

# 2020 Annual Report

## Rosehill Public School



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# Introduction

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

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## School vision

Rosehill Public School provides a dynamic, meaningful and flexible learning environment that fosters successful student, teacher and collaborative community learning partnerships in our changing world. At Rosehill Public School we maintain a culture of care, respect and personal best. Students and teachers work together, with resilience and a growth mindset, to ensure strengths are recognised and celebrated.

## School context

Rosehill Public School has approximately 720 K-6 students and 80 part time preschool students and caters for the needs of a culturally diverse community with high aspirations for their children's learning success. The school is organised into stage and grade based learning teams led by a dedicated and skilled executive team.

Explicit, personalised and differentiated teaching in literacy and numeracy, underpinned by strong implementation of current research into effective teaching and its impact on learning, are focus areas in our school. Curriculum implementation in the Key Learning Areas is informed by teaching practice that is evidence-based. Relevant, real world learning opportunities, integrating curriculum to support meaningful engagement, has led to transformation of classroom practice.

Rosehill Public School provides opportunities that promote and celebrate diversity in teacher, student and community leadership.

Our school community holds high expectations for our students. Quality teaching and learning is the uncompromising focus of the school. School directions are collaboratively developed and evaluated and teachers are actively engaged in best practice professional learning.

Our parent and broader community highly value education and opportunities for student leadership and the school has a very committed and hard-working Parent Group who complement the educational and cultural experiences at the school and beyond.

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

## Strategic Direction 1

Quality, responsive teacher practice.

### Purpose

Teachers provide differentiated learning experiences tailored to student needs that are data driven and challenging.

### Improvement Measures

All teacher programs have evidence of differentiation.

All teachers using learning data for student learning improvement. Teachers analysing SMART data to improve NAPLAN results and increase performance in the top 2 bands.

The Tell Them From Me student survey indicates that 80% of students feel learning is challenging.

Classroom Walkthroughs data evidences embedding of evidenced based professional learning.

### Overall summary of progress

83% of students in 2020 reported a positive sense of belonging, this was a slight decrease from 2019 where it was 85%. Advocacy at school increased by 3% from 2019 to 2020 with an overall school average of 85%.

**Year 5 check in assessment data 2020:** Reading-85% of students are at or above grade expectation, average % correct: school 66%, SSSG 62.8%, state 60.7%. Numeracy- 82% of students are at or above grade expectation, average % correct: school 73.1%, SSSG 62.2%, state 60%.

**Year 3 check in assessment data:** Reading- average % correct: school 61%, SSSG 61%, state 58.6%. Numeracy- average % correct: school 67.3%, SSSG 65.2%, state 62.8%.

### Progress towards achieving improvement measures

#### Process 1: Process 1

Professional learning and research is systematically evaluated and promoted, with the most effective future ready pedagogies, such as passion-based projects and PBL, embedded in programs.

Evaluation	Funds Expended (Resources)
<p>TTFM data shows over 80% of students were engaged and challenged with their learning in general</p> <p>Teachers confident to program and implement effective strategies to teach the 4C such as STEM &amp; PBL in all stages / PBL - All stages in 2020 involved in PBL showcase/STEM showcase</p> <p>94% of students said that PBL has positively impacted their engagement at school (Engagement = Learning)</p> <p>100% of Parents felt that PBL positively affected their child's engagement at school</p> <p>97% of teachers stated that PBL has positively impacted student engagement and learning including the 4 C's</p>	<p>Survey staff for TPL Pod suggestions for 2021. Collection of aspiring leaders who will lead these sessions.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Professional learning (\$30000.00)</li></ul>

#### Process 2: Process 2

Team-based collaborative practice to support the use of data to identify strategic priorities and implement plans for continuous improvement..

