

2020 Annual Report

Rutherford Public School



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Introduction

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

2020 will be remembered like no other! The year started with students returning to school in Term 1 after devastating bush fires from various regions around the nation. In Term 1 the Coronavirus became a real threat to the world and the virus had a significant impact upon the life all citizens around the globe. Although Australia and the Australian population were quick to comply with social distancing, heed health advice and follow health guidelines, there was still a great deal of uncertainty around the virus and the potential impact it could have on the population. Hygiene routines were rigorously enforced (e.g. hand washing, social distancing) and COVID health guidelines would be updated weekly or even daily as new 'clusters' of the virus were detected in the community.

In Term 2 the school was only open to children whose parents worked in 'essential services' and all other families were asked to keep their children at home. Less than 10% of students attended school 'in person' for the first five weeks of Term 2 2020. All other students were deemed to be "learning at home", with the school expected to provide meaningful learning activities remotely. This period was a great time of rapid change for the school and teachers. Online learning and weekly booklets of work were quickly developed to provide some authentic learning for students whilst away from the school classroom. "Zoom" and "Teams" video conferencing were quickly introduced to connect to families, with many classes and teachers videoing lessons, hyperlinking resources and preparing work for a remote audience of students. The time was a great period of innovation and adaptation. Teachers need to be recognised for their determination to keep their students learning and connected to the school.

As the first wave of the Coronavirus reduced, all students returned to the classrooms from Week 6 of Term 2, 2020. The return was welcomed by everyone (especially some tired parents who had been parents and teachers) and the students were quick to resume some normalcy in their lives. Parents and carers were restricted from entering the school as there were strict social distancing restrictions, and even limits on the number of adults that could share the same space (1 person per 4 square metres). Many school activities were also prohibited like excursions, PSSA sport, dancing and even singing. The NAPLAN testing program was also cancelled. Despite the restrictions, students and staff showed great resilience to keep working through the global pandemic. Australia was indeed spared the worst of the pandemic in 2020, but the year will be remembered for the very worst of times and yet some of the most innovative learning practices.

The year finished on a positive note with the start of work on the new basketball courts and playground equipment. Due to be completed in Term 2021, this is \$550000 project is the combination of the hard work of the P&C Fundraising (\$100000) and the school's planning. The school secured a grant for the project through the Regional Renewal Program (\$125000) and this project will have a significant impact on the playground ecology. In Term 4 the school also saw the commencement of the construction of the new library. The library project saw the demolition of the existing library and the construction of a new library space in the new K Block.

Andrew Brown- Principal

School vision

Our school vision at Rutherford Public School is to create an environment and opportunities where all members of the school community collaborate in their learning, enabling everyone to reach their potential through innovative curriculum that challenges and supports all. The vision is enacted through high academic standards, a culture of innovative and engaging classrooms, a safe and supportive learning environment and a commitment to community consultation and collaboration.

School context

Rutherford Public School was established in 1985 and is a large primary school catering for a diverse community of learners. The school is situated within a large residential area within the Maitland district which has experienced significant growth over the last decade. The school's enrolment at the conclusion of 2020 was 945 students, from diverse socio-economic backgrounds, including 16% Aboriginal students. The teaching staff is a mix of experienced and early career teachers who value teamwork and are committed to delivering quality teaching in a nurturing environment. The staff provide quality teaching and learning within inclusive and differentiated learning environments in all aspects of the curriculum. Rutherford Public School has a proud tradition of providing quality and highly successful programs in the creative arts, sport and extra curricula activities. The school has strong ties with the Aboriginal community and a close association with the Aboriginal Education Consultative Group (AECG). Positive Behaviour for Learning (PBL) is an integrated part of the school welfare ethos focusing on respect, responsibility and personal best. The school values the input of community members through the Parents and Citizens' Association. Rutherford Public School is one of seven schools who are part of the Rutherford Learning Community (RLC).

