2021 Annual Report

Erskineville Public School

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Introduction

The Annual Report for 2021 is provided to the community of Erskineville 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 Strategic Improvement 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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School vision

At Erskineville Public School we implement teaching and learning which ensures all students reach their academic, creative, social-emotional and physical potential. Students, teachers, parents and the wider community work in collaboration to ensure high expectations are embedded within a supportive environment in which every student is known, valued and cared for. We strive to continuously reflect on our practices to promote a culture of continuous improvement of teaching and learning.

School context

Erskineville Public School is a high performing school with a very strong creative presence on the fringe of Sydney's inner west. It has a student enrolment of 383, with a significant number of students (50%) who are NESB and includes a small cohort of Aboriginal students. The school has a very supportive community and strong relationships with a highly-involved and supportive P&C.

Erskineville Public School is focused on achievable and sustainable environmental practices such as recycling, an increased focus on garden care and its produce and solar as evidence of this ethos. It has a Student Sustainable Representative Council to enhance student voice and an entire school community committed to embedding sustainable environmental practices.

The school has significant extra curricular activities to enhance student experiences across all domains of potential. Opportunities exist in the creative and performing arts, sport, academic competitions, and public speaking and debating.

The school, based on the School Excellence Framework, internal and external data and external validation, has a focus on improving student results in literacy and numeracy, implementing evidence-based teaching and learning practices and developing distributive and instructional leadership across the school.

The schools funding comes from departmental funding (SBAR), a strong P & C and the leasing of facilities to a range of community users. Our strategic directions are:

1. Student growth and attainment

2. Exemplary class practice

3. Educational leadership

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To use evidence based practices to support the achievement of the individual learning goals of all students, particularly in foundational literacy and numeracy skills, strong content knowledge and the ability to learn adapt and be responsible citizens.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Literacy and Learning
- Mathematical Pedagogy

Resources allocated to this strategic direction

Literacy and numeracy intervention: $46,780.00
Professional learning: $19,200.00
Literacy and numeracy: $13,914.00
: $7,500.00

Summary of progress

Resourcing was allocated towards HR costs, specifically to providing an above establishment Assistant Principal (AP) so there were sufficient leaders for each stage in implementing our targets related to school goals, performance and curriculum. Professional learning funds in this regard were used in providing release for staff and executive to implement the professional learning and best practice delivered by strategic support.

Participation in Strategic Support in 2021 has begun to pave the way in the shift of teaching of Literacy towards current research (Big 6, Deslea Konza). The adaptation of reading programs to incorporate all elements of the Big 6 has led to a seismic shift in reading practices. Further progress towards this goal will involve greater monitoring of literacy blocks and implementation of K-6 scope and sequences, further work towards explicit teaching and the gradual release of responsibility, closer implementation of the phonics scope and sequence and spelling program, and additional planning for assessment that meets the teaching strategies implemented. Also to be implemented is the MiniLit program in place of other reading interventions.

Progress towards numeracy in 2021 saw stage teams focused on the collaborative planning of numeracy programs ensuring differentiation for the variety of learners in classroom. Resources were acquired to ensuring appropriate resourcing of programs.

In 2022, a focus on high expectations and explicit teaching will be the focus points. This will be achieved through the implementation of the numeracy progressions in planning, teaching and for student monitoring. Teaching sprints will be conducted in numeracy using progressions and PLAN2 (QuN), scope and sequences have been matched to the progressions and programs will be more closely supported to ensure the themes of high expectations and explicit teaching are central.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Incremental lift from baseline data towards the 2022 system negotiated target for **top 2 bands in reading** of 77.4%	This has **not yet been achieved** with 56.03% of students achieving in the Top 2 bands in reading.
Incremental lift from baseline data towards the 2022 system negotiated target for top 2 bands in **numeracy** of 67.6%	This has **not yet been achieved** with 38.79% of students achieving in the Top 2 bands in numeracy.