Evaluation	Funds Expended
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## Progress towards achieving improvement measures

Evaluation	(Resources)
<p>All Year groups except Year 6 (77%) achieved &gt; than or = to 83% and above on our Semester 2 report analysis in English (in line with 2019 results which is a 5% uplift from 2018)</p> <p>All Year groups achieved &gt; than or = to 80% as seen in Literacy PLAN data (average of all clusters) (in line with 2019 results which is a 9% uplift from 2018)</p> <p>All Year groups except Year 6 (77%) achieved &gt; than or = to 82% and above on our Semester 2 report analysis in Mathematics (in line with 2019 results which is a 5% uplift from 2018)</p> <p>All Year groups achieved &gt; than or = to 83% as seen in Mathematic PLAN data (average of all clusters) (as per 2018 and 2019)</p>	<p>Timetable for program reviews (discussion)</p> <p>Data analysis information collated and shared with relevant exec.</p>

## Next Steps

**SD1 Growth and Attainment:** Explicit teaching, Feedback (CWT-T4 WK2 preliminary data and What Works Best Tool Kit Survey T4 Wk 3 supports S&G judgement), Literacy and Numeracy focus (our triangulation of Plan 2 data, report data and check in assessment data shows some inconsistency around teacher judgement in Literacy and Numeracy, supporting S&G judgement), Professional Learning (During staff focus group session in Term 3, staff evaluated our professional learning practices and models and will continue to use this reflective model on an ongoing basis. Staff identified the need to reintroduce the POD delivery of TPL to personalise the alignment of staff PDPs- This will commence in 2021), value add, naplan, student growth and internal and external measures. (Whilst data analysis from Term 1-3 comparison shows a positive trend in growth on internal school progress and achievement data, improvement is required to achieve excelling- 'excellent value add', 'most students achieving in the Top 2 Bands in Naplan', 'school data shows that student progress and achievement is consistently better than SSSGs'. Data analysis, reports and check in assessment have also shown that we are inconsistent with internal and external measures against syllabus standards- 'student progress and achievement is consistent on internal measures'). Attendance (Currently 77.88% of students attend >90% of the time, which is over 10% less than the 2022 target-'teacher parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes', supporting S&G judgement).

## Strategic Direction 2

Students as leaders of their own learning

### Purpose

The school supports students to be engaged learners by building their capacity to lead their learning.

### Improvement Measures

The TTFM student survey indicates student improvement in their capacity to lead their own learning.

Student data indicates they are bumping up their learning and monitoring their learning growth, with a minimum of 80% of students performing at or above their grade level in literacy and numeracy.

TESA tool evaluation of the student voice aspect has an upward trend.

Learning goals are embedded in all classrooms at stage, class and student level, evidenced by Classroom Walkthrough data analysis.

### Overall summary of progress

Internal school data shows that our current student results are trending towards 80%+ students across the whole school achieving at or above grade expectation. While we may just miss our 2018-2020 school plan Performance Measure of 80% of students across all grades consistently achieving at or above grade expectation in Literacy and Numeracy, external and internal results have improved significantly since 2017, from less than 70% of students across all grades were consistently achieving at or above grade expectation in Literacy and Numeracy. The 2020 Year 3 and 5 Check in Assessment results also supported the success we have achieved in bumping up student results with the highlight being Year 5 with 85% of students at or above grade expectation for Reading and 82% for Numeracy.

### Progress towards achieving improvement measures

#### Process 1: Process 1

Consistent school wide practices are created to monitor student learning; including Assessment For Learning practices, visible learning, goal setting, learning co-creation and critiquing for effective feedback and feed forward at all levels.

Evaluation	Funds Expended (Resources)
<p>Classroom Walkthroughs is seen as invaluable by the staff. Evaluation of Classroom Walkthrough data show evidence of AFL strategies in all classroom across the school and improved examples of student voice, due to the TPL conducted across the school around AFL strategies and student voice and choice strategies in 2020.</p> <p>Staff feedback obtained at the end of 2020, will see us set even clearer expectations set at the beginning of 2021 and a checklist developed for teachers to know what displays are required in their rooms and demonstrated in their programs.</p> <p>A slight modification of the CWT model will take place in 2021, as teachers are now familiar with the process and could benefit from feedback from teachers from other schools about our school structures. The model is to be linked to staff PODs to be more specific.</p> <p>In Term 4 2020 the suggestion of conducting Learning Walks and Talks in 2021 was presented. The consideration of this idea has now be looked at and is proposed to carried out by executive staff on a regular basis in 2021, where they focus on the 5 questions:</p> <p>1.What are you learning?</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Professional learning (\$30000.00)</li></ul>

## Progress towards achieving improvement measures

2. Why are you learning this?

3. How are you going?

4. How do you know you're successful?

5. Where do you go for help?

Feedback provided to staff. This process is to support classroom teachers for CWT's, explicit teaching to students and for teacher accountability.

