

# 2020 Annual Report

## Toongabbie East Public School



4366

# Introduction

The Annual Report for 2020 is provided to the community of Toongabbie 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

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Toongabbie East Public School

Harris Rd

Constitution Hill, 2145

[www.toongabest-p.schools.nsw.edu.au](http://www.toongabest-p.schools.nsw.edu.au)

[toongabest-p.school@det.nsw.edu.au](mailto:toongabest-p.school@det.nsw.edu.au)

9631 3996

## School vision

We believe that Toongabbie East Public School should be a safe and engaging learning environment which supports and challenges all students. A school **where every child is known, valued and cared for.**

## School context

Toongabbie East Public School is a small metropolitan school. Although situated geographically close to the hub of Parramatta City, Toongabbie East Public School is set back from main highways and bordered by the Toongabbie Creek, which provides a rural-like feel to the school. From 2014, the school has steadily grown from 55 students to 80 in 2018. There are a diverse student cohort with 35% from an Aboriginal or Torres Strait Islander background and 49% from a background where English is an additional dialect. The most prominent languages are Arabic, Tamil, Cantonese and Vietnamese. Our school is expected to grow as boundaries are re-established and the broader community experiences growth in the development of high and medium density housing.

There is a commitment to providing quality educational programs from a dedicated school staff. Toongabbie East Public School is a proud member of the Toongabbie Learning Community which is comprised of six public schools and one state high school.

Our school is focussed on the continued improvement of learning and teaching. Several strategic areas have been identified in the school plan 2018-2020 to improve the quality of outcomes for our students from Kindergarten to Year Six; in literacy, numeracy and the skills, knowledge and values necessary for success in education and in 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 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	Delivering
LEARNING: Wellbeing	Delivering
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

Promote and Support Wellbeing and Citizenship

### Purpose

To ensure a student centred learning environment that nurtures, guides, challenges and inspires all students to connect, succeed, thrive and learn to be successful emotionally, physically, socially and academically, contributing to a strong community and living well.

### Improvement Measures

Increased percentage (70%) of students indicating:

- a sense of belonging

-a positive learning climate

Reduced number of major incidents as defined by PBL program from 15 to under 5 per week.

Increased demonstration of student leadership.

### Progress towards achieving improvement measures

**Process 1:** \*Implementation of PBL student wellbeing system which is comprehensive and has an inclusive framework to support the emotional wellbeing of all students.

Evaluation	Funds Expended (Resources)
<p>Our positive behaviour system CALMs has been introduced across the whole school K-6, both in mainstream and the special education unit. 100% of staff are trained including new staff to the school, ensuring a consistent approach to the implementation and expectations. The CALMs system clearly defines behavioural expectations and incorporates a reflection process with the students. CALMs reflection folders are in all classrooms and other locations in the school, such as the library, for teachers and students to access. CALMs posters are displayed throughout the school and lessons have been delivered in classes. 100% of staff participated in and completed MAPA training to further enhance pro-active strategies for behaviour management.</p> <p>Future directions for CALMs will be to incorporate components into our scope and sequences with the creation of consistent explicit lessons being taught in every classroom. Our CALMs behaviour support system will include developing and implementing further programs to support student's emotional wellbeing, such as our Good Will 360 "retail" shop initiative. Regular data discussions and having a school approach and distribution of roles to enhance whole school ownership.</p> <p>In 2021, the whole school will participate in Challenging Learning training presented by George Telford. This will further support staff to embed a culture of positive behaviour management, point of need teaching and learning activities and growth mindset development. There will be a focus on embedding a culture of feedback, appreciating that challenges are a necessary part of the learning process and that every student and teacher is expected to grow and develop every year.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Low level adjustment for disability (\$10000.00)</li></ul>

**Process 2:** \*Implementation of K-6 social skills and other identified wellbeing programs across the school e.g. Bounce Back using strategies such as circle time.

