

# 2020 Annual Report

## Irrawang Public School



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## Introduction

The Annual Report for 2020 is provided to the community of Irrawang 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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Irrawang Public School

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## School vision

Irrawang Public School (IPS) is dedicated to providing quality academic, cultural, sporting and performing arts opportunities in a 21st Century environment. We promote confidence, respect and success in our students, staff and community members.

## School context

Irrawang Public School, located in Raymond Terrace, is classified as a P3 school. In 2020 the school's enrolment was approximately 390, Preschool to year 6 (including 3 support classes). 34% of these students identified as being of Aboriginal or Torres Strait Islander descent. The school has a non-teaching Principal and four Assistant Principals. Through the Early Action for Success initiative an Instructional Leader was appointed at the end of 2012. Our Family Occupation and Education Index (FOEI) currently sits at a value of 172. All staff meet the professional requirements for teaching in NSW public schools. The school supports a Department of Education Preschool, Special Education Unit (3 classes - IO/IM/ED) and Schools as Community Centres (SaCC) program (Thou Walla).

Our school implements a range of strategies to maximise success for all students, including Positive Behaviour for Learning (PBL), Personalised Learning Plans, Individual Education Plans, Behaviour Management Plans, Students are able to access additional academic, sporting and performing arts programs and our strong focus on programs to support Aboriginal Students is always paramount. At Irrawang Public School our mission is to 'Play our Part' from Preschool to Year Six for all students.

## Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

### Self-assessment using the School Excellence Framework

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

## Strategic Direction 1

### Teaching and Learning

#### Purpose

At IPS, we have passionate and skilled teachers who collaboratively engage in effective teaching and reflective and innovative practices to plan for ongoing learning experiences to optimise student success.

#### Improvement Measures

By 2020, 55% of Year 5 students attain 'at or above expected growth' in Reading and Numeracy - as measured by NAPLAN data. 2019 NAPLAN Reading 42% and Numeracy 61% at or above expected growth.

[Baseline data: 2016-2018 3yr average is Reading 43.3% and Numeracy 47.7%. 2020 data will be harvested from 2019-2020 2 yr average NAPLAN data]

100% of IPS students are tracked, monitored and have shown growth on the Spelling progressions annually.

#### Progress towards achieving improvement measures

##### Process 1: High Level Professional Learning

All staff have access to high quality TPL focusing on whole school implementation of Jolly Phonics/ Grammar and the changed pedagogy around spelling instruction.

All staff have ongoing TPL on the Learning Progressions and PLAN2.

Evaluation	Funds Expended (Resources)
A survey was conducted Week 9 Term 3 to seek feedback from staff about their professional learning needs moving into Term 4. The Instructional Leader analysed whole school feedback from teaching staff and found commonalities in the requests including PLAN 2 training, formative and summative assessment, student goal setting and systems that can be implemented in the classroom to support meaningful and consistent student feedback. Upon analysis of these trends it was evident that work around Hattie's Visible Learning Model would support staff and throughout Term 4 sessions have been organised with small groups of teachers to work with the Instructional Leader to receive professional learning.	Professional Learning Funds  Equity funds for additional staffing

##### Process 2: Literacy and Numeracy Intervention Systems

High level targeted intervention utilising SLSOs, Intervention Team and data analysis to drive differentiation.

Evaluation	Funds Expended (Resources)
Our Early Action for Success (EAfS) funded Instructional Leader in collaboration with a strong intervention and support team will continue to analyse whole school reading data collected internally. We will be plotting students against the Literacy Progressions in Reading in 2021 and using the progressions to help students to set learning goals and understand the continuum of learning. With the one-year extension of funding for this position we will continue to revise and refine systems, processes and programs to continue to improve teacher capacity and student outcomes.  Moving into 2021, changes have been made at a whole school systemic level to support	Professional Learning Budget  Department funded DP/IL through Early Action for Success  Additional staff to support Intervention.

## Progress towards achieving improvement measures

growth and achievement in Numeracy.  
This includes changes  
to our Relief from Face to Face (RFF) Model  
to ensure the morning session of 3 hours is  
uninterrupted. This covers the NESAs pre-prescribed 2 hour literacy block. IPS  
will be utilising the 2021 CIVD Intensive  
Learning Support Funds  
to employ additional staff to support  
student Reading.

### Process 3: Early Intervention

Early childhood staff collaborate around all aspects of our service to embed the standards from National Curriculum Early Years Learning Framework into a sustainable model of excellence .