Incremental lift from baseline data towards the 2022 system negotiated target for **expected growth reading** of 68.8%	The target of growth in reading was **achieved** with 69.39% of students achieving expected growth in 2021.
Incremental lift from baseline data towards the 2022 system negotiated target for **expected growth numeracy** of 68.1%	The target of growth in reading was **achieved** with 71.43% of students achieving expected growth in 2021.
Increase the proportion of students attending greater than 90% of the time from the baseline of 87.4%	This target was **not achieved.** Attendance for 2021 was 84.09%. This particular target was impacted by covid and the remote learning model that was utilised from the beginning of term 3 until mid term 4.
The themes of teaching and learning programs and differentiation within curriculum in the Learning domain to be validated at Sustaining and Growing.	SEF-SaS indicated that Curriculum within Learning domain was evaluated at Delivering.
60% of students at expected growth in writing.	This target was **achieved** with growth in writing for 2021 in NAPLAN measured at 68.6%

Strategic Direction 2: Exemplary class practice

Purpose

To provide pedagogical practices that are evidence based and resources to assist staff in moving towards exemplary class practice and high quality teaching. Processes that support staff work effectively, collaboratively and consistently across the school for the benefit of all students are implemented, embedded and sustained with learning opportunities being engaging and evidence based.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Collaborative Practice
- Evidence-based practices

Resources allocated to this strategic direction

Professional learning: $2,600.00
Socio-economic background: $3,200.00
School support allocation (principal support): $21,837.51

Summary of progress

We identified QTR as supporting explicit teaching practices and enhancing collaborative practices. Over the course of the year, a number of QTR sessions were held with the view to bring more teachers on board into the practice. To run the sessions, PD was run into the QTF and we identified excellent practitioners to lead the introductory rounds. There was widespread support within the executive and this practice was shared with the wider staff through further PD. There was however, initial reluctance in participation in the introductory rounds as initial bonds of trust had not yet been established and there was a reluctance to share teaching in front of others.

The impacts we were expecting to see were a change in classroom practice towards those which we identified were beneficial to the school and a greater receptiveness to constructive feedback on teaching practices, strategies and classroom environments that are conducive to learning. There was minimal change towards these goals and to a large part these practices were not implemented. We reflected that we required a clearer consensus of the protocols and elements of practice and an enhanced environment of trust in which the constructive feedback could be given.

Looking at this particular initiative in context of wider school direction, QTR is not going to address the needs we have in classroom practice. This is due to the fact that we are looking at explicit teaching in the wider school context, rather than individual practices. Moving toward this goal, we need to examine as a whole school, WWB- Explicit teaching, Classroom management and collaboration (2, 6, 8). As a consequence the resourcing we have identified is the APCI and Curriculum Leader/AP need to closely guide implementation across a significant period of time and across all learning in the school. The data we found from QTR was unreliable as it wasn't stringent enough and was subjective, due to relationships and shared programs.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Improvement as measured by the School Excellence Framework: **Teaching:** • Effective Classroom Practice- Explicit Teaching- Excelling 10- 25% of staff have participated in at least one set of Quality Teaching Rounds in PLCs that cross stage and	School has assessed that we are delivering for effective classroom practice. 20% of staff involved in initial QTR.

subject areas.	
Improvement as measured by the School Excellence Framework: **Teaching:** • Learning and Development- Collaborative Practice and Feedback - Sustaining and growing	School has assessed that we are delivering.

Strategic Direction 3: Educational leadership

Purpose

To develop the leadership capabilities for all staff to lead in identified targeted and systematic improvement processes that support improvement in student learning. Improving staff efficacy and autonomy to foster ownership and engagement with school wide practices that improve student engagement, learning, development and success. as part of a high expectation / performing Learning Culture..

