

2020 Annual Report

Lindsay Park Public School



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Introduction

The Annual Report for 2020 is provided to the community of Lindsay Park 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

I have never been prouder of our school. The students have shown such resilience in the way they have adapted to change, accepted challenge and graciously missed out on many opportunities this year. This resilience is exemplified in our school leaders, who, despite not having the traditional opportunities to lead, have found many ways to shine this year. We encourage our students to problem solve, think creatively and innovatively, collaborate, communicate in a range of ways and think critically about the world around them. Never in our wildest dreams did we anticipate a year such as this one, that would put all of these things to the test in such a relentless way. Bushfires, floods and a pandemic has required our students, our staff and our community to dig deep, pull together and respond in new and challenging ways.

Students weren't the only ones on a steep learning curve this year. Teachers had to find ways to connect with students remotely, and while the technology has always been there, the challenge was how to do this in an engaging and personal way. Term 2 saw classrooms turned into recording studios as teams of teachers gathered together to film lessons, read stories and perform dance moves. The energy and enthusiasm I witnessed from all of our teachers, to keep every student engaged during this time was astounding. I am very grateful for the teachers and leaders we have at Lindsay Park Public School. They are dedicated, focused and truly believe in life-long learning and continual improvement. Our administrative and support staff also had to adapt their roles this year. Calling and zooming students to offer support, renovating resource spaces when there were no students to 'fix' in sick bay, processing a record number of refunds for cancelled excursions and keeping our community close over the phone. This year, we say farewell to two of our longest serving teachers as they embark on their retirement. Mrs Tome and Mrs Bailey finish up their careers at the end of one of the most unique year's of their 30-plus years of teaching. I would like to wish both teachers a very happy, well-deserved retirement and thank them for their years of service and dedication to education.

Our community have shown patience, understanding and trust in our school, despite being faced with their own challenges and changes to work and home life. Families balanced the needs of their children and the school, and I am very grateful for their ongoing support. I would also like to acknowledge the work of our P&C - a very efficient group of people who give up so much of their time, to work in the uniform shop, the canteen, apply for grants and organise fundraisers. They do this without question and it is often a thankless job.

We have achieved so much this year. Our renewed expectations, 'Be Kind Work Hard' encompasses all the values that I have personally seen displayed from our entire school community. It is astounding, that even in a year such as this one, with cancellations, isolation, remote learning and social distancing, we have still managed to dress up, compete and find ways to keep laughter and excitement alive and well in our school. We are a great team; students, staff and the community working together to achieve excellence. Thank you for another wonderful year of partnership in seeking the best possible learning environment for our children to be happy, healthy, active, engaged and successful learners.

Jacqui Conway

Principal

Message from the school community

2020 was like nothing we have ever experienced before, but we made it. Through the adversity presented by the pandemic, as a committee we continued to support our school community in whatever capacity was necessary. I am extremely privileged to act on behalf of our community and I am sincerely grateful and appreciative of the effort and contributions continually given by our volunteers and committee members. 2020 once again saw about 30 members of our community commit to servicing our canteen, under the guidance and coordination of Jody. Many unquestionably returning to their canteen post after the almost two term closure due to the COVID crisis. Special mention must go to Mona for her coordination of the Uniform shop, she certainly has filled the shoes and then some left by her predecessor. And of course, Rae, who graciously watched auxiliary event after auxiliary event become the latest casualty of the pandemic, thank you for sticking it out, for remaining committed to assisting regardless of the hat you were asked to wear. It is an incredible honour to work for and with the parents of this committee; who when faced with difficult circumstances continued to work behind the scenes to maintain as many norms as possible.

Undoubtedly 2020 tested us, however it also did so much more. We solidified the importance of our community and how much support and comfort camaraderie provides us.

Save for Tea and Tissues and the Back-to-School BBQ, 2020 was definitely short a few of our regular events. I will instead offer our collective gratitude to Lindsay Park's amazing teaching and school support staff under the leadership of Mrs Conway, thank you for your continued enthusiasm, efforts and investment in creating a successful and supportive learning environment for our children. New systems that reflected our new way of life were seamlessly integrated into the day-to-day happenings at Lindsay Park, the dedication of our teachers and their voices on that pickup line every afternoon is second to none.

May 2021 continue to bring clarity and conclusion to the trying circumstances of 2020. May we be compassionate, kind, encouraging and helpful. May some of our past traditions return and may some of our newly formed ones remain. Lindsay Park Public School is a wonderful community, we should be proud of ourselves and our achievements in 2020.

