

2020 Annual Report

Leichhardt Public School



7423

Introduction

The Annual Report for 2020 is provided to the community of Leichhardt 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 was an unprecedented year in the history of Leichhardt Public School. The team at Leichhardt Public School, like teams in all public schools across New South Wales and the world, worked harder, longer and smarter than ever before during 2020, supporting students, families and members of the community as they dealt with the impacts of the COVID-19 pandemic. We enjoy a wonderful rich relationship with our parent body and I acknowledge the support of the parent body and wider school community in supporting student learning throughout 2020.

In acknowledging the learning undertaken at Leichhardt Public School in 2020, I must also recognise our amazing students and their achievements. We support our students to achieve academic and personal excellence and it was a highlight to see so many of our students engage in high quality learning and experience outstanding success in 2020.

Finally, I am exceptionally proud of the efforts, energy, professionalism and comradery demonstrated by our support staff and teachers during what was one of the most profoundly challenging years any of them have professionally experienced. I thank them for ensuring the students and families of Leichhardt Public School experienced a successful year of learning and growth in 2020.

Chris Buenen - Principal

School vision

At Leichhardt Public School we have high expectations for all students to achieve academic and personal excellence, become a lifelong learner and a responsible citizen of the world. This will be fostered in a caring and collaborative environment where learning is always meaningful and engaging, meeting the highest educational and ethical standards.

School context

Leichhardt Public School is located in the centre of the suburb Leichhardt. It has had a long and distinguished history dating back to 1862. The school has experienced significant fluctuations in enrolments and changes in demographic over the past 150 years. In the 1920s the school experienced an enrolment peak of 2250 students whilst for some parts of the 1990s the school was relatively small. The community diversified in the second half of the twentieth century and the school now benefits from the rich cultural heritage of our current and former students.

Its historic buildings and leafy playground provide an inviting backdrop for the many programs the school offers.

Our school places a strong emphasis on developing the whole student in academic as well as social, sporting and cultural pursuits. Our school values and nurtures the unique qualities and academic talents of each student. We have high expectations for all students and a commitment to engendering a genuine love of learning.

Leichhardt Public School provides a variety of programs to enhance and extend student's learning. These include philosophy, string groups, bands and orchestras, chess, dance, public speaking & debating, music and PSSA sport. The school is supported by an enthusiastic and engaged parent body and an active P&C and its subcommittees.

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

All teaching staff once again participated in the completion of the SEF S-aS with the on-balance judgements across all elements of the SEF remaining consistent with previous years. To facilitate strengthened self-assessment, teachers were upskilled in the school excellence in action package as well as the excellence framework and its role underpinning the 2018-2020 school plan. Staff then participated in workshops and professional learning in stage and project teams to review the elements and themes of the SEF, identify evidence of impact across all school practices and make recommendations for future directions to support ongoing improvements.

Strategic Direction 1

TEACHING

Purpose

To provide a learning culture based on high expectations and quality teaching and learning which adds value to all students' literacy and numeracy levels. Students will be productive and ethical users of technology equipped with skills of the future focused learner. Meaningful learning opportunities will support creative and critical thinking, team work, problem solving and reflective, independent and resilient learners.

Improvement Measures

Increase in teacher efficacy delivering explicit and quality feedback to improve student growth in literacy and numeracy.

Teachers utilising high impact, high quality visible learning and formative assessment strategies in literacy and numeracy sessions.

Teacher consistency in the use teaching strategies, planning guidelines and language in terms of instruction and feedback as outlined in the school policy, Planning, Assessing and Reporting.

Teachers will continue to formulate and reflect upon personal and professional teaching goals and collect evidence to demonstrate the achievement of these goals.

Overall summary of progress

Work throughout 2020 in relation to strategic direction 1 focused on the attainment of critical aspects of the improvement measures. Following the pivot to COVID operations, school teams were asked to highlight key aspects of their programs to focus their improvement efforts for the second half of 2020. Initially, the focus of the team was to increase in teacher efficacy delivering explicit and quality feedback to improve student growth in literacy and numeracy. The model for professional learning in 2020 was adapted to a stage team approach and focused on teachers utilising high impact, high quality visible learning and formative assessment strategies in literacy and numeracy sessions. Teacher consistency in the use of teaching strategies, planning guidelines and language in terms of instruction and feedback was a continued focus as was the embedding of reflective practices ensuring teachers built upon personal and professional teaching goals and collected evidence to demonstrate the achievement of these goals.