Rutherford Public School joined the Early Action for Success (EAfS) initiative in 2017-2020 and was also identified to be included in the "Bump It Up" strategy in 2017-2020 to lift student performance in the top two bands of NAPLAN testing.

The school has undergone a major redevelopment in 2018-2019 with the construction of 19 new classrooms, new hall, canteen and administration facilities.

Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

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

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

Self-assessment using the School Excellence Framework

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

Rutherford Public School completed a rigorous self-evaluation as part of the External Validation Process in Term 2 of 2020. The above self-assessment against the School Excellence Framework was completed by the School External Validation Team after extensive analysis of internal and external evidence. A copy of the 2020 External Validation report is available upon request.

Strategic Direction 1

High Academic Standards

Purpose

To provide all students with a relevant and engaging curriculum which allows students access to higher levels of achievement and understanding.

Our systems track and monitor student progress while also allowing students to self monitor their learning and be active partners in their education.

Improvement Measures

High 'value added' as evidenced by internal and external measures.

Achievement of 26% (or greater) of the cohort in Year 3, 5 and 7 in the top 2 bands for Literacy and Numeracy.

90% of students can show evidence of self monitoring of their learning.

100% of teachers can show evidence of relevant and engaging curriculum in teaching programs.

Overall summary of progress

The 2020 NAPLAN test was cancelled across the state due to the impacts of the COVID pandemic.

The school continued to provide quality Literacy and Numeracy instruction, albeit through a period of 'learning at home' in Term 2, 2020. The school elected to administer the Year 3 and Year 5 Term 3 "Check-In" Assessments offered by the Department of Education. The assessments were completed online and consisted of two assessments: Reading and Numeracy. Results from these tests have been used to identify school improvement and support for individual students.

The school continued to maintain a rigorous and comprehensive data collection strategy to ensure all students are tracked and supported. Each teacher was responsible for monitoring individual and class performance. Students were encouraged to set individual learning goals and this will be continued in 2021.

Progress towards achieving improvement measures

Process 1: Quality Literacy Programs

Implementation of key literacy and support programs to improve student understanding and essential competencies.

Evaluation	Funds Expended (Resources)
2020 Check-In Assessments: Year 3 (n=130) Reading Assessment overall score was 53.6% (SSSG 51.0% and State 58.6%) and 46.2% of Year 3 students placed in the top 2 bands for Reading (SSSG 32.9% and State 51.4%) Year 5 (n=138) Reading Check-In Assessment overall score was 55.7% (SSSG 54.4% and State 60.7%) and 25.4% of Year 5 students placed in the top 2 bands for Reading (SSSG 23.0% and State 36.6%) 100% of teachers indicated they used the CRT to guide their teaching and learning program	Curriculum Reference Team (CRT) Online Teaching and Learning Programs Stage Collaboration and flexible timetabling Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$915337.00)

Process 2: Quality Numeracy Programs

Implementation of key numeracy and support programs across the school and RLC to improve student understanding and essential competencies.

Evaluation	Funds Expended
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Progress towards achieving improvement measures

Evaluation	(Resources)
<p>2020 Check-In Assessments:</p> <p>Year 3 (n=130) Numeracy Assessment overall score was 56.7% (SSSG 55.1% and State 62.8%) and 33.1% of Year 3 students placed in the top 2 bands for Numeracy (SSSG 31.9% and State 51.8%)</p> <p>Year 5 (n=138) Numeracy Check-In Assessment overall score was 55.3% (SSSG 51.4% and State 60.0%) and 21.8% of Year 5 students placed in the top 2 bands for Numeracy (SSSG 17.0% and State 30.1%)</p> <p>100% of teachers indicated they used the CRT to guide their teaching and learning program</p> <p>Numeracy remains an area for school improvement.</p>	<p>CRT Team and support documentation for teachers</p> <p>TEN training and mathematics resourcing - TEN trolleys, maths equipment</p> <p>Online Mathematics subscription</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$915337.00)

Process 3: Quality assessment and reporting

Draw on solid research to inform and develop authentic forms of systematic data collection to drive student learning, understanding, reflection and identification of student need.