Evaluation	Funds Expended (Resources)
<p>Preschool</p> <p>Irrawang Preschool is situated on site and is managed by NSW Education. Our philosophy is to provide an educational program that is stimulating and engaging and enhances children's learning and development in a stimulating environment. We currently have 40 students attending 5 days per fortnight. Our ATSI SLSO provides culturally appropriate learning experiences for our students. Our Intervention Leader operates short pre-reading and writing programs once a week. We integrate STEM into our teaching and learning programs. Student curiosity and interest drives weekly focus for our programs. There is a strong focus on healthy eating and developmental play.</p> <p>Moving forward we have decided to set student directions that reflect the progress that has been made in the previous school planning cycle. We have determined that in addition to 'Student growth and attainment' we would continue to develop 'Teaching, Learning and Innovation' and 'Connect, Succeed and Thrive' as our three Strategic Directions moving into 2021-2024.</p>	<p>Grant from Early Learning</p> <p>Aboriginal Background loading for SLSO additional support</p> <p>Additional staff to provide additional time for Pedagogical Leader</p>

## Strategic Direction 2

### Wellbeing

#### Purpose

At IPS, there is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all stakeholders so they can connect, succeed and thrive.

#### Improvement Measures

By 2020 85% of parents feel welcome and informed in an inclusive school, as reported through the Tell Them From Me parent survey.

[Baseline data for a 2016-18 3 yr average shows that it is currently at 76%. 2020 data will be harvested from the TTFM parent survey results from 2019-2020 2 yr average]

School expectations of behaviour result in positive wellbeing and respectful relationships amongst students, staff and community members with a minimum of 85% of students displaying Tier 1 behaviours.

#### Progress towards achieving improvement measures

##### Process 1: School and Community Support

Utilise SACC, parent/carers engagement opportunities and outside agency programs to support and develop social, emotional and cognitive development of students , successful transition and strong cohesive relationships.

Evaluation	Funds Expended (Resources)
<p>Thou-Walla Family Centre is a School as Community Centre Program, located in the grounds of Irrawang Public School. It is a universal prevention and early intervention cross agency initiative that focuses on supporting families with children birth to 8 years of age. Our strength remains in our partnerships with our community, schools, various government, non-government and not for profit organisations.</p> <p>Thou-Walla Family Centre's core business aligns with Department of Education State Plan Directions, including but not limited to:</p> <p>"All children make a strong start in life and learning and make successful transition to school"</p> <p>"Every child and parent is known, valued and cared for in schools/our School as Community Centre"</p> <p>"Our Education system reduces the impact of disadvantage"</p> <p>This year Thou-Walla Family Centre changed their mode of service delivery as a result of COVID-19 and to meet the needs of the wider community.</p> <p>The beginning of the year saw a strong start on-site with specialised supported playgroups, a TAFE Adult Education Course (Supporting Childrens Learning), MyTime (for families with children with additional needs) and parenting courses, as well as school based programs such as Breakfast Club, Kids Hope and Ginyaang Kids. In March 2020, our face to face groups ceased and new strategies were undertaken to engage with families and offer support. This ranged from playgroups, coffee and chat sessions, parenting</p>	<p>Annual budget allocation for SaCC through IPS.</p>

## Progress towards achieving improvement measures

courses and a TAFE Computer Course undertaken all undertaken via zoom. The Facebook Page was increasingly utilised to share information and offer playgroup, early literacy, cooking sessions often via LIVE Facebook. Partnering services such as the Benevolent Society, Playgroup NSW as well as Thou-Walla Family Centre were able to provide weekly drop of craft and other specialised packs. These initiatives allowed increased engagement with families who have had limited or no previous contact with the Centre.

Thou-Walla Family Centre engaged with Families via telephone, via Facebook Page and home visits (when allowed to do so). Other strategies such as walking groups and catch ups in the park were undertaken to remain engaged with families. School based programs continued to operate and a Seasons for Growth Program was also co-facilitated to support the social and emotional wellbeing of children. In term 4, Thou-Walla Family Centre was able to initiate the return of playgroups on 2 days, with a COVID Plan in place. Families were very keen for face to face contact.

This year Thou-Walla Family Centre continued to provide a range of services to our school community and support whole school and community initiatives for future students, current students and parents/carers of Irrawang Public School via a number of strategies. Thou-Walla Family Centre engages with over 200 families each year and in excess of 300 students each year. A third of our families identify as Aboriginal and Torres Strait Islander and over 15% identify as Culturally and Linguistically Diverse. This year has provided immense learning opportunities including the implications of what lies ahead as a result of a challenging year, including our need to maintain strong emphasis on the mental health of our children and families due to a number of increased stresses. However the year has also provided insight on how we can work differently, including programs/initiatives that we could maintain in 2021 as well as new programs/initiatives that support the changing need of our school community. This year has also demonstrated that our school community has resilience, much community spirit and great support for each other.