### Process 2: Process 2

Create experiences and events to support sharing of learning, including digital platforms, whilst creating opportunities for reporting that provides accurate information that supports further progress and achievement.

Evaluation	Funds Expended (Resources)
in 2020, due to COVID-19 and home learning we utilised Seesaw schools across P-2. Benefit of the upgrade was unlimited teacher access being linked and the upload of activities created. Standard Seesaw was utilised by 3-6 classes, and google classrooms was successfully used as a learning platform. Survey results show that parents were very happy with our achievement for this process.	

### Process 3: Process 3

Implement evidence-based whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

Evaluation	Funds Expended (Resources)
<p>Positive Behaviour for Learning plays an essential role in fostering the wellbeing of all students at Rosehill Public School. Through this framework and other wellbeing initiatives, Rosehill Public School aims to develop the whole child to enhance their quality of life.</p> <p>Strategic Direction 2 of the 2018-2020 School Plan outlines the vision of a whole-school, evidence based practice to advocate for student wellbeing and increased student engagement. Positive Behaviour for Learning continued to go from strength to strength in 2020, following extensive consultation with students, staff and community members. This was done through multiple student surveys, parent meetings, staff TPL sessions and online surveys, to gain valuable input from all stakeholders at Rosehill Public School.</p> <p>Analysis show that the percentage of students across the school with a positive sense of belonging and positive relationships were above the NSW Govt Norm. Our students displayed high Institutional Engagement with 97% of our students valuing school outcomes. 85% of our students feel accepted and valued by their peers and others 4% greater than the NSW Govt Norm. 89% of our students do not get in trouble at school for disruptive or inappropriate behaviour. 6% greater than the NSW Govt Norm.</p> <p>These results were pleasing however we noticed variations in our school results from our first semester TTFM data. Reflection highlighted the major changes across the school as maybe being one reason for the variance. Future plans to focus on reinforcing PBL practices and develop rigorous data collection and reflection will be focused in 2021.</p>	

## Next Steps

**SD2 Effective Data driven practice:** internal and external measures (Recent results on the What Works Best Toolkit staff self-assessment survey, indicated that further TPL required to improve staff skills around the use of data to inform practice. In addition to this semester 1 data analysis illustrated inconsistencies with internal and external measures against syllabus standards, supporting S&G judgement), student reports (Report data demonstrates teachers providing comprehensive, detailed, clear and specific information about student learning growth. In order to achieve Excelling, in 2021, we will be holding 3 way conferences to allow students to talk about their goals), Data analysis (CWT-T4 WK2 preliminary data supports our S&G judgement. During CWTs, goals were evident in most classrooms, but there were inconsistencies with the quality of goals, students being able to articulate their goal and the time span between reviewing and renewing goals), Data use in teaching and Formative Assessment (CWT preliminary data showed inconsistencies with the application of AFL strategies in the classrooms).

The What Works Best Toolkit Staff Self-Assessment Survey indicated that there was work to be done around the area of assessment as 65.3% felt that their current understanding of assessment was less than 'best practice' scoring 4 or less on a scale of 1-5.

Teacher reflections on TPL, showed staff wanted more TPL linked to PDPs and school focus areas e.g. Plan 2, progressions and assessment, supporting S&G judgement).

### Strategic Direction 3

#### Inclusive Learning Partnerships

#### Purpose

Continue to grow a globally connected school community where relationships are enhanced and inclusive.

#### Improvement Measures

Minimum of 90% of parents and carers accessing Seesaw, School eNews app and the school website.

Survey data reflects an increase in parent satisfaction regarding quality of information provided through online platforms.

Increased attendance data at parent professional learning/initiatives.

Survey data reflects an increase in staff satisfaction regarding quality of TPL opportunities provided, including professional community networks.

#### Progress towards achieving improvement measures

##### Process 1: Process 1

Build parent engagement by using best practice to embed a culture of high expectations, and cater for the community through parent professional learning, initiatives and online communication tools.

