

# 2020 Annual Report

## Buninyong Public School



4616

## Introduction

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

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## School vision

Building a community of safe, respectful learners.

## School context

Buninyong Public School is located in East Dubbo. At our school, our students learn in a stimulating environment where they are encouraged to reach their full potential. We have a school philosophy that supports family values and inclusive education. Strong academic programs with a focus on inquiry learning and thinking pedagogy, Aboriginal perspectives, individualised support, a highly dedicated staff and excellent resources offer children the very best opportunity to succeed. Our school drives the philosophy of developing strong community partnerships. We have state of the art technology in the classrooms to help enhance our students' learning as 21st Century global citizens.

We are proudly building a community of safe, respectful learners through quality education in a caring, innovative environment.

## 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

#### Purpose

Build learning culture, teacher capacity and personalised learning, targeting literacy and numeracy; strengthen wellbeing practices and celebrate cultural diversity.

#### Improvement Measures

Increased proportion of students achieving expected growth K-6 in literacy and numeracy.

Increased proportion of students reporting a positive sense of belonging, cultural identity, expectations of success and advocacy at school.

Increased proportion of parents and community engaged with student learning.

#### Overall summary of progress

The Phase 2 EAfS Instructional Leader K-2 key focus is building student and teacher capacity in literacy and numeracy across ES1 and S1. In particular, we aim to build solid, sustained foundations in fundamental literacy and numeracy skills which then continue to grow in the primary years. The Instructional Leader K-2 works closely with the school funded primary Instructional Leader.

During 2020 instructional leadership supported the successful development and implementation of a number of initiatives, including:

- Supporting the delivery of a professional learning pathway for Early Stage 1 teachers, exploring effective assessment practices for early writing and applying them when analysing student writing samples for authorial and secretarial skills. The aim of this learning is to ultimately reduce the number of students in the bottom two bands of Year 3 literacy. The practices of 'Draw, Talk, Write, Share' and 'Interactive Writing' were embedded into daily teaching. In 2021 we plan to extend this learning to Stage 1 teachers. This course, along with the COVID lockdown, was a catalyst for further collaborative learning and planning on transitioning students to Kindergarten. A very specific play-based learning curriculum was developed by the Kindergarten team and the IL with a focus on building essential early skills, in particular: oral language, gross and fine motor, phonological awareness and number sense.
- Supporting the delivery of a professional learning pathway for Stage 1 teachers to critically reflect on current spelling practices and their alignment to evidenced based research on teaching spelling in the early years. The aim is to continue a relentless focus on learning to build the capacity of teachers to improve student outcomes, that will ultimately, reduce the number of students in the bottom two bands of Year 3 literacy. This learning supported the established Stage 1 phonics and spelling program and the addition of morphology and examination of methods of assessing spelling.
- Implementation of PLAN2 phonological awareness assessment K-2 and Year 1 Phonics check. Both support extensive work already in place at BPS.
- Revisiting numeracy practices for development number sense K-2.
- Maintaining a whole school focus on literacy and numeracy through the use of PLAN2 in order to identify students' strengths and needs, plan for the targeted teaching of identified priorities, monitor students' literacy and numeracy progress and shape feedback, reflect upon and evaluate impact of teaching to inform next steps.

#### Progress towards achieving improvement measures

##### Process 1: Building Capacity.

Build staff capacity and commitment to identifying, understanding and implementing the most effective, explicit teaching methods, using evidence based strategies that support a culture of high expectations, Aboriginal perspectives and community engagement.

Evaluation	Funds Expended (Resources)
12 students accessed Quick Smart Maths. Evidence shows improvement of	

## Progress towards achieving improvement measures

up to 37 points.

28 students accessed Maclit. Data show significant growth with cohort reaching level 39b.

23 students accessed Minilit. Data show significant achievement across the cohort in application of letter/sound knowledge.

Check-In Assessment replaced NAPLAN. Data show student achievement: Yr 5 literacy 53% answers correct. SSG Schools 46.4%. State 60.7%.

Yr 5 Numeracy: 44.5% SSG 42.3% State 60%

Yr 3 Literacy: 40.2% correct. SSG 46.5%. State 58.6%..

Yr 3 Numeracy: 48.7%. SSG 42.3% State 60%.

Comparative data against NAPLAN bands show 17.9% of BPS students in the top two bands with SSG 10.6% and State 36.6%.

### Process 2: Personalised Learning

Build staff capacity to identify, implement and evaluate best practice syllabus interventions to support student learning improvement in literacy and numeracy.