Evaluation	Funds Expended (Resources)
<p>Every student was monitored and assessed using class and school wide data tracking systems. All students were provided two written reports for each Semester.</p> <p>100% of students were encouraged to set goals and reflect upon their areas for development (PBL Booklets).</p> <p>Tell Them From Me Survey "Expectations for Success" was 8.5/10 (NSW Govt. Norm 8.7)- Unchanged from 2019</p>	<p>Whole school Sentral Markbook for data collection</p> <p>Parent Teacher interview times</p> <p>School Student Reports</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$915337.00)

Next Steps

Broaden the Curriculum Reference Team (CRT) to a Curriculum Reference Overview (CRO) to foster greater collaboration and understanding of curriculum requirements.

Refine school's data collection strategy to align to CRO and authentic assessment practices.

Improve student goal setting and feedback to students to improve authentic student engagement in learning.

Strategic Direction 2

Curriculum Innovation and Teacher Professional Learning

Purpose

Rutherford Public School provides innovative, flexible and adaptive learning approaches to suit the needs of students.

The school creates high level collaborative practices that produce opportunities for integrated curriculum learning.

Improvement Measures

School wide practices reflect and support flexible and adaptive learning approaches.

All collaborative opportunities produce high level integrated curriculum.

Overall summary of progress

Rutherford Public School maintained a sharp focus on providing relevant, engaging and differentiated curriculum. The Curriculum Reference Team (CRT) continued to provide all teachers with a scaffold in which to deliver lessons based on curriculum standards. Overall, the work of the CRT has been positive but there is a need to foster more collaboration in the selection of relevant, engaging and challenging curriculum content. The CRT will move to a grade focus in 2021, centering on 'learning for understanding' and backward mapping.

Teacher professional learning around online learning and virtual classrooms was a key area for teacher development to meet the needs of the COVID conditions and 'learning from home'.

Progress towards achieving improvement measures

Process 1: Innovative Curriculum

Researched based models of classroom instruction implemented into all classrooms.

Evaluation	Funds Expended (Resources)
100% of teachers participated in ongoing professional learning centred around online learning. All teachers indicated increased confidence in using ICT and Google Classroom related activities in the classroom.	RPS technology support Executive instructional leadership QTSS and teacher professional learning timetabled weekly. Funding Sources: <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$172499.00)

Process 2: Future Focus Learning Environments and curriculum

Flexible and creative learning spaces created across the school, with a focus on technology integration (STEAM) into all classes.

Evaluation	Funds Expended (Resources)
Tell Them From Me 2020 Teacher results indicate satisfaction with access to Technology and confidence in teaching ICT skills. School Mean- 7.2 (State Norm 6.7). 100% of teaching and learning programs have evidence of ICT use and integration into the curriculum.	ICT Resources Teacher Professional Learning Tell them from Me Survey

Progress towards achieving improvement measures

The school has made an ambitious commitment to provide a laptop to all students in the primary school in 2021 (550+ computers)

Funding Sources:

- Socio-economic background (\$200000.00)

Process 3: Collaboration

Teachers work collaboratively to develop innovative and engaging learning experiences. Class programs are shared, monitored and evaluated for effectiveness and improvement.

Evaluation	Funds Expended (Resources)
100% of teaching programs were monitored and regularly shared across the stage groups.	Weekly collaboration time timetable
2020 Tell Them From Me Teacher Survey indicated a score 7.5/10 for collaboration satisfaction (NSW Govt Norm 7.8/10).	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$915337.00)

Process 4: Extra-Curricular Activity

A sharp focus on an engaging curriculum that builds upon student interest, passion and enthusiasm on extra-curricular pursuits.