Evaluation	Funds Expended (Resources)
Parents feel welcome	
2020 October 7.8 2019 October 7.5 NSW Govt Norm 7.4	
Parents are informed	
2020 October 7.6 2019 October 7.1 NSW Govt Norm 6.6	
Parents support learning at home	
2020 October 7.7 2019 October 7.3 NSW Govt Norm 6.3	
School supports learning	
2020 October 7.4 2019 October 7.3 NSW Govt Norm 7.3	
School supports positive behaviour	
2020 October 7.9 2019 October 7.9 NSW Govt Norm 7.7	
Safety at School	
2020 October 8.1 2019 October 7.8 NSW Govt Norm 7.4	
Inclusive School	
2020 October 7.6 2019 October 7.5 NSW Govt Norm 6.7	

##### Process 2: Process 2

The leadership team builds processes for teachers and leaders to share learning, establishing a professional learning community focusing on continuous improvement of teaching and learning.

Evaluation	Funds Expended (Resources)
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## Progress towards achieving improvement measures

Aspiring leaders projects showed strong impact through the improvement of student outcomes.

QTSS timetabling has focussed on school NAPLAN focus areas and beginning teacher support. Beginning teachers have found the support and mentoring particularly early in the year extremely beneficial.

All Strategic direction teams have met regularly to drive milestones and established ongoing goals for the year

Staff report a deep understanding of the SEF and have worked in teams to establish evidence sets for external validation.

Cooperative planning days occurred termly with a focus on creating quality teaching and learning programs that focussed on meeting the school strategic directions. These are collaboratively run within Stages

All teams demonstrated evidence of NAPLAN focus areas in planning and programming the program auditing and cooperative planning days. Data was collected termly on the focus areas and analysed by executive staff. This was then shared back to grade/stage teams by supervisors.

Aspiring leaders allocated off class time/ mentoring time in timetable

QTSS/Instructional Leaders timetable created

3rd DP and 5th AP employed as well as instructional Leader Technology. All APs 1 day per week QTSS

SEF, self assessment

## Next Steps

**SD3 Leading Learners for the future:** Caring for students, a planned approach to wellbeing, classroom management, (TTFM data indicated a shift in student wellbeing over the past 3 years from 2017 when 90% of our Yr 4-6 students surveyed indicated they have a positive sense of belonging, this is down to 83% in 2020. A recent PB4L student survey indicated that 83% of students felt happy or excited in the playground and 89% of students felt happy or excited in the classroom. Of concern were the students, 17% in the playground and the 11% in the classroom who felt angry, sad or confused. This data supports our on balance judgement of S&G in the above themes.), improvement of practice (The What Works Best Toolkit Staff Self-Assessment Survey indicated that there are gaps in staff implementation of high impact practises that are informed by best practice with most staff scoring themselves as 4/5 for best practice for 6 of the 8 areas of the What Works Best document.

Term 3 Staff Focus Group TPL indicated that further progress is required with our impact of some of our teaching programs and teacher practice such as teaching inferential comprehension, supporting our S&G judgement) coaching and mentoring (to achieve Excelling in coaching and mentoring, we have decided on growth coaching for identified Aspiring Leaders and all executive, as our focus area is coaching), collaborative practice and feedback (Collaboration and Feedback were our two lowest performing areas in The What Works Best Toolkit, with 53.4% staff members scoring between 1 and 4 out of 5 for collaboration and 73% scoring between 1 and 4 for effective feedback), expertise and innovation (CWT data indicated that innovative pedagogical practices from our 2018-2020 school plan was not yet embedded consistently across the school. Learning walks will take place in 2021 and staff will be upskilled by Neil Bramsen on Innovative Learning Practices as a part of our Transition Strategy, supporting our S&G judgement).