Evaluation	Funds Expended (Resources)
<p>All mainstream teachers utilised their extra hour of release from face to face to work with the instructional leaders to improve knowledge and teaching practice. All staff completed professional learning during COVID 19 lock down and restrictions.</p> <p>As a result of Covid 19 lock down and restrictions, all classes have enabled remote learning via google classrooms. Students accessed their lessons and homework via google classroom. Students were able to connect and communicate with each other which maintained morale and wellbeing.</p> <p>All staff planned, programmed and communicated (and continue to do so) via Microsoft teams. Meetings with parents, community professionals and staff teams were and continue to be conducted via online platforms such as Zoom and telepractice.</p>	

### Process 3: Wellbeing

Identify, investigate and implement strategies that promote parent engagement and support student wellbeing and cultural identity.

Evaluation	Funds Expended (Resources)
<p>A specifically employed paraprofessional wrote and taught a school wide culture program and supported Aboriginal Education Officers (AEOs) in their role as teachers of Wiradjuri language. Students were supervised each morning during walking bus which allowed them to walk safely to school.</p> <p>During COVID 19 lock down, Buninyong Intervention Model (BIM) personnel assisted by hand delivering home learning packs when postal deliveries were delayed. Regular home visits and check ins with vulnerable families resulted in all 68 students being accounted for during lock down and their successful return to school when restrictions eased. 38 students were supported by the BIM team. Six men attended men's group before COVID restrictions ceased this program.</p> <p>Tell Them From Me survey demonstrated that students' positive attitude</p>	

## Progress towards achieving improvement measures

towards school has increased by 8% from 2019. Increases prior to COVID were evident in attitudes towards learning environment, behaviour and relationships. These dropped after COVID lock down when the second survey was completed. A specifically employed Social Worker assisted families with the National Disability Insurance Scheme (NDIS) process resulting in increased capacity of parents to complete the process, gain knowledge and choose appropriate packages for their children. The Social Worker also supported students with challenging behaviours which assisted the successful transition of two students to new learning settings.

22 children received individual assessment and intervention sessions. from Buninyong Allied Health personnel. Of 42 individual goals set, 38 were achieved, with the remaining 4 goals partially achieved (meaning that progress was made, however the goal was not 'complete' yet). 16 children also accessed intervention support through group work. Group work was targeted both within the classroom, as well as within the gym setting.

## Next Steps

Our new School Improvement Plan 2021-2024 goal is to strengthen student growth and attainment through:

Establish and embed systematic and sequenced approach to teaching of syllabus content across K-6  
PL on new syllabuses

PL on Version 3 Learning Progressions

Training process for new and returning staff, including SLSOs, refreshers for current staff

Department of Education PL

Buninyong resources e.g. PL modules, videos of teachers

Process for classroom collaboration & observation

Beginning Kindergarten

## Strategic Direction 2

### Teaching

#### Purpose

Build teachers' learning clarity and high quality questioning to promote rich talk, supporting systematic feedback and reflective practice.

#### Improvement Measures

Increased use of evaluative thinking and reflective practice to inform thinking, teaching and learning

Increased proportion of students who understand, choose and use a range of school wide learning routines and strategies. .

Increased proportion of students who demonstrate growth and development across all areas of language.

#### Overall summary of progress

A Primary Implementation Site Team Action Plan was implemented with the goal of establishing a culture of self-regulated learners who demonstrate a risk taking attitude to learning within a safe, challenging, academic environment. The result of such an enriched learning environment is the emergence of students who develop a growth mindset and an attitude of high expectations. The Action Plan outlined our vision to strengthen AVID/WICOR instruction across all stages, including exposure to new staff, with a focus on student instruction in organisational systems, inquiry learning, collaborative strategies and reading and writing to learn. Leaders were ready to guide and facilitate Primary Implementation and maintain the momentum of whole school AVID instruction.

The resurgence of COVID 19 impacted greatly on the delivery and implementation of AVID/WICOR across the school. Whole staff training and retraining was unable to take place. Previously trained teachers continued to use the strategies and routines on a more individual basis as new non trained teachers joined the Buninyong staff. As a result, 8 Ways Pedagogies became to the primary focus for embedding school wide learning strategies and routines. Instructional Leader Primary delivered professional learning in 8 Ways at the beginning of 2020. Teachers developed greater understanding of how to use Aboriginal learning techniques to embed Aboriginal perspectives into their teaching whilst still maintaining the ability to focus on the core content of the lesson. The 8 Ways pedagogies were mapped against the Quality Teaching Framework to assist with this process.