Evaluation	Funds Expended (Resources)
2020 Tell Them From Me survey results indicated that 64% of students participated in school sports (NSW Govt Norm was 83%) and 34% participated in extracurricular activities (NSW Govt Norm was 55%).	Weekly collaboration time timetable
100% of students attended one or more excursions during year.	Support/time for extra curricular activities
The school will continue to provide extra curricular activities in 2021.	Gymnastics Equipment
	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$915337.00)

Next Steps

Continue professional learning activities centered on "Adaptive Pedagogical" practices e.g. EDI, Project Based Learning, backward mapping. Emphasis on "Learning of Understanding".

Develop and refine school ICT use and shared understanding of ICT application and use in the classrooms.

Continue to provide extra-curricular activities to promote student engagement and satisfaction e.g. sport, music, dance.

Strategic Direction 3

Wellbeing

Purpose

To promote good mental health and wellbeing in all students.

Our consistent and positive approach to student welfare ensures students have clear expectations and high standards are maintained.

Improvement Measures

High levels of student engagement and self reflection is evident.

High levels of students successfully demonstrating school core values.

Consistent approach by all staff members to promote student wellbeing and engagement.

Overall summary of progress

Staff and students worked together in 2020 to provide a safe, predictable and nurturing environment- especially considering we were in a global pandemic! The structure and systems of the Positive Behaviour for Learning (PBL) approach allowed for the careful examination of school data and appropriate planning for students' needs. The school undertook to review its core "PBL Universals" in Term 3 which led to the reaffirmation of core beliefs of Respect, Responsibility, Personal Best and Safety. Consistency across the school in managing students' wellbeing has been identified as a priority for 2021 and building the capacity of staff to select from a broad range of skills in managing student behaviour and wellbeing.

Progress towards achieving improvement measures

Process 1: Consistent School Wide Student Wellbeing and management practices

Positive Behaviour for Learning (PBL) and social emotional learning program is systematically implemented throughout the school.

Evaluation	Funds Expended (Resources)
90% of students were awarded their PBL Badge for 2020. The percentage of students suspended decreased from 7.24% (2019) to 4.13% (2020). Survey results indicated that parents are generally happy with the PBL processes and value the PBL badges. Staff indicated that the school needs to work on greater consistency between stages and align consequences and rewards to better meet the needs of all students.	PBL Badges PBL contracts Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$915337.00)

Process 2: Strong Learning and Support Team (LST) Systems

Whole School LST systems and policies support learning, student wellbeing and development.

Evaluation	Funds Expended (Resources)
Most majority of staff surveyed indicated a clear understanding of the LST processes at the school. 19.5% of the student population were referred to LST throughout the year. Parent input was sought in 90% of referrals and formal integrated learning support meetings took place throughout the year. School SLSO timetable was reviewed regularly to ensure support was timely and appropriate.	Low level adjustment for Disability Funds School funded AP LAST Coordinator Funding Sources: <ul style="list-style-type: none">• Low level adjustment for disability (\$128648.00)• School Funded AP LAST (\$141000.00)

Next Steps

Continue to apply PBL across the school to ensure consistency and safety for all students.

Explore Social and Emotional Learning (SEL) framework and its application to student wellbeing development.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Employment of Aboriginal SLSOs to provide additional support in classrooms.</p> <p>Employment of Community Liaison Officer to monitor and case manage aboriginal students and support families.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$206 377.00) 	<p>2020 Check-in Assessment Data:</p> <p>Year 3</p> <p>Average score of Aboriginal Students in Year 3 (n=19) Reading was 50.8% and Year 3 (n=19) Numeracy was 51.9%.</p> <p>78.9% of Aboriginal students placed in the top four bands for Reading (State= 70.8%) and 84.2% placed in the top four bands for Numeracy (State = 77.1%)</p> <p>Year 5</p> <p>Average score of Aboriginal Students in Year 5 (n=19) Reading was 48.9% and Year 5 (n=16) Numeracy was 51.9%.</p> <p>68.5% of Aboriginal students placed in the top four bands for Reading (State= 57.2%) and 87.6% placed in the top four bands for Numeracy (State = 56.2%)</p> <p>Attendance Rate</p> <p>2020 (n=167 Students) = 87.4% (State= 82.1 SSSG= 83.9%)</p>
English language proficiency	<p>EAL/D teacher allocation 0.4 (2 Days per week)</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> English language proficiency (\$8 436.00) 	<p>100% of students eligible for EALD support were given specialist teacher time.</p> <p>100% of EALD students were provided with a written assessment based on the EALD scales.</p>
Low level adjustment for disability	<p>Employment of SLSOs to support students in the classroom and playground</p> <p>LST procedures and protocols</p> <p>Employment of AP LAST to coordinate whole school priorities and needs.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$128 648.00) Socio-economic background (\$141 000.00) 	<p>19% (N=198) of the student population were referred to LST throughout the year.</p> <p>100% of students referred had follow up action determined and at least one review.</p> <p>More than half (125) students had a minimum of 2 reviews completed.</p> <p>90% of referrals resulted in parent follow up and support (e.g referrals, IEP input)</p>
Quality Teaching, Successful Students (QTSS)	<p>Additional Staffing to support AP mentoring</p> <p>QTSS Timetables</p> <p>QTSS 5 weekly focus initiative</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$172 499.00) 	<p>All staff were provided support through QTSS mentoring time.</p>

