

# 2020 Annual Report

## Tyalla Public School



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# Introduction

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

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## Message from the principal

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What an exciting and successful year 2020 has been for our school community. When I journey through the learning experiences and achievements of our students and staff this year, it is evident that Tyalla Public School is actively striving to provide every student with an excellent education within a caring environment.

Congratulations to each and every student in our school for the wonderful work they have shown in their academic, cultural, creative and sporting pursuits. Everywhere you look there is evidence of high levels of engagement and growth. There are also high levels of interaction, strong positive relationships between students, obvious pride in the school and care for fellow students.

2020 will go down in history as the year of great change in education. COVID brought many challenges and changes and the school and the community demonstrated their capacity to be flexible and pivot to meet the challenges of ensuring that quality learning continued.

Almost overnight learning went online and parents and teachers worked in partnership to deliver curriculum. Zoom and Google became the new classrooms and teachers, parents and students became learners together as we mastered waiting rooms, mic operations and the opening links. COVID did bring many changes and some of these have opened the door to new ways of teaching and learning. I would like to say thank you to all our parents and carers for their amazing work during the working from home period.

These wonderful opportunities and positive learning environments require the efforts and dedication of the Tyalla Public School staff who continually work to provide the best education possible for every child. I would like to thank the staff and leadership team for their tireless work and collegiality, together they ensure that every child is known, valued and cared for.

I would also like to thank our hard-working P & C for their support and implementation of fundraising and initiatives to support our school. Also, the many volunteers who assist our school whether helping in classrooms, transporting students to events, covering books, helping in the garden, teaching SRE, assisting with and organising special events and arriving early to help with breakfast club.

Community connections are extremely important to us and we value these important partnerships. In particular, I would like to acknowledge: our local AECG who work closely with us and fund the tuition of Gumbaynggirr language across the school, OOSH who permit use of their bus resulting in subsidised rates for students attending small group activities, and Woolworths for their weekly donation of fresh fruit.

I would also like to acknowledge Reap Food Rescue for their support of our school and families, the Smith Family for the myriad of ways they support our families and school including the "Learning for Life" program. I would like to thank the many groups and volunteers who support our morning Brekkie Club. For all those who assist quietly behind the scenes and who may not have been mentioned here - thank you. You are invaluable and an essential part of our school.

We value our home-school partnerships with all of our families and look forward to continuing to work together in 2021 to provide the very best education for every student within a strong connected school community. Heading in to 2021, we will continue to build on our efforts to improve student learning outcomes, beautify the physical environment of our school and strengthen our connections with families.

*Mrs Karen Garling*

Principal

### Message from the school community

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Tyalla Public School P&C Association is a group of parents, family members and carers who come together to have a voice within the school environment and to raise money, to provide the school community with extra resources. The P&C is open to any member of the school community who wishes to join.

2020 started out a strong year with our first fundraiser being a disco to raise money for two of our students whom lost their mum suddenly. This disco was well attended and raised \$830. This money was used to purchase a new washing machine and pay bond for the family's new home.

COVID-19 then struck cancelling our Easter raffle, Mother's Day stall and our biggest fundraiser of the year the Christmas raffle. We were able to run our Father's Day stall in a COVID-19 safe environment. We have stock of Mother and Father's Day gifts in our cupboard ready for the 2021 year. During COVID-19 we unfortunately had to let our canteen manager go. The P&C operated the canteen three days a week with four volunteers during Term 3 and 4.

We purchased "I'm going to big school next year at Tyalla" T-shirts for our 2021 kindergarten student to help them feel included in our school during the COVID-19 pandemic. These shirts were well received and it was nice to see the students wearing them.

Here's hoping to a better and more productive 2021.

Michelle Beattie,

P&C President 2020



## School vision

Tyalla Public School - A school community working collaboratively, respectfully and inclusively to develop student engagement, wellbeing and success.

Staff, students and the whole school community have a shared understanding and consistent approach to educational and behavioural expectations. High level trust is reflected in open, positive communication and with strong collaboration between all staff. A collaborative and collegial approach to teaching and learning where professional development is contextually responsive, relevant to individual student and teacher professional needs, is evidence-based and models best practice..

Effective feedback is given in a trusting and resilient environment to and from both staff and students. It is explicit, achievable, respectful, solution driven and given in a timely manner to improve learning and teaching outcomes. Learners are self-regulated students who value themselves as engaged participants leading to high levels of achievement in all areas of education.

## School context

Tyalla Public School is located in Coffs Harbour on the Mid North Coast of NSW.