Some comments that have been shared this year include:

"Just knowing that you are all still thinking of our family is really so amazing. You all go above and beyond for our community and make us feel like we are part of your FAMILY"

"I have enjoyed seeing the sessions that you have been doing as I miss attending the groups like MyTime and parenting groups and the craft groups that I did, so thank you.

"You are like our family. The kids just love being here"

Thou-Walla Family Centre appreciates the support and partnership with Irrawang Public School and looks forward to a terrific 2021.

## Process 2: Wellbeing

Utilise targeted expertise to support the ongoing development of student wellbeing. Develop systems to check on wellbeing and evidence of learning for all students when learning remotely.

Evaluation	Funds Expended (Resources)
Question: What is the impact of student improvement programs/strategies?	Teacher 1 and a 1/2 days a week. \$750 a week.
Data Source: PBL data, attendance data.	Teacher 1/2 a day a week- Tier 2 \$250 Total for year \$7,500.00  Bus to Merewether \$1030



## Progress towards achieving improvement measures

Findings (add attachments as evidence): Improvement intervention/strategies successful and motivating for students. Increase in student data for both behaviour and attendance.

Implications: Systems and processes are addressed to begin next year.

## Strategic Direction 3

### Leading

#### Purpose

At IPS, the leadership team actively supports change that leads to a positive impact on sustained and measureable whole school improvement.

#### Improvement Measures

All executive and aspiring leaders have authentic leadership roles, articulated through their PDPs.

Leaders have ensured that all staff are proficient in utilising the learning progressions and feel confident entering and using accurate data into PLAN 2, measurable through observations and staff surveys.

#### Progress towards achieving improvement measures

##### Process 1: Professional Practice

The school executive develop consistent systems to monitor and mentor staff in literacy and numeracy teaching with a whole staff expectation of improvement in literacy and numeracy standards across the school.

Evaluation	Funds Expended (Resources)
Staff feel supported in literacy and numeracy strategies, data analysis, planning and programming.	Equity Funding Source

##### Process 2: Professional Learning

Leadership team drives whole school professional learning to drive ongoing improvement in teaching and non teaching staff, so that every student makes measurable progress.

Evaluation	Funds Expended (Resources)
A survey was conducted Week 9 Term 3 to seek feedback from staff about their professional learning needs moving into Term 4. The Instructional Leader analysed whole school feedback from teaching staff and found commonalities in the requests including PLAN 2 training, formative and summative assessment, student goal setting and systems that can be implemented in the classroom to support meaningful and consistent student feedback. Upon analysis of these trends it was evident that work around Hattie's Visible Learning Model would support staff and throughout Term 4 sessions have been organised with small groups of teachers to work with the Instructional Leader to receive professional learning.	Professional Learning and Equity.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>Main costings accounted for through:</p> <p>CT - \$109.00</p> <p>CLO - \$17,500</p> <p>Tier 2 support - \$18,072</p> <p>SLSO additional Support - \$22,500</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$193 842.00)</li> </ul>	<p><b>ATSI Students</b></p> <p>It is important to consider the performance of our Aboriginal and Torres Strait Islander students (ATSI) as a group. In 2019 we had 42.9% of our ATSI students achieve in the top 2 bands in Reading, significantly above SSG (20.3%) and State (24.3%). In 2019 we had 11.1% of Year 5 students achieve in the top 2 bands in reading. This is above SSG (7.7). Trend data indicates that our Year 3 and Year 5 Reading data shows steady growth since 2015, as measured using NAPLAN.</p> <p>Internal data measures against the Early Action for Success reading benchmarks collected in our 5 weekly data harvest indicates that 74% of our students are achieving at or above expectations in Reading. This means that those students would classify as 'sound', 'high' or 'outstanding' on their Reports to Parents at the end of 2020.</p> <p>It is important to consider the performance of our Aboriginal and Torres Strait Islander students (ATSI) as a group. In 2019 we had 14.3% of Year 3 ATSI students in the top two bands. This is above SSG with 9.4% and on par with state at 15%. In 2019 we had 11.1% of Year 5 students achieve in the top 2 bands in numeracy. This is significantly above SSG with 3.4% and State performance with 7.3% of ATSI students in the top two bands. Trend data in Year 3 numeracy indicates significant growth since 2015. Year 5 trend data shows steady growth since 2015.</p>
<b>Low level adjustment for disability</b>	<p>SLSO's across all mainstream classes 3hrs a day, 5 days a week.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$283 000.00)</li> </ul>	<p><b>Reading Year 3</b></p> <p>In 2019, 39 Year 3 students sat NAPLAN. Trend Data since 2015 shows an upward trend in student achievement. Student performance scores remain above Similar Schools Grouping. In 2019, Year 3 had 31.4% of students achieve in the Top 2 Bands (or equivalent) in NAPLAN. This data is 6.4% above similar schools grouping. When analysing trend data since 2015, we can see a steady increase in achievement scores. Year 3 gap analysis indicates the need to focus on: inferring meaning, categorising information in an informative text, identifying the purpose of rhetorical questions, locating directly stated information in the text and identifying a character's perspective.</p> <p><b>Year 5</b></p> <p>In 2019, 56 year 5 students sat NAPLAN. Year 5 Trend Data since 2015 shows an upward trend in student achievement. Student performance scores remain above</p>

