that visitors and parents were not able to come onto the school site or gather in large groups off site. Fathering Project team stayed in communication with the company and received online information about the project. Team will follow guidelines through into 2021 and will be revisiting the Project when restrictions allow.	

Process 2:   Community Engagement

School communication methods, increase opportunities for families to engage in school activities, increase the number of parents/carers providing feedback to the school, and provide a range of opportunities for parent/carer involvement in student learning (including electronic mediums)

Evaluation	Funds Expended (Resources)
Throughout 2020 teachers incorporated SeeSaw into their everyday class practices to invite families to engage in their child's learning. During the home learning phase, students used both SeeSaw and Google Classroom to continue their learnng and continue their enagegemt with their classmates and the school. The school has continued to electronic communication and news to the community via different forums and have continued to increase the posts through the school's social media page - Facebook. Through the use of Zoom meetings , the school was recognised as responsive to local needs by its community. There was an increase in the number of attendees to P&C meetings due to the online option provided.	

Strategic Direction 3

Engaging and empowering learning

Purpose

The purpose of **engaging and empowering learning** is to improve the learning capacity of students, staff and leaders. Developing a growth mindset empowers all learners to engage positively with their own learning so that improvement is continuous, responsive to assessment and feedback, and motivated by student needs and individual learning goals.

Improvement Measures

Teaching and learning programs show assessment is used flexibly and responsively as an integral part of daily teaching and learning

Staff and student data provides evidence of a change in practice

Data shows most students achieving stage outcomes and /or self-designed learning goals

Increased proportion of staff giving, receiving and reflecting on quality feedback from colleagues that improves professional practice and student learning outcomes

Progress towards achieving improvement measures

Process 1:   The Feedback Project

Professional learning for all staff (teachers, SASS) on developing Personal Development Plans, using feedback to improve practice and having difficult conversations. Staff will be empowered to engage in giving and receiving feedback with a growth mindset, resulting in ongoing self-improvement

Evaluation	Funds Expended (Resources)
The Feedback Project was heavily impacted throughout the year due to COVID. The executive team did discuss the observation cycle at the start of the year and team leaders begun planning for observations. Restrictions and lockdown meant that observation schedules and feedback opportunities were limited. During Term 3 and 4 teachers were able to begin observations and feedback amongst each other. There was an increased proportion of staff giving and receiving quality feedback to/from staff. Students were better able to respond to feedback. More work needs to be done with students in being able to develop and implement self-directed learning goals.	

Process 2:   Formative Assessment Project

Teachers will use the Learning Sprints protocol to engage in implementing formative assessment strategies and collect evidence of student learning to teach/take students to where they need to go next

Evaluation	Funds Expended (Resources)
Formative Assessment - Learning Sprints (Numeracy) Whole Number Sprint: 23 students completed a pre sprints assessment with 17 continuing on a 4 week sprint in Semester 2. Areas of concern were: Reading, modelling and understanding place value with 4 digit numbers, expanding 3 and 4 digit numbers and counting forwards and backwards on and off the decade. The result at the end of the sprint showed 11 students were confident in all the above areas with 6 students still having difficulty understanding place value and reading 4 digit numbers. Addition and Subtraction Sprint: 23 students completed a pre sprint	

Progress towards achieving improvement measures

assessment with 17 continuing to complete a 4 week sprint. Areas of difficulty for all students were using, jump, split, compensation and algorithm with carrying strategies, one step worded problems using 2 digits. The result at the end of the sprint showed: 12 students showed improvement in all areas with 5 students still not confidently using jump and split strategy. All students improved their accuracy adding and subtracting with number facts to 20. 7 students needed support in understanding addition worded problems with 9 requiring support understanding subtraction worded problems.

Teaching and learning programs increasing y show assessment was used flexibly and responsively as a part of daily teaching.

Teacher feedback and programs show that there has been change in formative assessment practice.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	6804	All extra-curricula cultural incursions and excursions for Aboriginal and non-Aboriginal students were cancelled this year due to the Covid-19 pandemic. All students enjoyed participated in class activities aimed to increase their awareness of Aboriginal culture. Students' PLPs were developed and implemented. Meetings with families were held over the phone to discuss student progress and key areas of need. SCOUT data shows most Aboriginal students are achieving at similar levels similar to non-Aboriginal peers and tracking student progress will be a focus next year.
English language proficiency	39054	Combined EAL/D funding and English Language Proficiency funding enabled an increased number of students to receive support in class. Previous staff professional learning in English focussed on writing and broadening students' vocabulary continued to positively impact comprehension and spelling results despite interruptions to learning during the year. A proportion of funding was used to fund additional LaST days to provide support for students during and post return from home-learning in literacy, numeracy and wellbeing. Internal data shows students are increasingly working at a similar level to their peers.
Low level adjustment for disability	95940	Increased Learning and Support Teacher (LaST) time each week (0.2) LaST worked with individual staff to support them and their work with challenging students LaST coordinated and supported students with transition (preschool to primary school, primary school to high school, mainstream to placement), and attended transition meetings. LaST participated in IEP and PLP meetings to report on progress and plan future goals for students. LaST worked collaboratively with Reading Support teacher to supervise Reinforced Reading program with trained community volunteers in Term 1 however, to due Covid this was halted. SLSOs delivered MiniLit and MacqLit programs. Average lesson growth for students participating in MiniLit program was **40.3**. Average lesson growth for students participating in MacqLit during the year was **14.6** Of the students who participated in reading support, 90% achieved a minimum increase of ten levels.