The school has a FOEI of 155. The school population includes approximately 33% Aboriginal students and 16% students who have language backgrounds other than English. This diversity provides a rich cultural environment which is celebrated and valued. The school has a multicategorical class catering for students with a range of mild and moderate disabilities.

The school has a strong reputation for positive outcomes for students in academic, cultural and sporting pursuits. We have a renewed focus on the Positive Behaviour for Learning (PBL) program. Our dedicated staff at Tyalla recognise that quality teaching and learning has significant impact on the learning outcomes of students. Our educational platform is underpinned by strong research based pedagogy.

Tyalla Public School prides itself in delivering excellent educational opportunities in a nurturing and supportive environment. It has the support of an active community who contribute to a range of school programs and initiatives. Our school promotes a positive and inclusive environment which focuses on individual and team accomplishment in an atmosphere of fun, respect and goodwill. Tyalla Public School is a member of the Lighthouse Community of Schools.



## 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>

## Strategic Direction 1

Learning: Student Focused Learning and Engagement

### Purpose

To develop highly motivated students engaged empowered in their own learning. Students will develop foundation skills in Literacy & Numeracy. They will develop strong content knowledge and the ability to adapt and learn to be responsible citizens. Teachers use information about students' capabilities and needs to plan effectively for student learning.

### Improvement Measures

Students meet agreed school targets in Numeracy within PLAN2:

- 80% Kindergarten Quantifying numbers
- 70% of stage 1 Additive strategies
- 65% stage 2 Multiplicative thinking
- 70% Stage 3 Multiplicative thinking

School Community - students, parents, staff able to articulate the values and demonstrate an awareness of PBL at Tyalla Public School.

Students meet agreed school targets in English/Writing within PLAN2

- 80 % Kindergarten
- 65% of stage 1
- 65% stage 2
- 70% Stage 3

An increase of students in the top 2 bands of 10% in Numeracy and Writing

An annual decrease in negative incidents within SENTRAL data from 2018 - 2020.

55% of students achieving at or above expected growth in Numeracy and Writing.

### Progress towards achieving improvement measures

#### Process 1: Curriculum Implementation

- Embedding deep knowledge of syllabus through Professional Learning
- Staff planning and delivering differentiated curriculum to meet the needs of all students.
- Consistent school wide practices for assessment, collection, analysis and application, are embedded K-6.
- Implementing effective interventions for individuals, groups, classes and stages as responsive to need.

Evaluation	Funds Expended (Resources)
<p>A comprehensive K-2 tiered Intervention Program was designed and implemented. It provides responsive and targeted intervention to ensure that gaps in learning are closed in the early years. The couplings between it and classroom teaching were tightened to ensure that the program sat shoulder to shoulder with classroom teaching. This allowed the program to be responsive and to be delivered seamlessly. Please see student outcomes in paragraph three.</p> <p>100% of K-2 teachers understand, use and analyse their own class data using systems and processes that have been developed. They all acknowledge the use and need for data systems and how it enacts intentional and explicit teaching. All teachers are engaging in dialogical conversations that focus on learning behaviours and evidence, stage expectations and are able to define success.</p> <p>100% of K-2 teachers are using the K-6 data wall, engaging in data conversations and the five weekly grade targets for literacy and numeracy with a focus on ensuring 80% students in K-2 are at or above expected target. This, combined with the Intensive Intervention Program has seen a</p>	<p>5 Intervention Student Learning Support Officers</p> <p>1 Intervention Teacher</p> <p>1.2 LaST teacher</p> <p>1 Intensive Reading Teacher</p> <p>An additional Kindergarten Classroom Teacher</p> <p>An Early Action for Success Instructional Leader</p> <p>New reading resources \$20,000</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Early action for success</li> </ul>

## Progress towards achieving improvement measures

significant increase in the percentage students reading at or above grade in Year K-2.

Reading: 86% of Year 2 students are achieved the end of year target of PM 22+ and forty of the fifty students in Year 2 achieved levels of 24+. 87% of Year 1 students achieved the end of year target of 17+ and a third of the students achieved the Year 2 end of year target level. 69% of Kindergarten students achieved end of year target and three students achieved end of Year 1 target.

As part of the implimentation of learning sprints teachers in Stage 2 conducted reading comprehension assessments using NAPLAN Reading past papers. Using this assessment data, a group of target students were identified to develop reading comprehension strategies. When a second assessment was completed ten weeks later 84% of target students had achieved an improved result with 68% of those being an improvement of greater than 10%.

Kindergarten data analysis identified geater than 60% of students are working in ADS2 and some students are working in ADS3. Year 1 data analysis identified greater than 90% of students were consistently working in AS5. Year 2 writing data analysis identified greater than 80% of students are working in ADS5 and more than 50 % in ADS6.