Progress towards achieving improvement measures

Process 1: Implement a whole school approach to learning intentions/success criteria, assessment and feedback

Evaluation	Funds Expended (Resources)
Work undertaken by all teams in 2020 resulted in teaching and learning programs showing clear evidence of formative assessment being planned for, implemented and evaluated. All teaching and learning programs were collaboratively created ensuring greater consistency between classes, year levels and stages. A program of lesson observations showed LISC, formative assessment and feedback strategies being effectively implemented across all classrooms. Student feedback solicited by survey shows improved engagement with feedback strategies and teachers seeing feedback as a core aspect of learning improvement and growth.	Targeted professional learning opportunities as part of an overall spend of \$45490 on professional learning.

Process 2: Develop high quality pedagogical practices to lift targeted literacy and numeracy outcomes

Evaluation	Funds Expended (Resources)
Responsibility for instructional leadership pivoted in 2020 to include additional release from face to face teaching for all assistant principals. Team leaders created structured programs of support that whilst interrupted during times of	QTSS funding utilised for release of Assistant Principals for instructional leadership.

Progress towards achieving improvement measures

increased community COVID restrictions, targeted areas of negotiated practice within their individual teams. The ongoing school focus on internal formative and summative assessment is evidenced by continued growth in the results of PAT test results across yrs 2-6. Staff are seen to be effectively using the data from these assessment practices to inform pedagogical approaches to inform reporting. Specialist teachers have access to the data which they effectively use for their groupings, students plans and reporting to parents during learning support meetings. Within numeracy, Number Talks have been consistently implemented across the school and linked to all strand areas as a formative assessment check-in at the commencement of each lesson.

Funding Sources:

- Quality Teaching, Successful Students (QTSS) (\$142637.00)

Process 3: Build leadership capacity and capability across the school to ensure an effective leadership pipeline exists

Evaluation	Funds Expended (Resources)
All staff successfully completed the PDP processes in 2020 using the mid-year self-assessment as an opportunity to refine goals in consultation with their supervisor to support professional growth and development in the second half of 2020. A professional learning team was formed in early 2020. This team pivoted in responsibility to better meet the needs of the school and took part in an innovation project facilitated by the Catalyst Lab. This team later took a lead role in community consultation for the 2021-24 school plan. Aspiring leaders were identified and supported to take on leadership roles and responsibilities throughout the year.	Targeted professional learning opportunities as part of an overall spend of \$45490 on professional learning.

Process 4:

Evaluation	Funds Expended (Resources)
N/A - Processes consolidated as part of 2019 review of school plan	N/A

Process 5:

Evaluation	Funds Expended (Resources)
N/A - Processes consolidated as part of 2019 review of school plan	N/A

Next Steps

A key focus for the leadership team moving forward will be ongoing leadership development and the strengthening of opportunities for middle leaders. The instructional leadership program will return to an instructional leader model in 2021 who along with the Principal, will have additional oversight for the professional learning programs for teachers. A continuing focus on feedback and data use will ensure professional practices gained in 2020 will be built upon in future years.

Strategic Direction 2

LEARNING

Purpose

To ensure whole school teaching practices enable all students to be highly engaged in learning. Teachers will demonstrate through a shared and systematic approach, deep knowledge and understanding of curriculum content, quality teaching and leadership capabilities that inspire learning. Learning programs will reflect strategies that require students to think deeply, creatively and critically and develop resilient, independent and reflective learners.

To develop a culture of shared leadership where teachers collaborate to share knowledge and reflect on practice to improve the educational outcomes for students.

Improvement Measures

Increase the percentage of students demonstrating and exceeding expected growth in literacy.

Increase the percentage of students demonstrating and exceeding expected growth in numeracy.

Increase in student problem solving and computational thinking skills across a range of key learning areas via the effective delivery of a school wide approach to ICT.

Overall summary of progress

Despite the interrupted school year student growth and achievement were evident in all completed internal literacy and numeracy assessments. Executive staff led the review of student check-in data and PAT assessments and built teacher efficacy in the use of these data sources to inform future teaching.

Student achievement (high progress achievement in reading) was recognised at national level in 2020 via the publishing of Leichhardt Public School's approach to reading in an ACARA case study. Work in numeracy was also recognised by the engagement of staff to provide support for the implementation of number talks in various schools.