Evaluation	Funds Expended (Resources)
All staff across the school participated in Zones of Regulation training to support the diverse range of student needs across the school. Three staff	0.4 Learning and Support Teacher

## Progress towards achieving improvement measures

members had extensive training in Smiling Minds and delivered training to all school staff K-6. A whole school approach to implementing this program was introduced with timetabled sessions daily in every classroom to support student wellbeing.

Toongabbie East Public School introduced a comprehensive Learning and Support Model in 2020. Weekly meetings with the counsellor, APLaS, Learning and Support Teacher and key executives were developed to support student wellbeing and learning needs. The number of children receiving integration funding to enable them to access greater support doubled, due to the effective development and implementation of the learning and support model.

Future directions include the creation of a Wellbeing Assistant Principal in 2021. This role will focus on further embedding the learning and support processes and to facilitate strategies to support students and teachers with the diverse learners in their classes. Attendance and wellbeing initiatives will be embedded to ensure high expectations are held across the school.

Casual staffing to replace classroom teacher to attend meetings

### Funding Sources:

- Low level adjustment for disability (\$50000.00)

**Process 3:** \*Embedding active and responsible citizenship programs across the school e.g. Peer Support, SRC, student leadership.

Evaluation	Funds Expended (Resources)
<p>The school successfully created an Student Representative Council with two school leaders voted in from every class. The school leaders had regular meetings and organised many successful whole school activities and fundraisers.</p> <p>Future directions include the introduction of school captains in 2021 and further leadership development opportunities for aspiring leaders. Opportunities will be sort for captains and SRC to participate in student leadership forums to support student growth and understanding of being an effective school leader. Public speaking will be a focus and the school will engage in public speaking competitions both inside and outside of the school.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• (\$0.00)</li> </ul>

## Next Steps

Future directions for CALMs will be to incorporate components into our scope and sequences with the creation of consistent explicit lessons being taught in every classroom. Our CALMs behaviour support system will include developing and implementing further programs to support student's emotional wellbeing, such as a shop initiative. Regular data discussions and having a school approach and distribution of roles to enhance whole school ownership.

In 2021, the whole school will participate in Challenging Learning training presented by George Telford. This will further support staff to embed a culture of positive behaviour management, point of need teaching and learning activities and growth mindset development. There will be a focus on embedding a culture of feedback, appreciating that challenges are necessary part of the learning process and that every student and teacher is expected to grow and develop every year.

Next steps will be to introduce school captains in 2021 and further leadership development opportunities for aspiring leaders. Opportunities will be sort for captains and SRC to participate in student leadership forums to support student growth and understanding of being an effective school leader. Public speaking will be a focus and the school will engage in public speaking competitions both inside and outside of the school.

## Strategic Direction 2

High Quality Teaching, Engaged Learners

### Purpose

To ensure through an inclusive learning culture, students will develop foundation skills in literacy and numeracy, strong content knowledge and will be empowered for continuous growth. High quality teaching will be underpinned by high expectations and innovative teaching and learning programs.

### Improvement Measures

Increase the number of students in the top two NAPLAN bands for reading and numeracy to match like school groups

Increase the number of students achieving greater than expected growth in NAPLAN to 100%

70% of students achieve the following L3 reading targets:

-Kindergarten: Level 9

-Year 1: Level 18

-Year 2: Level 21

### Progress towards achieving improvement measures

**Process 1:** \*Development of the teaching of differentiated literacy and numeracy via professional learning, learning walks and lesson study on EAfS, L3 and TEN.

Evaluation	Funds Expended (Resources)
<p>Student growth can be tracked on the data wall, with teachers using PLAN2 to monitor student growth. Teachers can identify student strengths and needs based on the data available. Class programs reflect a culture of collaborative sharing and increasingly shows links between the syllabus and progressions. Teachers engaged in professional learning in Teaching Early Numeracy (TEN) and Taking Off With Numeracy (TOWN). Resources were created to implement the program and students engagement and numeracy outcomes were enhanced.</p> <p>Future directions include whole school scope and sequences to be developed, consistent assessment tools to be used to collect data and the employment of an Interventionist Teacher/AP.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Early action for success (\$66934.00)</li></ul>

**Process 2:** \*School wide practices for assessment, including learning progressions and scope and sequences, are used to monitor, plan and report on student learning and provide support for further progress.