<p><b>Low level adjustment for disability</b></p>	<p>SLSO's across all mainstream classes 3hrs a day, 5 days a week.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$283 000.00)</li> </ul>	<p>Similar Schools Grouping. Year 5 had 13.3% of students achieve in the Top 2 bands (or equivalent) in NAPLAN. This is 0.4% above similar schools grouping. 43% of our students in Year 5 achieved expected growth in 2019, with a further 49% achieving growth. This is roughly consistent across the last four years. When analysing trend data since 2015, we can see a steady increase in achievement scores. The Year 5 gap analysis indicates the need to focus on: interpreting the meaning of figurative language in narratives, identifying central themes in narratives, analysing the structure of a narrative and analysing the effect of modal language.</p> <p><b>Numeracy</b></p> <p>In 2019, Year 3 had 39 students sit NAPLAN. 21.6% of students achieved in the Top 2 Bands (or equivalent) in NAPLAN. This is 6.8% above similar schools grouping. Year 3 Trend Data since 2015 shows an upward trend in student achievement. Student performance scores remain above Similar Schools Grouping. The Year 3 gap analysis indicates the need to focus on: comparing the magnitude of large numbers, solving problems involving the complement of a fraction, calculating the fractions of a whole number, interpreting graphs and telling time using analogue clocks. In 2019, Year 5 had 56 students sit NAPLAN. 11.1% of students achieved in the Top 2 bands (or equivalent) in NAPLAN. This is 3% above similar schools grouping. Year 5 Trend Data since 2015 shows an upward trend in student achievement. Student performance scores remain above Similar Schools Grouping. Our growth data indicates that we had 62% of our students achieve above expected growth in NAPLAN 2019, with a further 36% achieving growth. The Year 5 gap analysis indicates the need to focus on: comparing the size of unit fractions, calculating the difference between two four-digit numbers, solving multi-step problems and solving problems involving multiplication and division.</p>
<p><b>Quality Teaching, Successful Students (QTSS)</b></p>	<p>This is an FTE allocation of 0.661 FTE</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$72 000.00)</li> </ul>	<p>Every student in every classroom is catered for through personalised and differentiated curriculum, while those that are identified for lack of growth are referred to our highly effective Learning and Support team and engage in intervention support.</p> <p>One area to focus on is our NAPLAN growth and Value add data for Years 3 -7, and also to keep improving our processes to support student awareness and achievement of expected growth.</p> <p>At Irrawang PS our teachers collaborate together in teams to provide quality programs for our students. Staff adopt a large variety of skills and strategies to engage student in reflective practices, inclusive of academic and behaviour, in environments where there are</p>

<b>Quality Teaching, Successful Students (QTSS)</b>	<p>This is an FTE allocation of 0.661 FTE</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$72 000.00)</li> </ul>	<p>minimal disruptions. While we meet elements of excelling in Effective Classroom practice, we mainly meet the criteria for sustaining and growing.</p>
<b>Socio-economic background</b>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$838 000.00)</li> </ul>	<p><b>2020 Attendance</b></p> <p>Current attendance data shows that 47% of students are attending school 92% or more. Additionally, 70% of students are attending 85% or more. 87% of students are attending above 85% of the time, inclusive of explained absences. This is a slight improvement from 2019 and will continue to be a focus moving forward.</p> <p><b>Tell Them from Me</b></p> <p>Our 2020 Tell Them From Me data shows that 86% of students report advocacy at school, 92% of students report expectations for success and 99% of students report that they value schooling outcomes. All sit above SSG and State norms.</p> <p>When reporting on Skills challenges, 59% of students are in the high challenge and high skill quadrant above SSG and State. When reporting on Belonging and Expectations, 91% of students report that they feel they have positive teacher-student relations and 84% report that IPS is a positive learning climate, both sitting above SSG and State.</p> <p><b>2020 Suspension rates</b></p> <p>In 2020 we had a total 46 short suspensions down from the 52 recorded for 2019. We had 4 long suspensions in 2020, slightly higher than the previous 2 years which recorded 0 in 2019, and 2 in 2018.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	176	178	185	190
Girls	150	155	161	160