Work within the ICT team during 2020 aimed to embed problem solving and computational thinking skills via structured support and programming using the digital technologies and ICT aspects of the syllabus to guide a consistent and sequenced approach from Kindergarten to Year 6. This was supported by the resourcing of a one day per week specialist Assistant Principal in the second half of the year.

Progress towards achieving improvement measures

Process 1: Implement a whole school approach to develop student skills in literacy

Evaluation	Funds Expended (Resources)
Improved practices in 2020 included the regular review of internal assessment data to inform class, stage and school focus. Moving into 2020, 2019 NAPLAN data was analysed by executive and key team members and a focus for student learning was derived from this data. Work was also done on ensuring scope and sequence documentation matched what was being taught in classrooms. Despite the interrupted school year student data gathered via formative and summative assessment demonstrated strong results and excellent year on year growth in literacy.	Targeted professional learning opportunities as part of an overall spend of \$45490 on professional learning.

Process 2: Implement a whole school approach to develop student skills in numeracy

Evaluation	Funds Expended (Resources)
Whole school progress in the development of numeracy skills focused on the building of teacher efficacy in the analysis of internal and external assessment data to inform future teaching. PAT-Maths and the Department	Targeted professional learning opportunities as part of an overall spend of \$45490 on professional

Progress towards achieving improvement measures

of Education check-in assessment data was analysed by teachers to identify areas of success and future focus. Although interrupted, observations of practice showed number talks being implemented across K-6 with positive feedback on the development of working mathematically skills and knowledge. Teacher's attitudes towards and engagement with mathematics were measured via survey with growth in confidence in teaching mathematics being evident.

learning.

Process 3: Implement a whole school approach to ICT learning that support students to develop computational thinking and problem solving skills

Evaluation	Funds Expended (Resources)
The resourcing of a specialist support teacher in the second half of 2020 to support ICT engagement and program implementation was a great success. The model of support ensured progress was made and observations of practice across K-6 demonstrated strong links to the building of student skills in problem solving via an ICT approach. Students and staff across all year levels refined their approaches to ICT integration and planning and programming documents show clear link between ICT integration and problem solving/computation thinking.	Technology expenditure in 2020 totalled \$66526.57

Process 4:

Evaluation	Funds Expended (Resources)
N/A - Processes consolidated as part of the 2019 review of school plan	N/A

Process 5:

Evaluation	Funds Expended (Resources)
N/A - Processes consolidated as part of the 2019 review of school plan	N/A

Next Steps

Moving into 2020 it was identified that a large number of students achieved results just below the top 2 bands in reading and numeracy and an ongoing focus should be placed on ensuring student growth in reading and numeracy exceeds a year of growth for each year of learning. Although NAPLAN did not take place in 2020 the review of 2019 NAPLAN data and internal data gathered in 2020 was used to inform future directions. Moving beyond 2020, all teachers will focus on embedding quality teaching strategies that are informed by student data and the school will focus on developing and sustaining processes for collecting and analysing student data to inform quality teaching in all classrooms.

Strategic Direction 3

STUDENT WELLBEING

Purpose

To provide students with the knowledge, skills and understandings to develop social and emotional skills to become successful learners who achieve personal goals and manage their wellbeing.

Improvement Measures

All students participate in targeted resilience and values education programs.

Positive behaviour for learning implementation successful with frameworks for managing behaviour and PB4L language used across all school settings.

Increased teacher and student engagement with the personal and social capabilities via the delivery of a whole school Philosophy program

Overall summary of progress

The positive behaviour for learning (PB4L) team continued the ongoing roll out of PB4L across the school in 2020 finalising the matrix for all external non-classrooms settings highlighting expectations and rules that have become the norm during the PB4L roll out. Professional learning undertaken by staff supported the creation of the internal areas matrix as well as refresher training to support staff in implementing the minor/major behaviour framework, behaviour reporting/recording and monitoring and embedded the use of flow charts to support teachers in implementing behaviour management expectations. The team worked collaboratively to build staff efficacy in the collaborative creation of high quality teaching and learning programs that focus on the learning of expected behaviours. The team worked to modify programs and resources throughout the year in response to COVID guidelines ensuring that the roll out of PB4L continued throughout 2020.