Socio-economic background	<p>Additional Teacher Staffing 5.5</p> <p>Additional SLSO Hours.</p> <p>Additional LAST support.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$915 337.00) 	<p>Tell Them From Me results reflect improved school culture and satisfaction with the school.</p> <p>Check-in Assessment data shows school gains over the planning cycle have been maintained (Above SSSG).</p> <p>Socio-economic funding of \$915337 has been used extensively throughout the school to support many integrated school initiatives and programs.</p>
Support for beginning teachers	<p>RFF time for extra beginning teacher release.</p> <p>Professional Development opportunities</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$27 000.00) 	<p>100 % of early career teachers were provided with 2 hours (1st year) and 1 hour (2nd year) of additional release from face-to-face time.</p>
Targeted student support for refugees and new arrivals	<p>0.4 Staffing allocation</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Targeted support for refugees and new arrivals (\$45 000.00) 	<p>102 (+14 from 2019) students identified as having a Language Background Other Than English (LBOTE)</p> <p>10 Students qualified for individual EAL/D support and all students showed progress against the EAL/D Learning Progressions</p> <ul style="list-style-type: none"> • Beginning - 1 • Emerging - 5 • Developing - 8 • Consolidating - 12 <p>Major language groups: Tagalog, Thai, Samoan, Hindi, Torres Strait Creole, Afrikaans.</p>
Early action for success	<p>Instructional Leaders</p> <p>Full time Interventionist and part-time LaST.</p> <p>Release days for professional mentoring and student tracking (data talks)</p>	<p>58% of Kindergarten students reading at level 7 - 8+.</p> <p>70% of Year One students reading at level 16 - 18+.</p> <p>74% of Year Two students reading at level 21 -22+.</p> <p>91% of Kindergarten students achieved perceptual level for numeracy.</p> <p>90% of Year One students achieved figurative level for numeracy.</p> <p>84% of Year Two students achieved counting on back for numeracy.</p>
Community Partnerships	<p>Employment of CLO position (1.0)</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$88 000.00) 	<p>CLO role was highly valued in COVID restrictions.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	451	489	484	479
Girls	429	461	455	466

Student attendance profile

School				
Year	2017	2018	2019	2020
K	93.3	92.4	93.9	93.7
1	93.6	91.5	91.6	93.2
2	91.5	92.7	92.4	93.4
3	92.4	92.1	92.1	92.5
4	92.3	89.8	92.1	93.4
5	92	90.7	90.8	92.6
6	90.5	89.1	89.9	91
All Years	92.3	91.2	91.8	92.8
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
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	36.76
Literacy and Numeracy Intervention	0.95
Learning and Support Teacher(s)	2.1
Teacher Librarian	1.4
School Administration and Support Staff	6.87

*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	1,170,913
Revenue	9,703,912
Appropriation	9,536,211
Sale of Goods and Services	10,556
Grants and contributions	155,633
Investment income	1,311
Other revenue	200
Expenses	-10,501,495
Employee related	-8,724,375
Operating expenses	-1,777,120
Surplus / deficit for the year	-797,583
Closing Balance	373,330

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.