Kim Morris

P&C President



School Leaders 2020

School vision

'Every child happy, healthy, active and engaged in successful learning.'

School context

Lindsay Park Public School is an urban school in a quiet residential area of West Wollongong. The majority of the parents either work in Wollongong and its surrounds or commute to Sydney. In 2019 there are 15 classes with an enrolment of approximately 394 students, including 11 Aboriginal students and 85 students from language backgrounds other than English. The school has had a period of sustained growth in its student population and during this time there has also been a period of staff turnover due to retirement. The mission statement 'Learning for Living,' is central to the philosophy of the school. Our aim is to promote educational opportunities and positive social interactions, which lay strong foundations, for the future.

The teaching staff is highly dedicated and ranges from experienced to early year teachers. The school provides quality learning experiences and a wide range of extra-curricular activities, which enhance student growth. The community has high expectations for the school and its students and actively supports all aspects of school life.



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	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
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	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Explicit, evidence-informed teaching

Purpose

To create a culture of high expectations through strategic assessment, evidence-informed learning and effective feedback. Students are empowered to reflect and become responsive learners.

Improvement Measures

All teachers deliver effective classroom practice in literacy and numeracy resulting in differentiated learning meeting the needs of all students.

85% of students will achieve their year appropriate standard in literacy and numeracy with 20% above expected standard.

The school achieves value-add results of Sustaining and Growing or above.

Increased effective use of Assessment for Learning strategies by both students and teachers, is evident in every classroom.

Progress towards achieving improvement measures

Process 1: Assessment practices as, for and of learning inform differentiated teaching and learning across the school.

Evaluation	Funds Expended (Resources)
<p>There is evidence of explicit learning intentions and success criteria used in every classroom, every day. Descriptive feedback is frequently provided as evidenced by student and staff surveys as well as student work samples. All staff are familiar with using formative and summative assessment data to inform teaching, they have begun to establish purposeful and reliable data walls and are open to the Learning Walks process to continue to develop and improve this initiative.</p>	<p>Funds allocated to additional SLSO time</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$10000.00)

Process 2: Implement and sustain a whole school approach to the most effective evidence-informed teaching practices in literacy and numeracy.

Evaluation	Funds Expended (Resources)
<p>Precision in Practice sessions in stage teams twice a term, facilitated by the Instructional Leader and Principal resulted in deep and rigorous discourse about the research underpinning literacy and numeracy teaching. There is evidence that stage teams have a consistent approach to literacy and numeracy learning, informed by research and the syllabus. Assessment practices and consistent teacher judgement has been refined, evidenced by moderation sessions that inform next steps in teaching. Co-plan, co-teach, co-reflect model, facilitated by the Instructional Leader has provided personalised professional support for all teachers to implement the learning from Precision in Practice sessions into their own classroom practice with shoulder-to-shoulder support. Check In Assessment data for reading and numeracy indicate our Year 3 and Year 5 students achieved higher than state and SSSG. English and Mathematics internal school data indicates Kindergarten, Year 1 and Year 2 have met the improvement measure of 85% of students achieving grade appropriate standard. All grades achieved the improvement measure of at least 20% of students above grade expectation for achievement in English and Mathematics.</p>	<p>Employ Instructional Leader</p> <p>Casual days to release stage teams for 1 day/ twice a term</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$72000.00) • Flexible funding for Wellbeing (\$27000.00) • Operational funding (\$37000.00)

Process 3: Using a 5-week planning approach, student learning and wellbeing is supported by collaboration between the classroom teacher and the Learning Support Team through explicit and focussed intervention.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>Student learning in literacy and numeracy is differentiated to support student learning. The literacy and numeracy needs of students who require an Individual Learning Plan (ILP) are assessed to create goals by utilising the Literacy and Numeracy Progressions. Parents are a joint partner in the creation of ILPs. Students on Integration Funding Support have ILPs that are focused on literacy and numeracy as well as goals specific to their disability. The Learning Support Team, including the school psychologist, are utilised to test, create and implement intervention plans to support the education of students requiring support. They also liaise with external providers, along with teachers, to support students, particularly those students on the NDIS.</p>	<p>Employ LaST additional 0.3FTE</p> <p>Funds allocated to additional SLSO time</p> <p>Professional learning in Literacy and Numeracy Progressions</p> <p>External Providers and LST Team</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Low level adjustment for disability (\$50000.00)• Flexible funding for Wellbeing (\$13000.00)• Integration funding support (\$270000.00)



Strategic Direction 2

Future-focused learning

Purpose

To ensure a student-centred learning environment to produce independent, adaptable, collaborative learners who think critically and creatively. Teachers deliver a diverse and responsive curriculum to develop deep understanding within their students.