### Student attendance profile

School				
Year	2017	2018	2019	2020
K	93.2	88.3	87.1	89
1	86.9	89.3	89.1	90.1
2	91.9	87.9	90.2	91
3	91.1	89.4	88.6	91.2
4	88.7	87.9	91.9	89.4
5	90.9	88.7	89.3	91.7
6	90.3	89.3	90.2	91.3
All Years	90.6	88.7	89.4	90.5
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)	4
Classroom Teacher(s)	15.49
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1.9
Teacher Librarian	0.8
School Administration and Support Staff	7.12
Other Positions	1

\*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 <b>Actual</b> (\$)
<b>Opening Balance</b>	866,746
<b>Revenue</b>	5,542,597
Appropriation	5,488,557
Sale of Goods and Services	4,266
Grants and contributions	33,559
Investment income	1,115
Other revenue	15,100
<b>Expenses</b>	-5,324,297
Employee related	-4,929,202
Operating expenses	-395,095
<b>Surplus / deficit for the year</b>	218,300
<b>Closing Balance</b>	1,085,047

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>	99,664
<b>Equity Total</b>	1,317,183
Equity - Aboriginal	193,842
Equity - Socio-economic	838,437
Equity - Language	966
Equity - Disability	283,938
<b>Base Total</b>	3,080,011
Base - Per Capita	92,144
Base - Location	0
Base - Other	2,987,867
<b>Other Total</b>	807,913
<b>Grand Total</b>	5,304,770

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

### TTFM Staff, Student and Parent Surveys Strengths

#### Students

2020 TTFM data indicates that 94% of our students reported that they had positive behaviour at school, 9% above state average. 96% of our students reported that they try hard in their learning which is 8% above state average. When asked 59% of our students reported that they were operating in the quadrant of high challenge and high skill, 6% above state. Only 8% of students reported being victims of bullying which is significantly below state averages of 36%. Students scored a mean of 9.0 when reporting that teachers teach important concepts well and use time efficiently (compared to a mean of 8.2 for state). Our students scored a mean of

8.6 when reporting that they have an advocate at school (.9 above state). Students scored a mean of 9.1 when reporting that they have positive student-teacher relations (.7 above state) and a mean of 8.4 when reporting on a positive learning climate (1.2 above state).

#### Staff

2020 TTFM data indicates that our staff scored a mean of 8.1 when analysing the eight drivers of student learning (1.0 above state). Staff scored a mean of 8.7 when supporting leaders to create a safe school environment and a mean of 8.8 when considering the setting of high expectation for students. When setting clear expectations for classroom behaviour staff scored a mean of 9.3. Staff scored a mean of 9.0 when being inclusive of students with additional needs and 8.6 when using IEPs to set goals for students with special needs. When asked about technology use staff identified that they helped students overcome personal barriers to using interactive technology with a mean score of 7.3.

#### Parents

2020 TTFM Data indicates that parents scored a mean of 8.2 when asked if they feel welcomed into the school. Parents scored a mean of 8.2 when being informed of behavioural issues at school in a timely manner and 8.0 when asked if they are being informed of positive or negative behaviours at school. A mean of 7.8 was scored when asked if reports were written in language that parents understand. Parents scored a mean of 8.0. When asked if their children were encouraged to do their best work. When considering school rules and expectations parents scored a mean of 8.6 when asked about their child being aware of the rules at school and expectations of behaviour and 8.8 (1.3 mean above state) for school supporting their child's behaviour.

The existing school plan saw the implementation of Positive Behaviour for Learning (PBL) as a whole school behaviour system. This system has shown promising signs of success and will continue to be a core focus of our wellbeing approach. The inclusion of IEPs, MGOALS, Behaviour Management Plans, Risk Management Plans, differentiated programs and a strong emphasis on attendance has supported students to achieve their growth potential.

We will be completing the staff/student/parent Tell Them From Me Surveys in 2021 and use as comparative data.

# 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.