The school exhausted surplus funds through a capital works program consisting of fixed equipment, two basketball courts and landscaping. The school has been waiting to spend these funds whilst the School Infrastructure Upgrade was completed in 2019/2020.

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	675,394
Equity Total	1,488,504
Equity - Aboriginal	206,377
Equity - Socio-economic	915,337
Equity - Language	8,436
Equity - Disability	358,355
Base Total	6,291,373
Base - Per Capita	227,281
Base - Location	0
Base - Other	6,064,092
Other Total	769,478
Grand Total	9,224,749

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

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below. In 2020 the school again elected to be part of the 'Tell Them From Me' survey run by the Learning Bar Company.

Contracted by the Department of Education, the online surveys aim to measure satisfaction with various aspects of the schooling experience.

Student Results 2019 compared to 2020

All students in Years 4, 5 and 6 (n= 317) were surveyed in Term 4 2020.

Results are summarised below:

% of students with a high rate:

- Participation in school sports: 2019 =67% **2020= 64%** (State Norm=83%) **-3%**
- Participation in extracurricular activities: 2019 =38% **2020= 34%** (State Norm=55%) **-4%**
- Positive sense of belonging: 2019 =65% **2020= 63%** (State Norm=81%) **-2%**
- Students with positive relationships: 2019 =78% **2020= 83%** (State Norm=85%) **+5%**
- Students that value schooling: 2019 =89% **2020= 91%** (State Norm=96%) **+2%**
- Positive homework behaviours: 2019 =38% **2020= 37%** (State Norm=63%) **-1%**
- Students with positive behaviour at school: 2019 =86% **2020= 83%**(State Norm=83%)**-3%**
- Students who are interested and motivated: 2019 =64% **2020= 65%** (State Norm=78%) **-1%**

Parent Results 2019 compared to 2020

181 parents completed the online survey in Term 4, 2020.

Results are summarised below:

Score out of 10 point scale:

- Parents feel welcome: 2019 =7.2 **2020= 7.6** (State Norm= 7.4) **+0.4**
- Parents are informed: 2019 =6.8 **2020= 7.3** (State Norm= 6.6) **+0.5**
- Parents support learning at home: 2019 =7.1 **2020= 7.0** (State Norm= 6.3) **-0.1**
- School supports learning: 2019 =7.2 **2020= 7.6** (State Norm= 7.3) **+0.4**
- School supports positive behaviour: 2019 =7.4 **2020= 7.8** (State Norm= 7.7) **+0.4**
- Safety at school: 2019 =6.9 **2020= 7.2** (State Norm= 7.4) **+0.3**
- Inclusive school: 2019 =6.9 **2020= 7.1** (State Norm= 6.7) **+0.2**

Teacher Results 2019 compared to 2020

39 teachers completed the online survey in Term 4 2020.

Results are summarised below:

Score out of 10 point scale:

- Leadership: 2019 =6.4 **2020= 7.0** (State Norm= 7.1) **+0.4**
- Collaboration : 2019 =7.5 **2020=7.5** (State Norm= 7.8) **+0.0**
- Learning culture: 2019 =8.0 **2020= 8.2** (State Norm= 8.0) **+0.2**
- Data informs Practice: 2019 =7.7 **2020= 7.9** (State Norm= 7.9) **+0.2**
- Teaching strategies: 2019 =8.0 **2020= 8.2** (State Norm= 7.9) **+0.2**
- Technology: 2019 =7.4 **2020= 7.2** (State Norm= 6.7) **-0.2**
- Inclusive school: 2019 =8.2 **2020= 8.2** (State Norm= 8.2) **+0.0**
- Parent involvement: 2019 =7.3 **2020= 7.4** (State Norm= 6.8) **+0.1**

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.