

2020 Annual Report

Sarah Redfern Public School



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Introduction

The Annual Report for 2020 is provided to the community of Sarah Redfern Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Message from the principal

What an interesting year 2020 was, with many unprecedented events that impacted education and our daily routines like nothing else in our lifetimes. Sarah Redfern Public School and our wonderful community proved that, together, we can overcome any challenge set before us. I am deeply thankful for the support of our students, staff, parents and wider community. The importance of having strong partnerships was never as evident as in 2020.

With the onset of the COVID-19 pandemic, learning evolved to being delivered online and our staff quickly and professionally organised lesson plans for 'Learning from Home'. We supported families who were essential workers by having staff present at school to supervise students while engaging in online learning on school grounds. We supported families by making personal phone calls to help with academic and technological needs, setting up Zoom meetings for classes, establishing daily routines to monitor attendance, engage in learning and to provide feedback using Google Classroom, Seesaw and Class Dojo. We checked in with families to let them know that their wellbeing was also our concern. In return, families supported us by whole-heartedly jumping into 'Learning from Home', making sure that their children engaged with the lessons provided. Even though this was a challenging time, Sarah Redfern Public School came through it with a strength of community and pride in our collective response.

Many of our regular whole school activities were unable to take place. Our fortnightly whole school assemblies became Zoom assemblies. Weekly sport was cancelled for an extended period of time, eventually only taking place in class and stage groups. Book Week and Education Week took place in an online format. All classes organised an item or performance, which was uploaded into a SharePoint movie and shared with our community on social media platforms. Our students were able to view the movie with their parents and carers.

Through all of this, the teachers kept focusing on professional development, particularly in technology, to ensure high expectations were maintained throughout the year, whether learning from home or at school. The main focus continued on developing a consistent approach to planning, programming and the quality of instruction in the teaching of English and Mathematics, to improve student learning outcomes. Every staff member showed dedication and professionalism while facing all of the challenges, and regular changes in routine, due to ongoing COVID-19 restrictions. I know that the community joins me in thanking each and every one of them for going above and beyond in 2020.

2020 was an exceptional year that showed what can be achieved when you have strong, positive partnerships.

Mrs Marilyn Friedrich

Principal

School vision

Together we grow and nurture stronger, smarter lifelong learners through trust, equity and high expectations.

School context

Sarah Redfern Public School is set in the dynamic south western Sydney suburb of Minto. We are a growing and changing community that values high standards in education and personal growth.

Exemplary teaching and learning is facilitated by excellent teaching staff, dedicated to the needs of the whole child. As a learning hub, Sarah Redfern Public School engages with a strong and effective school learning community. We have a preschool for 80 children, 17 mainstream classes and 5 support classes; IM, IO, two multi-categorical and an IO/autism class.

Sarah Redfern Public School is situated in a unique setting, alongside Passfield Park School and Sarah Redfern High School. Through collaborative relationships, we are able to cater for the needs of all students, P-12, in an inclusive and nurturing environment.

We have a total enrolment of 498 children. We are enriched with a diverse community, including 7% Aboriginal and 71% EAL/D. We provide opportunities for all students through Gifted and Talented programs, PSSA, Creative and Practical Arts, including dance groups and choir. Students have access to a fully equipped gymnasium, hall and 21st century library.

We work together to grow and nurture stronger, smarter lifelong learners through trust, equity and high expectations.

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

Strategic Direction 1

Quality Teaching

Purpose

To establish and maintain exemplary, innovative teaching programs which create engaged, proactive lifelong learners.

Improvement Measures

80% of teachers demonstrate improvement in practice via John Hattie's "checklist for visible learning inside".

Improvement in student outcomes in literacy as reflected in NAPLAN results - 80% of students achieving in the top two bands across reading and writing measures.

Evidence of differentiated teaching and learning in 100% of teaching and learning programs and literacy sessions as indicated via observation.

Evidence of documentation that is reflective of success criteria and observable learning outcomes across 100% of teaching and learning programs.