Evaluation	Funds Expended (Resources)
<p>The school developed a draft Scope and Sequence for English and Mathematics, which was reviewed by staff at the end of the school year. Teachers utilised learning intentions and success criteria across all KLAs to focus student learning. Assessments were used to gather data to create a visible data wall to track student progress. Data was used to monitor and identify at risk students and provided point of need teaching and learning activities and greater support to further progress academically.</p> <p>Future directions will include the formalisation of an assessment schedule and consistent assessment tools to support the gathering of data. Assessment data will be formally reviewed by all staff. Whole School Scope and Sequences will be developed for all KLAs and implemented across the school. All staff will engage in regular review sessions with the Interventionist Teacher/AP and Instructional Leader.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Professional learning (\$6000.00)</li></ul>

## Progress towards achieving improvement measures

**Process 3:** \*Development and implementation of individual student programs, including Personalised Learning Pathways.

Evaluation	Funds Expended (Resources)
<p>In consultation with the community, a new Personalised Learning Pathway (PLP) proforma was introduced to Toongabbie East Public School. The new plan is individualised, detailed and has a larger cultural component to enhance identity and student wellbeing. They include point of need, measurable educational goals to support students at-risk and enable quality pedagogies to be utilised to improve learning outcomes. The new PLP process comprises of greater assessment and monitoring and ongoing parent/carer input throughout each school year.</p> <p>100% of students requiring a Personalised Learning Pathway or an Individualised Educational Plan had a new plan developed, implemented and reviewed within the year. 100% of parents/carers were invited to attend meetings and be a part of the process.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Aboriginal background loading (\$3000.00)</li></ul>

## Next Steps

Whole school scope and sequences to be developed, consistent assessment tools to be used to collect data and the employment of an Interventionist Teacher/AP.

Next steps will include the formalisation of an assessment schedule and consistent assessment tools to support the gathering of data. Assessment data will be formally reviewed by all staff. Whole School Scope and Sequences will be developed for all KLAs and implemented across the school. All staff will engage in regular review sessions with the Interventionist Teacher/AP and Instructional Leader.

## Strategic Direction 3

### Productive Partnerships

#### Purpose

To increase community participation in school leadership, wellbeing and family partnership projects so that our students grow into confident, creative and resilient citizens. Partnerships will also be developed with communities of schools.

#### Improvement Measures

Increased effective joint collaboration in school/community/agency events including P&C meetings.

Evidence of strong, positive school/home communication.

Teacher PDPs goals 100% accomplished by all staff.

#### Progress towards achieving improvement measures

**Process 1:** \*Establishment and development of forums for community involvement e.g. P&C, school activities and enhanced communication procedures.

Evaluation	Funds Expended (Resources)
<p>This year saw the development of a new group of parents taking on key roles on the P&amp;C. Due to COVID-19 regulations their contribution, support and fundraising was impacted, however, many great initiatives were created and will take place in 2021.</p> <p>The school canteen area was renovated and all required procedures and processes necessary to open up a healthy school canteen in 2021 were created. This is the first school canteen Toongabbie East Public School has seen in 10 years. This has been greatly appreciated and received well by parents/carers. The local MP attended the opening day and has donated funds to support future appliances and canteen requirements.</p> <p>Greater communication with parents/carers was seen this year. 98% of parents/carers are a part of the dojo communication platform. A school Facebook page was introduced to further support enhancement of school communication.</p>	<p>Canteen renovation</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$20000.00)</li></ul>

**Process 2:** \*Active participation of outside agencies e.g. ACLO, Community Hub, Chaplain; to implement community and student programs.