At Buninyong, we are committed to supporting students' cultural needs by linking their learning to their own experiences with family and culture. We are committed to allowing them to make their own personal cultural connection or link to their experiences at school. Throughout 2020, teachers developed greater understanding and increased knowledge and confidence to model the 8 Ways as part of regular class routine. This developed their expertise in using 8 Ways metalanguage to support students to make those cultural links. By the end of 2020 students were demonstrating this ability. Students were able to develop their own list of school wide strategies already in place and link them to each area 8 Ways element.

#### Progress towards achieving improvement measures

##### Process 1: Learning Routines

Build and consolidate staff capacity to embed and evaluate school wide learning routines.

Evaluation	Funds Expended (Resources)
Due to COVID 19 restrictions, AVID/WICOR training was cancelled and will be rescheduled for staff development days on 24th and 25th June 2021.. Staff who are already trained in WICOR continued to track and use strategies once restrictions eased. Between March and July, all staff were engaged in planning, programming and creating resources for home and virtual learning.	



## Progress towards achieving improvement measures

Teachers developed virtual lessons which were uploaded onto google classroom. Special Education Teachers and SLSOs created physical learning resources that were delivered to families.

### Process 2: Rich Language

Build capacity of staff to embed sophisticated instructional vocabulary into teaching and learning programs and practices.

Evaluation	Funds Expended (Resources)
Instructional Leaders continued to provide mentoring to all teachers before, during and after COVID 19 restrictions and students continued to improve on their ability to use rich talk and sophisticated vocabulary in both written and verbal form. Instructional Leaders provided support and mentoring in the development of home learning programs.	

### Process 3: Thinking

Build capacity of staff to consolidate 8 Ways Pedagogy and whole school Thinking Scope processes and protocols into their teaching and learning programs.

Evaluation	Funds Expended (Resources)
<p>Buninyong Public School has seen some really impressive examples of implementing the Aboriginal 8 Ways of Learning Pedagogies into every day practice. The K-2 students are continuing to build a great appreciation of the 8 ways through Story Sharing and Deconstruct/Reconstruct. Our younger students especially enjoy the shared dialogue between learners that story sharing offers. As our little people say <i>"The boomerang comes back - just like stories do!"</i></p> <p>Our senior students continue to engage with the 8 Ways Pedagogies at an expert level. All students self assess the relevance of their learning to the 8 ways framework. The variety of ways that students are linking their learning to the 8 ways is impressive.</p> <p>The Tell Them From Me survey indicated that parents and carers have an increased understanding of 8 Ways in relation to their children's learning.</p>	

## Next Steps

Our new School Improvement Plan 2021-2024 goal is to strengthen teaching and leading through:

K-6 scope and sequence of assessment and meaningful data collection

Consistency

qualitative and quantitative

who/where/what/when

supports decision making - collaborative analysis

PL on use of data for accountability and inform of student progress

PL on assessment as an integral part of teaching and learning programs

Formative and summative - enables effective feedback

### Strategic Direction 3

#### Leading

#### Purpose

Cultivate independent learners and leaders through strong collaborations

#### Improvement Measures

Increased number of staff are skilled practitioners in the implementation and delivery of AVID inquiry based learning strategies

Increased number of parents, community, organisations and agencies involved in purposeful collaboration with the school.

Increase in school and interschool STEAM workshops and challenges across the cluster schools.

#### Overall summary of progress

Throughout 2020 the Dubbo Cluster of Schools Success for All project tracked the implementation process across .....areas: Inquiry-Based Learning; students' ability to leading their own learning; teacher skill in the delivery and embedding of inquiry based strategies; growth of capacity and collective efficacy of staff between the schools; building strong community relationships.

At Buninyong, we continued with 2019 activities with those staff trained in AVID/WICOR strategies continuing to embed into their teaching programs. Students continued to track their progress of strategy acquisition and ability to choose and use the strategies on their class chart. All students in Stages 2, 3 and Support used the interactive notebooks with some classes also choosing to continue using the organisational tool kits first introduced across primary in 2019. Technology became a greater focus with STEAM teachers utilising new resources such as Spheros, Ozobots, Dash robots and Class Virtual Reality kit. Support Unit students developed their skills to program and drive Ozobot and Dash. Google classroom was also introduced to enable students and parents to access home learning programs and homework. Teaching programs are now paperless across most stages.

Students demonstrated improvement in leading their own learning to improve outcomes. The Tell them from Me Survey showed that 79% of students were proud of their school. Stage 3 classes were above 90% for attendance since the return from COVID and PBL data indicated 96% of students showing in the green. Scout data showed more than 10% improvement in student Literacy and Numeracy results from Year 3 to 5 with improved determination and increased skills when working in a group situation. Students could articulate their own wellbeing and clearly express their outlook on learning. Students demonstrated improved learning readiness with increased capacity to work as part of a team and not give up.