Improvement Measures

Improve the percentage of students who indicate positive social and emotional outcomes as indicated by Tell Them From Me.

Increase the effective use and integration of technology by students and teachers for quality teaching, learning and assessment.

100% of teaching and learning programs reflect an effective integrated, inquiry-based approach to meet the demands of the curriculum.

Progress towards achieving improvement measures

Process 1: Embed quality teaching with a focus on an integrated, inquiry approach to deliver the general capabilities across the curriculum.

Evaluation	Funds Expended (Resources)
The school processes for curriculum planning, programming and assessment were reviewed, resulting in the introduction of big picture planning in stage teams to integrate outcomes across key learning areas. A clear framework for curriculum design is evident across all stage teams, which incorporates 4C strategies and the general capabilities. There is evidence of all teachers using an essential question as part of their planning process to develop an inquiry approach and mindset in the learners.	Casual release days for curriculum design Resourcing in rich texts for classrooms Funding Sources: <ul style="list-style-type: none">• Professional learning (\$11000.00)• Literacy and numeracy (\$4000.00)

Process 2: Build capacity in all staff to understand and implement collaborative learning tools that enhance students' future-focused skills, engagement and attainment.

Evaluation	Funds Expended (Resources)
In 2020, the Tell Them From Me survey indicates an overall improvement in the social and emotional outcomes for students, with the school performing better than state and SSSG in Advocacy at school and Expectations for Success. Digital learning platforms are utilised across every classroom and there is evidence of all teachers using this technology to capture learning and facilitate timely and explicit feedback to students and parents. An action inquiry was undertaken by the 4Cs team which focused on teachers giving agency to students in reading to build curiosity and success. As a result, reflection and collaboration strategies have been shared and there is evidence they are being implemented across all classrooms and utilised in staff professional learning sessions to start to embed this pedagogy across the school.	6 x Casuals days to support 4C training days for participants Funding Sources: <ul style="list-style-type: none">• Literacy and numeracy (\$4000.00)

Strategic Direction 3

Evaluative practices

Purpose

To continually strive for school improvement and excellence through evaluative practices, professional learning and collaboration. Strong, strategic and effective leadership fosters a shared sense of responsibility for student engagement, learning, development and success.

Improvement Measures

Increased leadership capacity as evidenced by the Teaching and Principal Standards, leadership profiles and improved use of the School Excellence Cycle.

Increased percentage of staff who achieve their annual Performance and Development goals as outlined in their Performance and Development Plan.

Effectively engage with parents, other schools and organisations to share and improve practice.

Progress towards achieving improvement measures

Process 1: Use systematic and reliable data that will inform future directions and successfully deliver improvement in school performance.

Evaluation	Funds Expended (Resources)
There are clear evaluation processes with milestone teams driving the implementation, monitoring and evaluation of key processes within the school. There is shared responsibility for student, teacher, leader and school improvement. Qualitative and quantitative data is collected and teams are becoming more skilled at analysing and transforming the implications into actions. Data skills and use will be a focus during the next planning cycle. In the Leading domain on the School Excellence Framework, we are now excelling in 'school resources' and have maintained 'sustaining and growing' across the other areas.	

Process 2: Strengthen teacher and leader capacity through strategic formal and informal professional learning, sharing practices, reflection, observation, deep discussion, feedback, mentoring, coaching and collaboration.

Evaluation	Funds Expended (Resources)
There is strong evidence that professional learning is sustained and focused on teacher and student need. It is aligned to the school plan and is strategically designed to continually build on and develop the capacity and capability of all staff. The leadership team have been trained in Spirals of Inquiry to compliment the Instructional Leader role and develop a collaborative inquiry approach across stage teams. Teams meet twice a term to conduct the spiral, which is in it's early stage of implementation. The Tell Them From Me teacher survey provides evidence of strong leadership within the areas of leadership, collaboration and learning culture all significantly above the state norm. There is strong support for the Instructional Leader role with all staff booking personalised support on the timetable as well as collaborative, stage planning. The shoulder to shoulder support and timely feedback provided to all teachers has been significant in developing consistent, compliant and quality teaching, learning and assessing practices across the school.	Spirals of Inquiry professional learning Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$5000.00)

Process 3: Strengthen learning alliances across and beyond the school to promote shared responsibility for school and student improvement.