Progress towards achieving improvement measures

Process 1: ACARA Learning Progressions~ Teachers will embed evidence-based practices in literacy and numeracy in line with syllabus documentation and the implementation of the ACARA Learning Progressions.

Evaluation	Funds Expended (Resources)
Teachers, twice a term, used PLAN 2 to plot student growth against 2 sub strands. Moving forward, it has been determined that teachers will authentically use the ACARA progressions with the syllabus on a regular basis, in the areas of phonological awareness and quantifying numbers. Teachers will use collaborative planning time to plot this progress on a fortnightly cycle to improve data analysis and reflection. Teachers will confidently use data to plot student growth on a fortnightly basis.	Casual teacher relief - 1 day per week x 2 teachers. Funding Sources: <ul style="list-style-type: none">• RAM (\$34560.00)

Process 2: Spirals of Inquiry~ Teachers will use systematic and reliable assessment information to evaluate student learning and implement changes in teaching that lead to measurable improvement.

Evaluation	Funds Expended (Resources)
Teachers met fortnightly within a cross stage collaborative environment to discuss mathematical processes and share student learning. Teacher professional learning was improved in the area of mathematics which positively impacted the skill of teaching in the classroom that the students were receiving. Teachers became increasingly confident in unpacking the syllabus and meeting individual student need based on measurable data. Moving forward, staff communicated a need to bring back stage based planning. This collaborative format will be brought back, with a focus on unpacking phonological awareness data and plotting student growth on a fortnightly basis. Whole school data will be collected and teachers will reflect, review and plan next steps in student growth on a regular basis.	Casual teacher relief - covered in the funds allocated for process 1.

Process 3: Flexible/Purposeful Assessment~ Teachers clearly understand, develop and apply a full range of assessment strategies- assessment for learning, assessment as learning, assessment of learning- in determining teacher directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.

Evaluation	Funds Expended (Resources)
The school executive has led collaboration and professional learning at	Casual teacher relief - covered in the

Progress towards achieving improvement measures

Spirals of Inquiry, Stage meetings and through the Mentoring process. A guest Instructional Leader and mathematics consultant delivered professional learning to staff on building number sense and using PLAN 2 in conjunction with the mathematics syllabus document. These professional learning opportunities have been aimed at the effective use of PLAN 2 data to assess learning and drive teaching, the use of consistent teacher judgement across the stages for assessing and reporting, and have supported teachers' individual goals. They have led to the consolidation and embedding of formative assessment practices in classrooms.

Staff were unable to attend any external professional development in 2020 due to COVID-19.

funds allocated for process 1.

Process 4: Coaching and Mentoring~ Formal mentoring/coaching support to ensure the ongoing development and improvement of all teachers.

Evaluation	Funds Expended (Resources)
<p>This process has supported early career teachers in developing their knowledge and building strong structures in a range of areas including curriculum, pedagogy, classroom management and behaviour management.</p> <p>It has provided them with opportunities to self-reflect and evaluate their practice and to find solutions to their own problems, wonderings and hunches.</p> <p>This process addresses teacher's professional goals. It has also resulted in identifying aspiring leaders.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Beginning Teachers (\$14481.00)

Strategic Direction 2

Stronger, Smarter Learners

Purpose

To inspire and encourage future-focused students who are resilient and active participants during their learning journey.

Improvement Measures

50% reduction in Reflection Room referrals as a result of student success in achieving personal goals.

Improved NAPLAN results, with 100% of identified gifted and talented students achieving in the top two bands in literacy and numeracy.

100% identified students have PLaSPS with measurable goals, underpinned by regular review and high levels of achievement.

Progress towards achieving improvement measures

Process 1: Mentoring~ Continuation of Wests Tigers Mentoring Program, aiming to increase engagement and providing positive role models for identified students.

Continuation of HOPE Program for students at risk -aiming to increase engagement and improve outcomes.