Due to the COVID pandemic cluster meetings, face to face, have been limited. The cluster has however continued to collaborate through other means and have stayed in contact throughout the year in order to track and monitor progress of the project. At each site in school collaborative practice has flourished during this time and has been used to focus on consistency and effective implementation of the WICOR/AVID/IBL strategies.

During 2020, COVID has shone a light on the importance of parents, caregivers, teachers and students working together to achieve outcomes. Although this has always been a priority in schools, we have discovered innovative ways to engage and involve families and community in the immediate learning that students are undertaking.

#### Progress towards achieving improvement measures

##### Process 1: STEAM

Build staff capacity to lead and innovate practices that embed collaborative learning around real world problems.

Evaluation	Funds Expended (Resources)
STEAM continued to be delivered in all classes by Release from Face to Face teachers and AP Special Education..	

## Progress towards achieving improvement measures

All students demonstrated improved ability to engage in lessons and apply skills and knowledge to provide solutions to real world problems, issues and practical needs. Support Students developed an understanding of the application of robots and used their technology skills to perform tasks related to real life situations and events..

### Process 2: Connected for Learning

Develop a network across schools and community to access and create collaborative learning experiences.

Evaluation	Funds Expended (Resources)
Improvements in Inquiry-Based Learning were evident across the Dubbo Cluster of Schools in 2020. Beginning Thinking: Term 1 -39% Term 4- 9% Build Thinking: Term 1 -39% Term 4 -26% Consolidate Thinking: Term 1- 20% Term 4 - 42% Apply and Deepen Thinking: Term 1- 2% Term 4 - 24% Cluster schools discovered innovative ways to connect. Parents were able to connect to schools through new platforms. Stage 3 students remained connected to their peers through Google meet whilst learning from home.	

### Process 3: Learning Sleuths

Provide targeted, evidence-based professional learning and training to build deep knowledge and explicit teaching skills required to support student aspirations and learning.

Evaluation	Funds Expended (Resources)
COVID 19 greatly impacted on the ability of teachers to receive professional learning both outside the school and internally. During COVID 19 restrictions, all staff developed home learning programs. All are now using Google classroom to access homework if families wish to. Support Unit deeply embedding technology usage into their learning. Has built confidence for students to have transition into the mainstream Stage 3 classrooms also.	

## Next Steps

Our new School Improvement Plan 2021-2024 goal is to strengthen student wellbeing through improved implementation and consistent integration of:

AVID

PBL

BIM

Classroom management

Walking bus, Breakfast club

Transitions: Structured playground activities, Relationships

P-K, K-1, 2-3, 6-7, new students to school

Allied Health

School Counsellor

Personal Learning Pathways

Persanised Learning & Support Plans

Support unit

Learning and Support Team

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Socio-economic background (\$42 000.00)</li> </ul>	<p>COVID 19 impacted walking bus and breakfast club with restrictions placed on groups and gatherings. Walking Bus was on hold until restrictions lifted. Breakfast Club was moved from the Schools as Community Centre (SaCC) onto school premises allowing students to access breakfast whilst still following hygiene and social distancing rules. Maintaining Breakfast Club onsite allows more students to access this vital service with numbers increasing significantly over Semester 2.</p> <p>SLSOs continued to support students in the playground with organised games and activities, resulting in a reduction in behaviour referrals by 171 compared to 2019.</p> <p>SLSOs supported students with Maclit, Minilit and Quick Smart Maths, with a positive increase in student outcomes.</p>
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Socio-economic background (\$133 903.00)</li> <li>• Low level adjustment for disability (\$83 611.00)</li> </ul>	<p><b>Speech Therapy:</b> 22 children received individual assessment and intervention speech therapy sessions. 16 children also accessed intervention support through group work. Group work was targeted both within the classroom, as well as within the gym setting. Consultation and program development were also a focus of speech pathology in 2020, particularly with COVID-19. Classroom wide programming was provided for children in the support unit, with a module targeting nursery rhyme and pre-literacy skills being developed &amp; implemented by class teachers and aides. This program incorporated use of various modes of communication, including visuals &amp; key word sign, to ensure that all children in the unit would have an opportunity to participate. Consultation and programming were also provided to Kindergarten teachers regarding implementation of speech sound programs and ideas on incorporating these goals into daily activities. Support &amp; information was also provided to parents of children who were participating in this program to allow for generalisation into the home environment.</p> <p><b>Social worker:</b> The Social Worker assisted parents with NDIS planning and navigating the process of obtaining services appropriate to their child's needs.</p> <p><b>Exercise Physiologist:</b> At the beginning of Term 3 the Exercise Physiologist provided programs for 32 students to support the development of gross motor skills.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$60 000.00)</li> </ul>	<p>Instructional leaders led teams to reflect on their learning and plan changes in teaching practices. Regular mentoring took place between IL's and teachers to co-plan, co-teach and evaluate lessons.</p>