Evaluation	Funds Expended (Resources)
<p>During the global pandemic many initiatives came to a halt, however, our school community banded together and showed great strength and resilience. 100% of classroom teachers prepared engaging lessons for students throughout home learning and contact was made weekly with all families across the school.</p> <p>The Community Liaison Officer worked with families to link them with outside agencies to assist them in supporting their families needs. Our chaplain further supported families to gain access to resources along with supporting students to access the learning and develop themselves emotionally and socially.</p>	<p>School Chaplain</p> <p>Community Liaison Officer</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Chaplaincy Program (\$20280.00)</li></ul>

**Process 3:** \*Establishment of links with communities of practice for professional learning and other activities e.g. sport

Evaluation	Funds Expended (Resources)
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## Progress towards achieving improvement measures

Though impacted by COVID 19 we promoted involvement and connections. Neighbouring school's attended our school to view best practice. We had several staff visit our special education unit to view practices, resources and set up. We have established connections with highs schools to promote sporting involvement of our students.

## Next Steps

Future directions will include the appointment of a Wellbeing AP to promote and facilitate community connections and involvement.

Key Initiatives	Resources (annual)	Impact achieved this year
<p><b>Aboriginal background loading</b></p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$22 213.00)</li> </ul>	<p>The school uses Aboriginal background loading funds to ensure equitable accessibility and enhanced inclusivity and opportunities to quality educational programs which lead to improved student outcomes.</p> <p>Aboriginal students were supported in class by an Aboriginal student learning support officer who was a cultural support person. Casual teachers were employed to allow classroom teachers to meet with Indigenous families for PLP discussions. 100% of Indigenous parents/carers attended PLP meetings and all children had individualised goals set.</p> <p>This year saw the introduction of acknowledgement of country signage in the office, hall and playground areas. This along with the reconciliation plaque and the embedding of acknowledgment of country to school events, have given our Indigenous students a sense of pride and belonging.</p> <p>Students collaborated with Aboriginal artists and co-designed and created two, Aboriginal school murals that have become a much loved addition to our school.</p> <p>In addition, funds were also spent on celebrating NAIDOC Week, Reconciliation week and Indigenous Literacy Day.</p>
<p><b>English language proficiency</b></p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>English language proficiency (\$42 079.00)</li> </ul>	<p>A teacher was employed to support the English as an additional Language students at Toongabbie East Public School. Students were monitored and progressed academically according to the EALD progressions. in 2021 Toongabbie East Public School held their first Multicultural Day that was attended by a large number of parents/carers.</p>
<p><b>Low level adjustment for disability</b></p>	<p>Learning and Support Teacher employed</p> <p>SLSO employed</p> <p>Professional Learning for teachers</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$64 711.00)</li> </ul>	<p>A Learning and Support teacher was employed of LaST 2 days per week. A new, detailed learning and support model was introduced which included weekly meetings with counsellor, APLaS, Learning and Support teacher and key executives. Through their process the number of integrated students who received funding doubled which resulted in greater in class support for students.</p> <p>Hands-on multi-sensory learning packs were developed and individualised for students during COVID19 at home learning period.</p> <p>A student learning support officer was employed 0.3 to further support students in the classroom with a focus on literacy and numeracy development.</p> <p>Classroom teachers were trained in effective differentiation and how to select targeted learning goals that meet the needs of their</p>