Evaluation	Funds Expended (Resources)
<p>The HOPE program and West Tigers Mentoring program did not run as planned due to the organising group not being able to fulfill the role and due to COVID-19 restrictions.</p> <p>There was a lack of continuity and availability of mentors for both programs, which meant that the programs were not as effective as in previous years. We are looking into alternative programs for 2021 to meet the ongoing needs of our students.</p>	<p>Mentors supplied through Wests program.</p>

Process 2: Gifted and Talented Learners~ Creation of an Accelerated Learning class in response to student data, to ensure that all students identified as gifted and talented are challenged and that adjustments lead to maximised learning.

Evaluation	Funds Expended (Resources)
<p>Whilst the classroom environment and learning outcomes were improving, and check in assessment data for the class was consistent in both literacy and numeracy, there was a need to re-engage the students into mainstream classes to benefit their social and emotional learning. This also provided role models for the cohort for independent and on task learning behaviours.</p> <p>Year 5 students in the Accelerated Learning class, compared to the student groups in each of the three parallel classes, performed above their average scores.</p> <p>As 2020 progressed, with COVID-19 and the increasing complexity of the needs of enrolling student places, class space in the Accelerated Learning Class was needed to address learning, physical and social needs. Students were extended through a range of learning opportunities, including familiarisation and development in ICT ie Google Classroom, prior to COVID, and became peer tutors for the school in transitioning whole classes to a Learning from Home platform.</p> <p>At the end of 2020, the executive reviewed the decision to continue with the Accelerated Learning class. The factors considered were:</p>	<p>1 x classroom teacher</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• RAM (\$109384.00)

Progress towards achieving improvement measures

* Classroom teachers across the school indicated that the mainstream classes lacked the input and modelling from those students who were achieving at and above grade level.

* There was a school-wide emphasis on professional learning across the three years, in developing teacher capacity to differentiate lessons to cater for the varying needs of students, and especially to continue to provide challenging activities at point of need, for each student. There was also a deeper awareness of the need for identifying those students who are gifted and talented.

* The staff began a dedicated process in researching and implementing practices that considered the wellbeing of the whole child. A crucial point was ensuring that students were well-rounded and diverse in being able to socialise with their peers and be accepted by varying friendship groups.

* In 2019 and 2020, it was decided that the Year 6 students would return to the mainstream classes so that they would have the opportunity to have their final year of education with their peers. This would assist these students in forming important connections in their final year of primary school.

* We needed to consider the funding of the teacher position, of the Accelerated Learning Class. The school had previously funded this position for the three years.

Taking all these points into consideration, the decision was made to discontinue the Accelerated Learning class in 2021, and include these students in the make-up of the mainstream classes.

Process 3: Curriculum Provision~ Curriculum is enhanced by learning alliances with a speech pathologist, behaviour specialist and employment of Instructional Leaders, K-6, to support high expectations for all students.

Evaluation	Funds Expended (Resources)
<p>Due to COVID-19, interactions with the speech pathologist were greatly reduced due to school closures and the introduction of online learning environments.</p> <p>The continued upskilling of School Learning Support Officers (SLSO), teachers and parents was greatly impacted by school closures/online learning and the reduction of parent access to school grounds due to COVID-19 restrictions. The DPIL continued to provide shoulder to shoulder support for staff to increase capacity to assist students in achieving their personal learning goals, while navigating online learning during the Learning from Home period.</p>	<p>Speech Pathologist x 1 day per week</p> <p>Deputy Principal Instructional Leader</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • RAM (\$30000.00) • EAfS (\$200803.00)

Process 4: Learning and Support~ Planning for learning is informed by sound, holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

Evaluation	Funds Expended (Resources)
<p>This has been a positive and supportive process for both staff and students, which has highlighted the need for creating an environment that is welcoming while fostering open communication between all stakeholders. During COVID-19 restrictions, teachers and carers were in frequent contact (either by phone or electronic means) to discuss the learning and wellbeing needs of students. We will continue to create an environment that fosters transparency while using effective communication between home and school during 2021.</p>	

Strategic Direction 3

Dynamic Leadership

Purpose

To build capacity of students, staff and community to sustain a learning community that fosters authentic partnerships, dynamic leadership and high expectations for all.