Evaluation	Funds Expended
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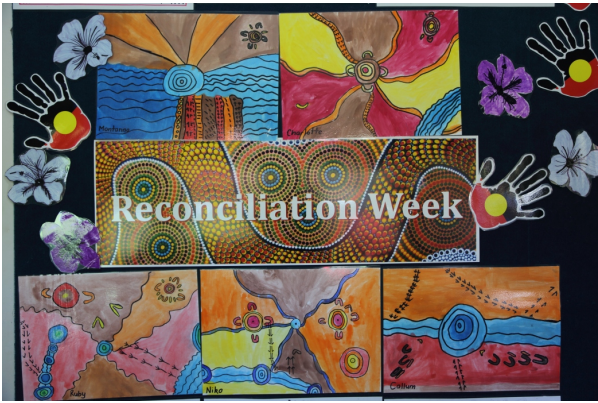
Progress towards achieving improvement measures

Evaluation	(Resources)
<p>The PD/H/PE school team have begun to embed a whole-school, consistent approach to well being. Alignment of the principles of Berry Street Education Model with the PD/H/PE syllabus has resulted in the implementation of explicit lessons, brain breaks, self-regulation, mindfulness and an updated Well being and Discipline Policy to reflect the changes to whole school well being practices.</p> <p>A staff survey on the implementation of the new well being procedures indicates:</p> <ul style="list-style-type: none">- 85.7% implement circle time daily, 7% 2-3 times a week (new to school), 7% rarely (not on class).- 71.4% implement brain breaks daily, 21.4% 2-3 times a week, 1% rarely- 100% are aware of and use the new Lindsay Park Public School Student Welfare and School Discipline Policy?- 100% use the language - be kind, work hard, track the speaker, ready to learn <p>The leadership team have formed a network with two other local schools and curriculum advisors to develop a consistent approach to curriculum, planning, programming and assessing. Stage teams have begun to use a big picture planning model, incorporating NESA compliant practices and evidence of learning driving the planning process. This network will continue to work together into the next planning cycle to refine and sustain the practices.</p>	<p>Release for the leadership team to work collaboratively with other schools and curriculum advisors to develop a consistent approach to curriculum, planning, programming and assessing.</p> <p>Release for the PD/H/PE Team to write</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$11000.00)



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Cultural awareness program for Stage 3 NAIDOC Story Telling program with local Elders Resources for Reconciliation Week and NAIDOC Funds allocated to additional SLSO time to support PLPs	The Stage 3 cultural awareness program which runs every second year was unable to proceed due to COVID. Reconciliation and NAIDOC activities conducted with school community. Students with Personalised Learning Pathways provided with support to discuss and reflect on their goals.
English language proficiency	Funds allocated to additional SLSO time.	School Learning and Support Officer, who speaks Arabic is timetabled to work with refugee students and assist with effective communication between home and school.
Low level adjustment for disability	Funds allocated to additional SLSO time.	School Learning Support Officers timetabled across the school to support in classrooms and assist with social and interactive play at lunch and recess.
Quality Teaching, Successful Students (QTSS)	Instructional Leader K-6	The Tell Them From Me teacher survey provides evidence of strong leadership within the areas of leadership, collaboration and learning culture all significantly above the state norm. There is strong support for the Instructional Leader role with all staff booking personalised support on the timetable as well as collaborative, stage planning. The shoulder to shoulder support and timely feedback provided to all teachers has been significant in developing consistent, compliant and quality teaching, learning and assessing practices across the school.
Socio-economic background	Sentral server subscription fee \$5000 course fees for Spirals of Inquiry Funds allocated to additional SLSO time	School administrative systems for attendance, student profiles, learning support minutes and well being incidents are enhanced using Sentral third party software, allowing for data collection and analysis. The leadership team have been trained in Spirals of Inquiry to compliment the Instructional Leader role and develop a collaborative inquiry approach across stage teams. Teams meet twice a term to conduct the spiral, which is in it's early stage of implementation. School Learning Support Officers timetabled across the school to support in classrooms and assist with social and interactive play at recess and lunch.
Support for beginning teachers	<i>No funds were allocated in 2020 for beginning teachers</i>	The school did not have any staff who qualified for this funding in 2020
Targeted student support for refugees and new arrivals	EALD teacher employed 2 days per week Funds allocated to additional SLSO time.	Additional teacher worked one on one, in small groups and supported within the classroom for three students newly arrived in Australia from Korea. EALD resources were accessed, including from the Equity Resource Library to develop the English skills for the students. This work was further supported by an SLSO working flexibly in the classroom setting.