The philosophy team engaged in a range of activities to support the program in 2020. Resources and planning documentation were refreshed and the early years program modified to best engage these learners. Key staff continued to ensure all new staff were trained in the program and opportunities for continued professional support were made available to all staff. The success of the philosophy program in building a sustainable culture of improvement and evaluation allows the school based program to progress into a maintenance and evaluation model with no major changes to the structures anticipated in future plans.

Finally, all students in K-6 (except our Stage 2 learners due to COVID) participated in targeted resilience and values programs delivered in partnership with the LifeSkills Group. Student and teacher feedback on these programs was again positive and these programs will continue to run in 2021.

Progress towards achieving improvement measures

Process 1: Implement Positive Behaviour for Learning (PB4L) as the overarching school approach to welfare and wellbeing

Evaluation	Funds Expended (Resources)
The PB4L team continued to roll out positive behaviour for learning across all areas of the schools. Behaviour matrixes for all external areas of the school were finalised early in 2020 and rolled out across the school. Additionally lesson plans for classroom areas were created for each stage and distributed to staff ensuring weekly lessons were scheduled and undertaken. Excitingly, the PB4L team ran an open competition to create mascots which were introduced to the school in the second half of the year. Finally, student reward tokens were modified to meet COVID guidelines ensuring this important aspect of the PB4L program was able to continue throughout 2020.	Targeted professional learning opportunities as part of an overall spend of \$45490 on professional learning.

Process 2: Embed philosophy in the classroom as a core school-wide program

Evaluation	Funds Expended
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Progress towards achieving improvement measures

Evaluation	(Resources)
All students at Leichhardt Public School engaged in philosophy programs as a core aspect of the teaching and learning cycle. Philosophy programs for kindergarten were modified to refresh and support engagement with the program in the early years. New staff participated in endorsed training and professional support and program refreshers were made available to all staff. Updated scope and sequence documentation was completed in line with program reviews. Staff and student evaluations highlighted strong outcomes and growth in speaking and listening outcomes as well as strong student and staff engagement with the personal and social capabilities identified within the philosophy program	Targeted professional learning opportunities as part of an overall spend of \$45490 on professional learning.

Process 3: Deliver targeted resilience and values education programs to all students

Evaluation	Funds Expended (Resources)
All students (except Stage 2 in Term 2) participated in a 10 week resilience and values program delivered by trained staff from an external provider. Feedback was sought from students and staff regarding engagement, usefulness and connection to the program was sought with the majority of this feedback being positive. Teacher feedback demonstrated continued student engagement and enthusiasm for the program.	School Community Funded Program

Process 4:

Evaluation	Funds Expended (Resources)
N/A - Processes consolidated as part of the 2019 review of school plan	N/A

Process 5:

Evaluation	Funds Expended (Resources)
N/A - Processes consolidated as part of the 2019 review of school plan	N/A

Next Steps

Programs that promote student, staff and community wellbeing continue to remain at the core of school improvement planning for Leichhardt Public School. Although the school began its positive behaviour for learning (PB4L) implementation during this planning cycle, it has become evident that a holistic model of school wellbeing, encompassing student, teacher and community wellbeing (including mental health) is required. A school focus on research based activities and initiatives, proven across a range of settings will underpin the explicit systems for school wellbeing as we progress into 2021 and the next cycle of school planning.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$15 261.00) 	Support provided to students as part of learning and support team allocation based on personalised learning plans created in collaboration between learning support team and parents and carers.
English language proficiency	0.4FTE EAL/D educator and additional flexible funding to support the employment of school learning support officers. Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$97 909.00) 	Key impacts achieved in 2020 to support EAL/D students included the increase in teacher allocation to best meet the needs of our students. Additional staffing allowed the program to include greater numbers of students and targeted support to be delivered to a larger number of identified students.
Low level adjustment for disability	0.5 FTE Learning and Support Teacher and flexible funding allocation Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$101 983.00) 	Key progress made in 2020 include the employment of a 0.5FTE learning and support teacher who in 2020 assumed the coordination of the school learning support team. This teacher was also instrumental in the refinement of literacy and numeracy interventions resulting in an increased number of students being provisioned with support. Over 65 students benefit from collaboratively created personalised learning and support plans focusing on goals planned in authentic consultation with families.
Quality Teaching, Successful Students (QTSS)	1.304 FTE Classroom Teacher Equivalent Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$142 637.00) 	Staffing changes in 2020 resulted in the model of support shifting from a school wide instructional leader to the provision of additional release from face to face teaching for school executive staff. Leaders were encouraged to develop programs to support the development of high quality teaching and learning practices across their stage teams. These programs promoted and supported collaborative practices, encouraged distributed leadership within teams and contributed to school wide learning and development.
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$13 800.00) 	Initiative funding received as socio-economic background loading was combined with other equity loadings to facilitate the employment of school learning support officers to provision in class and small group support to targeted students. Students, families and teachers value this support and report that the support provided encourages students to better engage, participate and succeed in their learning.
Support for beginning teachers	0.4 FTE Classroom Teacher 0.2 FTE Assistant Principal Mentor Funding Sources: <ul style="list-style-type: none"> Support for beginning teachers (\$95 530.00) 	All eligible staff participated in targeted early career support in 2020. The program was coordinated and supported by an Assistant Principal mentor who worked with teachers to improve practice. Activities undertaken included observations of practice, program reviews, accreditation support, shoulder to shoulder mentoring and coaching. The program built early career teacher capacity and provided authentic leadership development for school executive.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	361	364	365	368
Girls	374	383	371	355