Improvement Measures

Students become better equipped to actively lead their peers with a 50% increase in the percentage of students involved in leadership roles.

Increased emphasis on the value of parents as educators as demonstrated by 50% improvement in parent led/initiated workshops and interest groups operating within the school.

Increased leadership capacity among staff, with an increase of 50% in the number of staff aspiring to and achieving leadership positions across the school and beyond.

Progress towards achieving improvement measures

Process 1: Community Leadership~ Our community are an integral and valued part of our school. Parent and carer involvement impacts positively upon student engagement and learning outcomes. A Community Liaison Officer works in partnership with the staff and community.

Evaluation	Funds Expended (Resources)
These initiatives have been very successful in ensuring the community is empowered to support the learning of their children during COVID-19 restrictions. Teachers were proactive in making regular connections with parents and carers in this period of time, in order to best support students' online learning. Due to COVID-19 restrictions, parents had limited access to the school grounds but were welcomed to give suggestions via electronic means, to support the school in future planning.	2 x Community Liaison Officers, 1 day per week Funding Sources: • RAM (\$34322.00)

Process 2: Extended Leadership Initiatives

A self-sustaining and self-improving leadership team that continues to support the highest levels of learning with a focus on building capacity through distributed leadership and an unrelenting commitment to improved student outcomes.

Evaluation	Funds Expended (Resources)
This initiative has resulted in systematic leadership opportunities for staff, including the Deputy Principal Instructional Leader mentoring Assistant Principals and other aspiring leaders.	Deputy Principal Instructional Leader.

Process 3: Instructional Leadership

Assistant principals work as instructional leaders across stages with a focus on improving teaching and learning drawing on a research evidence base for best practice.

Evaluation	Funds Expended (Resources)
This has resulted in shoulder to shoulder, extensive and intensive teaching support. Due to COVID-19 no external PL occurred.	Flexible timetabling using the school's entitlement.

Process 4: Student Leadership

Student leadership initiatives support students to make successful transitions to future learning and employment with the skills to make informed contributions as citizens and leaders.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>The school undertook several initiatives in 2020 to increase the profile of the role of student leadership in the school and provide further opportunities to develop our student leaders. Our teachers were provided with guidance in the area of student leadership so there was clarity around purpose and the process of selecting and guiding student leaders. Our students, as well as their parents and carers, were provided with guidelines around student leadership so that there was clarity around the roles and responsibilities of a leader. A clear pathway was formed in order to support student leaders in their social and emotional learning.</p> <p>In 2020, teachers and students were provided with the following documentation to assist in the selection and support of student leaders:</p> <p>Student Leadership Contract which outlined the expectations of student leaders, the roles and responsibilities of student leaders, the support given to student leaders, procedures for dealing with inappropriate student behaviours and a student and parent commitment to follow the school's processes.</p> <p>Guidelines for Electing the Student Representative Council (SRC) to promote consistency throughout the school when electing students for the SRC. This document outlined the steps teachers should take in the nomination and voting processes, students who can run for the SRC and what happens after the class votes.</p> <p>Student Leaders Directory is a comprehensive, quick reference that lists the school's student leaders and their classes in the areas of School Captain, Prefect, Student Representative Council, AECG, House Captains, Environmental Leaders, Library Leaders and Technology Leaders.</p> <p>Student Leadership Candidacy Poster of all Year 5 candidates who were running for Captaincy so that the students and staff were able to refer to the students' names and faces when voting occurred.</p> <p>Stage 3 Leadership Pathway was created in a format to provide staff with a snapshot to better understand the concept and pathway towards student leadership, at Sarah Redfern Public School. The document contained a timeline for Year 5 students, to provide their teachers and students with clarity around how and when students would be considered for Captaincy and Prefect positions. We are currently working on formatting a version of this document for parents and students.</p> <p>Student Leader Application was created and followed by students in Year 5 wanting to be considered for the role of Captain or Prefect. It is an acknowledgement by the student that they have read the roles and responsibilities of being a student leader. The application needed to be endorsed by the student, parent/carer and the student's teacher.</p> <p>Finally, the processes that were streamlined throughout 2020 included the provision of guidelines for student leadership speeches, updating the voting process to an online platform to make the voting process both comprehensive and time efficient, and expansion of the Student Leader Induction Ceremony to include the AECG as well as the creation of two new Student Leadership positions of Environmental and Technology Leaders.</p>	<p>GRIP Leadership Conference</p> <p>Social and Emotional Learning Specialist Teacher x 2 days per week.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• RAM (\$43753.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	SLSO Funding Sources: <ul style="list-style-type: none"> • Aboriginal Background Loading (\$31 892.00) 	With the Yarning Circle successfully completed, it has been utilised during teaching and learning sessions to emphasise the importance and significance of the Yarning Circle in Aboriginal culture. It has also been utilised by our classes for check-ins and for engaging with our Aboriginal families during our PLP BBQs while yarning about individual learning goals for our Aboriginal students.
English language proficiency	English as an Additional Language or Dialect Teachers. Learning and Support teachers. Funding Sources: <ul style="list-style-type: none"> • School staffing entitlement (\$153 138.00) • English Language Proficiency (\$53 022.00) 	Students receive additional, individualised support in attaining personal learning goals and proficiency in the English language.
Low level adjustment for disability	School Learning and Support Officers. Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$73 981.00) 	This resulted in stronger 1:1 teacher support, which led to improvement in student achievement. SLSO support ensured continuity of learning programs that supported students in the areas of speech, social and emotional skills.
Socio-economic background	SLSO support. Employment of a classroom teacher. Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$116 710.00) 	Students are provided with additional support to ensure they are not disadvantaged in attaining their learning goals. Monies were used to ensure equity of resources where required.
Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> • Beginning Teachers (\$14 481.00) 	Beginning teachers were able to access expert support at the beginning of their career, particularly in the areas of classroom and behavioural management while including teaching and learning development as decided in consultation with the mentor and early career teacher.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	235	240	229	229
Girls	206	207	212	193