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$1503	<p>Strategic implementation within all 7 Key Initiatives has resulted in the following results which demonstrates outstanding combined impact:</p> <p>All Year groups except Year 6 (77%) achieved &gt; than or = to 83% and above on our Semester 2 report analysis in English (in line with 2019 results which is a 5% uplift from 2018)</p> <p>All Year groups achieved &gt; than or = to 80% as seen in Literacy PLAN data (average of all clusters) (in line with 2019 results which is a 9% uplift from 2018)</p> <p>All Year groups except Year 6 (77%) achieved &gt; than or = to 82% and above on our Semester 2 report analysis in Mathematics (in line with 2019 results which is a 5% uplift from 2018)</p> <p>All Year groups achieved &gt; than or = to 83% as seen in Mathematic PLAN data (average of all clusters) (as per 2018 and 2019)</p> <p>There are very few Aboriginal students at Rosehill Public School. Funds were used to assist students with learning and attendance programs and implementation of PLPs.</p>
<b>English language proficiency</b>	\$496,507	This amount includes salaries of 4.2 EALD teachers. In class identification and tailored EALD intervention to support students, in conjunction with the NAP program was utilised along with additional support for refugee students.
<b>Low level adjustment for disability</b>	\$211,062.	This amount includes the salary of 1.2 LAST teachers. Additional funds were expended to add SLSO support time in class for targeted students. SLSO support for identified students. IEPs implemented in class. Identified students had daily adjustments to their class programs. The LST teacher prioritised student support and collaboratively built IEPs, PLPs and BMPs.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$135,527	Executive staff were allocated weekly time to assist class teachers with shoulder to shoulder support to use data for learning growth, build teaching capacity and develop their PDP goals.
<b>Socio-economic background</b>	\$47,332.	Additional support for Early Intervention in Kindergarten through the provision of an additional teacher to support early literacy development. Data indicated that 90% of students were achieving at or above stage outcomes in Literacy.
<b>Support for beginning teachers</b>	\$50,000	Beginning Teacher allocations were used for extra time to plan and program and additional support from mentors and executive to develop PDP goals.

<b>Targeted student support for refugees and new arrivals</b>	\$2043.	Refugees and New Arrival students were given additional EALD support to implement small group and targeted learning intervention and emotional support programs.
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# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	362	358	356	340
Girls	316	356	362	327

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	93.3	91.9	93.2	89.4
1	92.5	92.2	92.4	89.6
2	93.8	93.1	93.8	90.7
3	93.5	93.3	92.5	90.1
4	93.6	92.6	94	87.6
5	94.8	92.8	93.8	91.5
6	93.5	93.6	93.6	89.7
All Years	93.5	92.7	93.3	89.8
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)	5
Classroom Teacher(s)	28.87
Literacy and Numeracy Intervention	0.84
Learning and Support Teacher(s)	1.2
Teacher Librarian	1.2
Teacher ESL	4.2
School Counsellor	1
School Administration and Support Staff	6.46

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

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

## Workforce ATSI

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

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

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

## Teacher qualifications

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

## Professional learning and teacher accreditation

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

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers

and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

# Financial information

## Financial summary

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

	2020 Actual (\$)
<b>Opening Balance</b>	816,472
<b>Revenue</b>	7,121,267
Appropriation	7,012,135
Sale of Goods and Services	-40,009
Grants and contributions	114,205
Investment income	1,336
Other revenue	33,600
<b>Expenses</b>	-7,405,952
Employee related	-6,831,378
Operating expenses	-574,574
<b>Surplus / deficit for the year</b>	-284,685
<b>Closing Balance</b>	531,787

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>	92,657
<b>Equity Total</b>	756,404
Equity - Aboriginal	1,503
Equity - Socio-economic	47,332
Equity - Language	496,507
Equity - Disability	211,062
<b>Base Total</b>	4,911,573
Base - Per Capita	176,939
Base - Location	0
Base - Other	4,734,634
<b>Other Total</b>	1,012,382
<b>Grand Total</b>	6,773,017

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

### Student Social-Emotional Outcomes in COVID-19 Year September 2020 Tell Them From Me Survey Results

Participate Sports- up 9% from July 2020 and 3% below NSW Govt Norm at 80%

Sense of Belonging- up 2% from July 2020 and 4% above NSW Govt Norm at 85%

Values School Outcomes- down 1% from July 2020 and 4% below NSW Govt Norm at 92%

Homework Behaviour- up 2% from July 2020 and 4% above NSW Govt Norm at 67%

Positive behaviour at school- same as July 2020 and 10% above NSW Govt Norm at 93%

Interest and Motivation- up 3% from July 2020 and 5% above NSW Govt Norm at 83%

Effort- down 1% from July 2020 and 2% above NSW Govt Norm at 90%

Perseverance High- up 10% from July 2020 and 12% above NSW Govt Norm at 60%

# 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.