<b>Quality Teaching, Successful Students (QTSS)</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$60 000.00)</li> </ul>	AP working as Instructional Leader Primary with a focus on writing and reading comprehension. IL primary supported implementation, assessment and evaluation of the Maclit and Quick Smart Maths initiatives. Significant growth has been noted across the student cohort for these programs.
<b>Socio-economic background</b>	<p>School paid for this position for 3 terms until the AP was placed at Buninyong above establishment.</p> <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Socio-economic background (\$143 000.00)</li> </ul>	AP Wellbeing assisted the school in maintaining contact with vulnerable students who were learning at home during COVID 19 restrictions. This allowed the school to monitor the wellbeing of not only the vulnerable students, but all students who were not on site daily. A strategic plan was developed to guide the role and responsibilities of this position.
<b>Support for beginning teachers</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• (\$35 000.00)</li> </ul>	One teacher received an extra hour of Release from Face to Face to support mentoring, professional learning, program development and improvement of teaching practice.

## Student information

### Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	167	181	207	207
Girls	160	163	177	181

### Student attendance profile

School				
Year	2017	2018	2019	2020
K	89.2	90.8	85.6	88.8
1	88.1	88.7	92.1	89.6
2	93.7	88.7	89.2	91.3
3	86.3	94.6	89.6	88.5
4	91.2	90.3	90.6	87
5	89.2	89.9	90.5	92.6
6	86.7	87.2	85.9	89.3
All Years	89.2	90	89.1	89.5
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

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

### Management of non-attendance

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

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



# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	16.6
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1.6
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	7.92

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

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

## Workforce ATSI

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

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

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

## Teacher qualifications

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

## Professional learning and teacher accreditation

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

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

## Financial information

### Financial summary

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

	2020 <b>Actual</b> (\$)
<b>Opening Balance</b>	143,708
<b>Revenue</b>	6,229,891
Appropriation	6,086,298
Sale of Goods and Services	28,720
Grants and contributions	99,972
Investment income	533
Other revenue	14,368
<b>Expenses</b>	-6,615,350
Employee related	-5,881,375
Operating expenses	-733,975
<b>Surplus / deficit for the year</b>	-385,459
<b>Closing Balance</b>	-241,751

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

## Financial summary - Equity loadings

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	245,602
<b>Equity Total</b>	1,614,929
Equity - Aboriginal	660,823
Equity - Socio-economic	685,392
Equity - Language	10,089
Equity - Disability	258,625
<b>Base Total</b>	3,347,293
Base - Per Capita	96,490
Base - Location	2,143
Base - Other	3,248,660
<b>Other Total</b>	742,835
<b>Grand Total</b>	5,950,659

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

The Tell Them From Me student survey data show a steady rise in positive feelings about the school and school life in comparison to 2019. Students' positive sense of belonging rose by a margin of 8%. Students who felt they had positive relationships at school remained steady at 79% across both years. Students who felt they had positive behaviour at school rose by 10% in survey one, but dropped 7% in survey two. Students who felt they were a victim of bullying remained- at a low level and and dropped a further 16% compared to 2019. Students' who felt they experienced a positive learning environment rose by 16% then dropped by 9% which directly correlates to full return of students from COVID 19 restrictions. At the beginning of 2020, the number of students who were proud of their school had risen by 21% from 2019 and dropped 5% after the return from COVID. It is clear that drops in positive feeling between surveys one and two occurred in direct correlation with pre-COVID and post-COVID changes in school organisation.

The Tell Them From Me parent survey indicated upward trends in parents experiences around feeling welcome in the school and school support for student learning. Opinions on school safety remained the same in comparison to 2019. Although downward trends occurred in the areas of information sharing, supporting learning at home, school support for positive behaviour and inclusivity, the school sat above the state norm in all of these areas.

Teachers' attitudes and opinions about their teaching practice showed minimal or no change between 2019 and 2020. Teacher satisfaction in the main survey topics remained higher than the NSW Government Norm in all areas except Technology.

# 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.