<p><b>Low level adjustment for disability</b></p>	<p>Learning and Support Teacher employed</p> <p>SLSO employed</p> <p>Professional Learning for teachers</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$64 711.00)</li> </ul>	<p>students and enhance learning outcomes.</p>
<p><b>Quality Teaching, Successful Students (QTSS)</b></p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$15 095.00)</li> </ul>	<p>Funding was utilised to enable timetabled coaching practices to take place across the school. Teachers were released on a regular basis to meet with the Instructional Leader or supervisor to review their class programs and quality teaching practices.</p> <p>The PDP process was also supported by these funds, allowing coaching and individual support to teachers to deliver improved student results.</p>
<p><b>Socio-economic background</b></p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$128 526.00)</li> </ul>	<p>Due to the diverse range of needs in every classroom and importance of teacher- student relationships, a portion of socio-economic background funds were spent on the creation of an additional class and employment of a fulltime teacher. This allowed students greater opportunity to have access to their teacher and impacted positively on their growth and development.</p> <p>A speech pathologist was employed 1 day per week which provided whole class and small group support to targeted students. 100% of students were in-class assessed and findings were used to allow for greater strategies to be utilised by staff when teaching. The speech therapist provided expert knowledge and advice to teachers and the Learning and Support Team on how best to support targeted students with the development of expressive and receptive language.</p> <p>A Deputy Principal Instructional Leader was employed 0.6 to which a small portion was funded through socio-economic background funding. This enhanced the use of data that drove quality, research-based practices in every classroom.</p>
<p><b>Support for beginning teachers</b></p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$10 830.00)</li> </ul>	<p>100% of beginning teachers were given a comprehensive induction in line with Strong Start, Great Teachers. The 5C model of school based induction was implemented with ongoing support given to teachers as they gain deeper, pedagogical knowledge.</p> <p>Beginning teachers were given an additional one hour per week to meet with supervisor/mentor. This resulted in point of need development and support and the creation of quality research based teaching programs being taught in the classrooms.</p>

<b>Targeted student support for refugees and new arrivals</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Targeted support for refugees and new arrivals (\$708.00)</li> </ul>	The EALD teacher worked 1:1 with one new arrival student to assess and plan an individualised learning program.
<b>Early Action for Success</b>	EaFS Instructional Leader  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Early action for success (\$66 934.00)</li> </ul>	Employment of EaFS Instructional Leader 2 days per week. Instructional leader worked with teachers and students in K-2. The instructional leader supported staff shoulder to shoulder, presented professional learning to all teachers across the school. There is a stronger understanding of the teaching and learning cycle, research based best practice and a significant shift in data literacy.

# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	34	36	38	47
Girls	39	31	37	32

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	87.9	89.2	88.9	82.9
1	93.4	90	81.5	87.2
2	92.9	84.9	92.1	82.2
3	92.5	94.3	82.9	88.7
4	94.4	92.8	87.8	86.5
5	88.5	91.1	85.8	91.2
6	91.2	91.8	88.1	87.6
All Years	91.8	89.9	86.8	86.3
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

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

## Management of non-attendance

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

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

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Classroom Teacher(s)	4.83
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.2
School Counsellor	4
School Administration and Support Staff	4.51

\*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>	619,938
<b>Revenue</b>	2,496,263
Appropriation	2,399,096
Sale of Goods and Services	6,218
Grants and contributions	89,898
Investment income	851
Other revenue	200
<b>Expenses</b>	-2,466,578
Employee related	-2,174,541
Operating expenses	-292,037
<b>Surplus / deficit for the year</b>	29,686
<b>Closing Balance</b>	649,624

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

## Financial summary - Equity loadings

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	26,798
<b>Equity Total</b>	257,528
Equity - Aboriginal	22,213
Equity - Socio-economic	128,526
Equity - Language	42,079
Equity - Disability	64,711
<b>Base Total</b>	1,324,001
Base - Per Capita	18,038
Base - Location	0
Base - Other	1,305,963
<b>Other Total</b>	596,975
<b>Grand Total</b>	2,205,302

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

## School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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

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

## Parent/caregiver, student, teacher satisfaction

Parents indicated they felt that the school was supportive and welcoming and that they felt comfortable engaging with their child's classroom teacher and found them accessible. Teachers indicated an improved culture of collaboration and support. Teachers felt that there was a greater level of inclusive decision making practices being implemented within the school. Students stated that they felt safe at school and could indicate a staff member who they could go to if they felt unsafe.

# 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.