Enrolment numbers have remained relatively stable since 2017. Enrolment numbers dropped during the 2020 as families moved out of the catchment area citing COVID related impacts to work, housing and returning overseas.

Student attendance profile

Year	School			
	2017	2018	2019	2020
K	97.2	95.6	96	96.5
1	96	96.1	96	96.1
2	96.5	96	94.5	96
3	95.9	95.8	95.9	95.8
4	96.6	94.2	95.7	95.3
5	95.7	95.7	95.3	95
6	95.5	94.2	95.6	95.4
All Years	96.2	95.4	95.5	95.7

Year	State DoE			
	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)	5
Classroom Teacher(s)	29.06
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.2
Teacher ESL	0.2
School Counsellor	1
School Administration and Support Staff	7.47
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

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

Workforce ATSI

Staff type	Benchmark 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	730,620
Revenue	7,077,194
Appropriation	6,682,285
Grants and contributions	390,039
Investment income	1,419
Other revenue	3,450
Expenses	-7,133,936
Employee related	-6,434,193
Operating expenses	-699,743
Surplus / deficit for the year	-56,742
Closing Balance	673,878

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	20,655
Equity Total	228,954
Equity - Aboriginal	15,261
Equity - Socio-economic	13,800
Equity - Language	97,909
Equity - Disability	101,983
Base Total	5,626,299
Base - Per Capita	181,975
Base - Location	0
Base - Other	5,444,324
Other Total	580,890
Grand Total	6,456,798

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

Schools are regularly required to seek the opinions of the community about various aspects of school life. Since 2019 students and staff have participated in the Tell them from me surveys. These surveys provide detailed longitudinal insights into school life from the perspective of our Year 4 to 6 students and their teachers. In 2020 participation in these surveys was extended to the school community via the Tell them from me partners in learning survey.

The surveys include a range of separate measures, which were scored on a ten-point scale. The scores for the Likert-format questions (i.e., strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree nor disagree). Aspects of high neutrality or disagreement form part of the school's ongoing improvement efforts.

Parents feel welcome - 7.3. An area of strength highlights the quality of our office staff. Areas of growth include scheduling of events and access to senior executive staff.

Parents are informed - 6.0. Areas of strength identify quality of reports to parents and communication regarding behaviour. A key area of growth centres on communicating opportunities for the future.

Parents support learning at home - 6.9. Areas of strength focus on social emotional growth. An area of growth is communication regarding the importance of school work.

Inclusive School - 6.4. Area of strength highlights that parents believe teachers help students who require extra support.

Safety at School - 7.1 - Area of strength highlights that students feel safe travelling to and from school.

School support learning - 6.8. Areas of strength highlight teachers demonstrating an interest in and encouragement of student learning.

School support positive behaviour - 7.4. Area of strength highlights that students have a clear understanding of school rules

Students and teacher also participated in the Tell them from surveys in 2020. Social emotional outcomes via the TTFM student surveys highlight three areas of growth for our students across Years 4 to 6. Student sense of belonging has been identified as an area of focus, Self-identified positive homework behaviours also remained considerably below the NSW Government Norm. Teachers also overwhelmingly believe they are setting challenging and visible goals for their students (8.5 norm vs state norm of 7.5).

Areas of growth and strength will be used to inform ongoing improvements in future strategic improvement plans.

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.