Aligned systems have resulted in very clear, intentional and focused intervention support. Planned data analysis and needs conversations occur at executive meetings, grade professional learning team meetings and between the Instructional Leader and each class teacher. These take place in 5 weekly cycles to ensure Tier 2 and 3 students are provided with point of need support.

(\$167335.50)

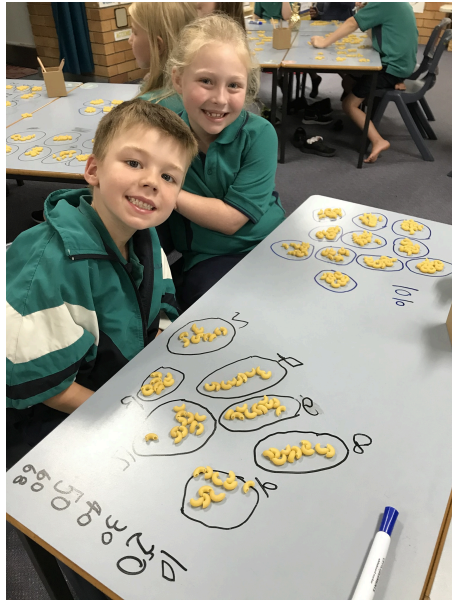
- Socio-economic background (\$441437.00)
- Aboriginal background loading (\$50000.00)

### Process 2: Student Wellbeing

A student wellbeing focus on Learning Support, PBL and increased engagement at school

- Implementation of Positive Behaviours for Learning
- Establishing systematic practices to engage students, staff, parents and agencies.
- Evidence based approaches, policy and assessment practices identifying and monitoring student need in all areas of the Wellbeing Framework.

Evaluation	Funds Expended (Resources)
<p>The School leadership team and staff have worked closely with the Aboriginal Education Officer in further integrating Aboriginal culture into Key Learning Areas. They also had a significant effect in support Aboriginal students and building their sense of belonging. In the Tell Then From me survey Aboriginal students reported a higher sense of belonging than their non-Aboriginal peers.</p> <p>All students K-6 across the school engaged in Gumbaynggirr language lessons. Due to COVID the build of the Yarning Circle has been carried forward to 2021. Money from 2020 has been set aside to fund this.</p> <p>High impact professional learning on Well-Being Framework, the School Excellence Framework and the Teaching Standards was delivered to all staff. These documents were compared and contrasted, staff identified the well-being elements that are interwoven within all of these. There was an increase in positive behaviours and on-task behaviour in Stage 2 classrooms and a decrease in suspensions across K-6.</p>	<p>An additional teaching Assistant AP in Stage 2.</p> <p>An Aboriginal Education Officer - Staffing Component.</p> <p>The building of a yarning circle.</p> <p>Three additional hours of Aboriginal Language Teacher.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$113072.00)</li> <li>• Socio-economic background (\$10000.00)</li> </ul>





## Strategic Direction 2

Teaching: Quality Teaching

### Purpose

To develop a committed and collaborative set of strategies and practices that enable teachers and students to effectively engage in learning and produce high quality content.

To provide high quality teaching to improve student learning. Our purpose is to employ evidence based teaching strategies.

Teaching strategies are evaluated and reflected upon to improve Literacy and Numeracy and embed its development across Key Learning Areas.

### Improvement Measures

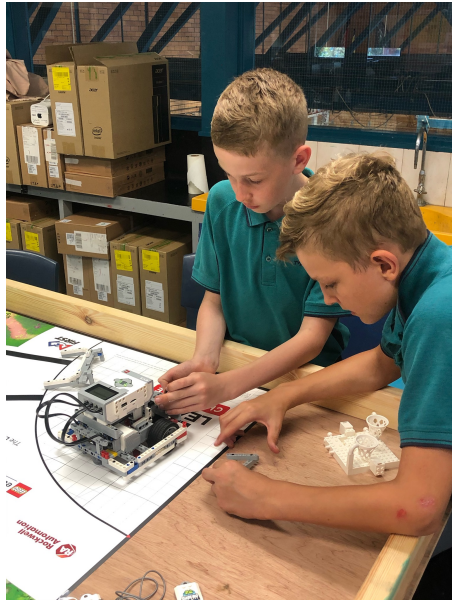
- 100% of staff demonstrate number talks and mathematical enquiries within teaching and learning programs and teaching practice.
- 100% of teaching staff to engage in lesson observations and feedback aligned to Mathematics & English.
- 100% of teaching staff to engage in Collaboration Days.