<p>Flexible Funding for Wellbeing Services</p>	<p>0.3 FTE Learning and Support Teacher</p>	<p>Additional funds to support LAST role being 5 days a week enables focused and consistent intervention for students. It also enables the LaST to attend Precision in Practice sessions to connect data with teaching, learning and intervention strategies. Precision in Practice sessions developed the practice of scanning rich data and being curious about what is going on for our learners. Inquiries had students at the centre and focused on doing something that will matter most for our learners.</p>
	<p>Casual release for teachers to attend three Precision in Practice sessions</p>	



Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	219	213	204	195
Girls	190	190	189	186

Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.7	95.3	94.7	93.7
1	94.1	94.1	93.8	92.6
2	93.5	94.5	92.2	93.8
3	94.8	94.2	92.7	94.8
4	93.7	92.9	94	94.1
5	94.3	93.5	92.8	92.9
6	93.4	95.5	92.2	93.2
All Years	94.1	94.2	93.1	93.6
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.



Book Week Parade 2020

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	13.89
Literacy and Numeracy Intervention	0.53
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
School Administration and Support Staff	2.82

*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	239,939
Revenue	3,616,053
Appropriation	3,513,354
Sale of Goods and Services	8,551
Grants and contributions	93,345
Investment income	502
Other revenue	300
Expenses	-3,678,850
Employee related	-3,283,896
Operating expenses	-394,954
Surplus / deficit for the year	-62,797
Closing Balance	177,142

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	273,137
Equity Total	181,887
Equity - Aboriginal	10,177
Equity - Socio-economic	24,669
Equity - Language	19,735
Equity - Disability	127,305
Base Total	2,647,213
Base - Per Capita	94,518
Base - Location	0
Base - Other	2,552,695
Other Total	240,437
Grand Total	3,342,674

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

Student survey strengths

- Student effort is rated highly
- Positive behaviours in school
- Significantly less bullying than state

Student survey areas for focus

- The skills/challenge question in Tell Them From Me survey indicates the school is lower than state norm; 15% lower than state high skill/ high challenge quadrant, 8% more of our kids feel they have the skills but aren't challenged, than state.
- Over the last 3 years students who are interested and motivated in their learning has been 8% lower than state.

Parent survey strengths

- * Parents feel welcome in the school, teachers listen to concerns and the administration staff are helpful.
- * Reports on my child's progress are written in terms I understand.
- * There is an overall improvement in the way parents support learning at home, including discussing how their child is going, the importance of schoolwork, praising their children and asking about any challenges their child is facing.
- * Strongest agreement is 'teachers show interest in my child's learning' and 'my child is encouraged to do their best'.
- * Teachers devote their time to extra-curricular activities.
- * My child feels safe at school.

Parent survey areas for focus

- * Scheduling activities at times when parents can attend.
- * Teachers informing parents about their child's specific progress in school subjects.
- * There is a decline in the number of parents involved in school committees.
- * Opportunities for students who are learning at a slower pace.
- * Teachers helping students develop positive friendships.

Teachers survey strengths

- * Teacher agreement across all domains is higher than the state norm.
- * Increased agreement in the area of 'data informs practice, from 7.8 to 8.0 and 0.2 above state norm.
- * There is strong agreement in the domain of 'teaching strategies'. In particular, strong agreement was in linking previously mastered skills/ knowledge and using more than two teaching strategies in most class periods.
- * There is increased agreement in the domain of collaboration, specifically teachers discussing students learning goals with each other.
- * In Learning Culture, a significant increase in agreement is teachers discussing the learning goal with students.

Teachers survey areas for focus

- * Teachers helping students to set challenging learning goals.
- * Teachers are able to identify unproductive learning strategies.

Student Focus Groups

Focus groups were conducted K-6 with a range of students, grouped according to ability to investigate assumptions around achievement levels related to interest and motivation. This is in response to our tell them from me survey that indicates a decline in interest, motivation and challenge domain.

Strengths from the focus group:

Strong and inclusive friendships, supportive and caring teachers, school and classroom environment, implementation of Berry Street well-being strategies across all classrooms, walls that teach, assessment for learning techniques are evident, individual teacher/student feedback, learning intentions and success criteria evident in writing and mathematics across all classrooms, clear rules and expectations for all students, clear understanding of what challenge is, K-6 understanding of growth mindset.

Areas for focus:

Students are interested when they have more ownership of their learning, further development of this may improve agency. In Year 5 and 6 want variety in ways they present and demonstrate their learning. The Pomodoro method is being trialed by some classes and was positively discussed in the focus groups. Peer and self assessment needs to be explored as well as students understanding the purpose of success criteria in relation to their own success and learning. For stage 3 students, more time to explore writing (individual and free choice) to develop their skills. There is evidence of challenge and extension in mathematics and writing.



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.