Low level adjustment for disability	95940	Internal data and Individual Education Plans show students are making steady progress however, this will be a focus for 2021.
Quality Teaching, Successful Students (QTSS)	66177	Funding was used to provide additional time to executive to work with teachers to target quality teaching however, the ability of the school to allocate the QTSS support consistently was significantly impacted by Covid restrictions. The time required to make continual modifications to timetables and the disruption to quality learning time for students was prohibitive. Despite these issues, collaborative planning using the Learning Sprints model occurred resulting in professional conversations about students' learning, and substantive and aspiring school executive analysed data and participated in collegial discussions regularly in preparation for our school's External Validation submission and our involvement in the 3 Rivers for Learning program. These identified and informed future directions in the areas of Quality Teaching and Effective Classroom Practice.
Socio-economic background	16066	LaST worked collaboratively with Reading Support teacher to supervise and deliver Reinforced Reading program with trained community volunteers in Term 1, and with SLSOs to deliver MiniLit program. Increased SLSO time to support implementation of students' IEPs across a number of classes and to prepare individualised assistance during Term 2-4. Funds were effectively used to strengthen proven growth of identified students.
Support for beginning teachers	28962	Beginning teachers were provided with increased release time during 2020 to assist them with planning, lesson design, lesson implementation, IEP and PLP development, assessment and report writing, and attending professional learning. Residual funds due to Covid will be utilised to support beginning teachers in 2021.

Student information

Student enrolment profile

Students	Enrolments			
	2017	**2018**	**2019**	**2020**
Boys	194	202	194	198
Girls	170	172	165	172

Student attendance profile

School				
Year	**2017**	**2018**	**2019**	**2020**
K	96.9	96.7	94.5	94.9
1	94.7	96.3	95.9	94.1
2	94.6	96	94.5	94.8
3	96.6	95.7	94.8	94.4
4	96.7	94.8	93.2	95.5
5	97.1	96.1	94.1	95
6	96	93.7	92.8	92.6
All Years	96	95.6	94.3	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.

Jannali East Public School 4004 (2020)

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	13.84
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
School Administration and Support Staff	2.87

*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[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	505,052
Revenue	3,432,426
Appropriation	3,283,497
Sale of Goods and Services	3,169
Grants and contributions	145,177
Investment income	583
Expenses	-3,412,536
Employee related	-2,979,486
Operating expenses	-433,050
Surplus / deficit for the year	19,891
Closing Balance	524,943

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	225,321
Equity Total	157,863
Equity - Aboriginal	6,804
Equity - Socio-economic	16,066
Equity - Language	39,054
Equity - Disability	95,940
Base Total	2,642,430
Base - Per Capita	86,341
Base - Location	0
Base - Other	2,556,089
Other Total	177,649
Grand Total	3,203,262

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

Tell The From Me (TTFM) survey results from parents and carers indicate they are well informed in regards to their child's learning and progress, and believe the school would contact them if there were concerns. Of those who participated in the survey, 42% they had spoken with their child's teacher more than three times in the year and approximately 75% attended meetings or social events held by the school or P&C. Survey data indicated that parents believed teachers had high expectations of students in regards to school work and homework, and that teachers expected children to do their best and helped students who needed additional support. Although there are many opportunities for parents to provide feedback on school performance, our evidence highlights the need to further improve and engage parent responses.

TTFM survey data from staff placed the school above state norms in all areas except technology which was in line with the stage average. Staff describe the school as highly collaborative with a leadership team who are supportive and provide feedback to help them improve. Teachers describe the school as being inclusive with a strong learning culture, and a staff who are committed to improving their practice and use of data to inform their teaching. Survey data shows that this is achieved through the provision of quality feedback, progress monitoring, shared individualised goal-setting, collaborative planning and consistent teacher judgement.

Student survey data showed 73% of respondents had a positive sense of belonging compared to the state average of 81%. 89% of students state they had positive relationships with their peers. Only 36% of students indicted they had positive homework behaviours compared to 63% which was the stage average. Analysis of survey data has led staff to focus on making student engagement, with the aim of increasing interest and motivation in learning, a focus for 2021, along with wellbeing. Students reported incidences of bullying as being significantly lower than the state average. A high percentage of students who identified as Aboriginal or Torres Strait Islander felt good about their culture, an that teachers understood their culture. Over 70% of students stated they felt proud of their school and that the school was clean and well looked after. On average, over 80% of students consistently stated that their teachers were explicit in their teaching, provided feedback to help them improve, and that they were able to ask questions to seek assistance and clarification.

From our analysis of the TTFM we have identified important wellbeing strategies for our 2021-24 School Improvement Plan.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.