### Progress towards achieving improvement measures

#### Process 1: Effective Classroom Practice

- Executive team leading Mathematics and English engaging all staff in quality teaching practices and embedding syllabus content aligned to student need.
- Targeted professional Learning - whole school and individualised.
- Collaborative lesson planning, sharing practice and classroom observations in English and Mathematics.

Evaluation	Funds Expended (Resources)
<p>100% of classroom teachers worked collaboratively within professional learning teams using spirals of inquiry to improve student outcomes. Teacher capacity in using student data to inform teaching increased and teaching became more targeted and explicit. Pearson's Quality Talk was used to increase the quality of intervention in reading. Stage 2 reported growth in student outcomes from the first learning sprint. This growth was higher for the students from the bottom two quadrants.</p> <p>High impact professional learning was delivered in the English Syllabus, Pearson's Quality Talk and visible learning. This resulted in revised 3-6 Scope and Sequence, implementation of reciprocal reading across the school and a better understanding of learning intentions.</p>	<p>80mins Release/ staff member/ ft for Professional Learning Team Meeting</p> <p>80mins Release/executive/ft for training with Principal for training and to collaboratively analysis data to determine impact and need.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Quality Teaching, Successful Students (QTSS) (\$40000.00)</li></ul>



## Strategic Direction 3

Leading: Quality Educational Leadership

### Purpose

Students, staff and parents to be recognised as school leaders. To build a culture of high expectations and collaborative practice with strong strategic leadership. To ensure a model of succession planning in order to embed practice and direction, establishing an ongoing legacy. Utilise resources efficiently and effectively to ensure all students achieve. Create a shared responsibility for student growth supported by high levels of accountability and collaboration.

### Improvement Measures

- 100% of staff engaged in forming, implementing and reviewing PDPs.
- Non-executive staff engaged in leading PL within the school and mentoring colleagues.
- 100% of staff engaging with the *Australian Teaching Standards*.
- Teachers initiating conversations centred on teaching and learning to reflect upon and improve practice.
- Writing and Mathematics data reflect a shift in quality teaching practice through an increased percentage of students achieving at or above.

### Progress towards achieving improvement measures

#### Process 1: Educational Leadership

- Whole school focus on developing a Distributive Leadership model.
- Professional learning focused on best practice.
- Engagement with Accreditation standards in practice at Proficient, Highly Accomplished and Lead through PDPs, Professional Learning and collegial dialogue.
- High quality Instructional Leadership through EAfS IL. designed to build collaboration, capacity and sustainability.

Evaluation	Funds Expended (Resources)
<p>The teaching standards are embedded into the Professional Development Planning (PDP) process and all teachers use the standards to direct and monitor their PDP goals.</p> <p>All classroom teachers were provided with shoulder to shoulder instructional leadership by their Assistant Principal. This resulted in improvements in quality teaching and more consistent practices across the school.</p>	<p>1 hour and 30 minutes of release for each AP to provide shoulder to shoulder Instructional Leadership to each of the teachers on their teams.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Quality Teaching, Successful Students (QTSS) (\$22130.00)</li></ul>



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>Aboriginal Background Staffing - \$68,718</p> <p>Aboriginal Background Flexible - \$94,354</p>	<p>100% of students engaged in Gumbaynggirr language program. Due to COVID the build of the Yarning Circle has been carried forward to 2021. Money from 2020 has been set aside to fund this.</p> <p>The results from the TTFM survey identified Aboriginal students had a stronger sense of belonging than non-Aboriginal students.</p> <p>Aboriginal students in K-2 displayed increases in learning outcomes.</p>
<b>Low level adjustment for disability</b>	<p>Social-economic Background - Staffing \$54,692</p> <p>5 Intervention SLSOs</p> <p>1 Intervention teacher</p> <p>1 Intensive reading teacher</p> <p>Kindergarten classroom teacher</p> <p>Stage 2 teaching Assistant Principal</p> <p>New reading resources \$20,000</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$541 437.00)</li> </ul>	<p>Reading: 86% of Year 2 students are achieved the end of year target of PM 22+ and forty of the fifty students in Year 2 achieved levels of 24+. 87% of Year 1 students achieved the end of year target of 17+ and a third of the students achieved the Year 2 end of year target level. 69% of Kindergarten students achieved end of year target and three students achieved end of Year 1 target.</p> <p>As part of the implimentation of learning sprints teachers in Stage 2 conducted comprehension assessments using NAPLAN Reading past papers. Using this assessment data, a group of target students were identified to develop reading comprehension strategies. When a second assessment was completed ten weeks later 84% of target students had achieved an improved result with 68% of those being an improvement of greater than 10%.</p> <p>Kindergarten data analysis identified geater than 60% of students are working in ADS2 and some students are working in ADS3. Year 1 data analysis identified greater than 90% of students were consistently working in AS5. Year 2 writing data analysis identified greater than 80% of students are working in ADS5 and more than 50 % in ADS6.</p> <p>There was an increase in positive behaviours and on-task behaviour in Stage 2 classrooms and a decrease in suspensions across K-6.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>QTSS Release - \$62,130</p> <p>Release for staff to attend fortnightly Professional Learning Team Meetings</p> <p>Release so Executive can attend fortnightly Professional Learning Team Meetings to build their capacity in providing Instructional Leadership and work collaboratively to analysis school data.</p> <p>Release so each Assistant</p>	<p>100% of classroom teachers worked collaboratively within professional learning teams using spirals of inquiry to improve student outcomes. Teacher capacity in using student data to inform teaching increased and teaching became more targeted and explicit. Pearson's Quality Talk was used to increase the quality of intervention in reading. Stage 2 reported growth in student outcomes from the first learning sprint. The growth was greater for the students from the bottom two quadrants.</p> <p>All classroom teachers were provided with shoulder to shoulder instructional leadership by their Assistant Principal. This resulted in</p>