Student attendance profile

School				
Year	2017	2018	2019	2020
K	90.6	90.4	89.9	89.5
1	92.1	89.3	89.5	88.4
2	92.5	90.4	89.8	88
3	92	93.1	90	88.6
4	92.6	91.1	90.4	88.1
5	93.6	91.7	89.3	89.1
6	92.3	91.2	89.7	85.7
All Years	92.2	91	89.8	88.2
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)	5
Classroom Teacher(s)	20.14
Literacy and Numeracy Intervention	0.53
Learning and Support Teacher(s)	1.3
Teacher Librarian	0.8
Teacher ESL	1.4
School Counsellor	1
School Administration and Support Staff	10.42

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and Departmental priorities.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	899,718
Revenue	5,750,754
Appropriation	5,646,056
Sale of Goods and Services	-11,105
Grants and contributions	83,578
Investment income	2,125
Other revenue	30,100
Expenses	-5,874,130
Employee related	-5,327,887
Operating expenses	-546,243
Surplus / deficit for the year	-123,376
Closing Balance	776,342

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

Financial summary - Equity loadings

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

	2020 Approved SBA (\$)
Targeted Total	146,605
Equity Total	570,459
Equity - Aboriginal	31,409
Equity - Socio-economic	116,710
Equity - Language	206,160
Equity - Disability	216,180
Base Total	3,818,618
Base - Per Capita	119,146
Base - Location	0
Base - Other	3,699,472
Other Total	964,869
Grand Total	5,500,550

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

School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

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

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

Parent/caregiver, student, teacher satisfaction

In 2020 we undertook a variety of data collection measures to accurately record the satisfaction of students, staff and the community. Due to COVID-19 restrictions students spent time accessing teaching and learning online. Upon returning to school, staff were mindful of the wellbeing of our students and community and kept in regular contact with families.

Once back at school students reported that they had strong beliefs regarding their academic ability, including that they were more aware of the skills they need to learn within the year, while building a stronger self-worth and resilience.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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