<p><b>Quality Teaching, Successful Students (QTSS)</b></p>	<p>Principal can provide 1 hour and 30minutes of Instructional Leadership each week.</p>	<p>improvements in quality teaching and more consistent practices across the school.</p>
<p><b>Early action for success</b></p>	<p>Early Action for Success - Instructional Leader \$167,335.50</p>	<p>100% of K-2 teachers understand, use and analyse their own class data using systems and processes that have been developed. They all acknowledge the use and need for data systems and how it enacts intentional and explicit teaching. All teachers are engaging in dialogical conversations that focus on learning behaviours and evidence, stage expectations and are able to define success.</p> <p>100% of K-2 teachers are using the K-6 data wall, engaging in data conversations and the five weekly grade targets for literacy and numeracy with a focus on ensuring 80% students in K-2 are at or above expected target. This, combined with the Intensive Intervention Program has seen a significant increase in the percentage students reading at or above grade in Year K-2.</p> <p>Aligned systems have resulted in very clear, intentional and focused intervention support. Planned data analysis and needs conversations occur at executive meetings, grade professional learning team meetings and between the Instructional Leader and each class teacher. These take place in five weekly cycles to ensure Tier 2 and 3 students are provided with point of need support.</p>



# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	162	167	152	136
Girls	163	177	162	168

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	93.1	92.6	91.1	89.3
1	93.5	89	92.1	86.4
2	92.6	91	91.7	91.4
3	90.8	92.3	89.1	86.2
4	91.8	89.7	88.6	87.2
5	92.2	89.9	90	88.1
6	90.5	88.3	88.5	86.9
All Years	92	90.4	90.1	88.1
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

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

## Management of non-attendance

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

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



# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	12.16
Literacy and Numeracy Intervention	0.63
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	5.12
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 Actual (\$)
<b>Opening Balance</b>	763,689
<b>Revenue</b>	4,627,322
Appropriation	4,607,796
Sale of Goods and Services	695
Grants and contributions	18,290
Investment income	540
<b>Expenses</b>	-4,238,768
Employee related	-3,883,224
Operating expenses	-355,545
<b>Surplus / deficit for the year</b>	388,553
<b>Closing Balance</b>	1,152,242

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 (\$)
<b>Targeted Total</b>	243,993
<b>Equity Total</b>	999,925
Equity - Aboriginal	170,631
Equity - Socio-economic	596,129
Equity - Language	23,451
Equity - Disability	209,714
<b>Base Total</b>	2,466,371
Base - Per Capita	76,966
Base - Location	2,122
Base - Other	2,387,282
<b>Other Total</b>	796,338
<b>Grand Total</b>	4,506,627

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

A parent phone survey was completed at the end of Term 3, 2020. To ensure that we collected data that represented a cross-section of the community, a parent list was printed out and every sixth parent was phoned.

The first three questions were aimed to determine if the parents felt welcomed, informed and/or a partner in their child's education. In regards to feeling welcomed 89% of parents agreed, one person disagreed and the other parents recorded neither. For the questions relating to being informed and feeling like a partner in education 71.4% and 72.2% agreed respectively. For the question relating to teachers support students who need extra help 74% agreed and 8.6% disagreed.

The Tell Them From Me Data identified that 76% of students identified positive relationships and 62% of students felt a sense of belonging. The enabling conditions for collective teacher efficacy questionnaire was completed by staff at the first staff meeting of 2021 and results showed a good level of collective efficacy.



# 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.