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Learning Culture
- Performance management and Development

Resources allocated to this strategic direction

Per capita: $95,648.00
QTSS release: $72,988.11
Professional learning: $1,500.00
English language proficiency: $22,463.60
Low level adjustment for disability: $25,833.53
Literacy and numeracy intervention: $300.00
Aboriginal background: $7,792.00

Summary of progress

In this particular strategic direction we introduced the IL role to support the development of classroom practice. The second initiative (PDPs) was aimed at supplementing the IL role by having class teacher identify individual PD needs to support the universal implementation of school targets in each strategic direction. We were hoping to see group based professional learning based on the goals that teachers had set in collaboration with the QTSS teacher. Targeted professional learning that addressed that addressed specific goals as outlined in the SIP. The initiatives in this strategic direction were specifically designed to allow staff staff to unpack the content with the IL and professional support from the QTSS allocation.

What we did well: specific structures were created by the IL to support teachers in self identified and executive identified areas of need. Time was scheduled weekly to discuss progress against these identified targets and tracking within the SIP to make support timely, adaptive and reflective of need. In order to improve student performance we have identified that many of the practices and the outcomes we would like our staff to achieve fall under the 'Learning domain' of the SEF and in particular identify with the 'Learning culture' theme.

The barriers we encountered were the obvious issue of covid restrictions / remote learning models and the time frame to implement the quality data collected from staff to address these needs. On further reflection, the specific initiative of Instructional Leadership can be subsumed into the wider goals under SD1 and 2 in support of the activities listed as such. This 'Learning culture' focus will be the new initiative replacing IL in Strategic direction 3.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Improvement as measured by the School Excellence Framework: **Leading Domain:** • Educational Leadership- Excelling • Management practices and processes - Sustaining and growing	In order to improve student performance we have identified that many of the practices and the outcomes we would like our staff to achieve fall under the 'Learning domain' of the SEF and in particular identify with the 'Learning culture' theme. The school has assessed that we are at, in the leading domain: Educational

Continue to develop staff capacity to drive towards whole school improvement within identified practices such as assessment, curriculum implementation and success criteria. 100% of teachers have a PDP with identified goals from school SIP, accreditation focus and those discussed with supervisors.	Leadership as delivering, management practices and processes as sustaining and growing
The creation of an IL role to support class teachers in pedagogical practice. SEF - Leading - Educational Leadership - Instructional Leadership - sustaining and growing SEF - Leading - Educational Leadership -Performance management and development- maintaining sustaining and growing	The school created this role out of available funds. The school has assessed that we are at: Educational Leadership- Delivering Performance management and development: Sustaining and growing

Funding sources	Impact achieved this year
Socio-economic background $8,582.27	Socio-economic background equity loading is used to meet the additional learning needs of students at Erskineville Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Collaborative Practice • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to support delivery of targeted initiatives. • professional development of staff through departmental resources (such as CESE) to support student learning. • employment of additional staff to support the implementation of enhanced curriculum. • providing students without economic support for educational materials, uniform, equipment and other items • withdrawal lessons for small group (developing) and individual (emerging) support. • providing support for targeted students within the classroom through the employment of School Learning and Support Officers. **The allocation of this funding has resulted in:** targeted intervention based on school internal and external data sources , to support students in literacy - writing and reading as well as numeracy. **After evaluation, the next steps to support our students with this funding will be:** to continue to track progress and look to change intensive reading support through the use of the Minilit program. Review of how support is provided.
Aboriginal background $7,792.00	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Erskineville Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Learning Culture **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (AEO) to support Aboriginal students **The allocation of this funding has resulted in:** Cultural awareness training for identified Aboriginal students. **After evaluation, the next steps to support our students with this funding will be:** To continue with this program and to share this knowledge with wider school student population.
English language proficiency $84,351.71	English language proficiency equity loading provides support for students at all four phases of English language learning at Erskineville Public School. **Funds have been targeted to provide additional support to students**

English language proficiency $84,351.71	**enabling initiatives in the school's strategic improvement plan including:** • Learning Culture • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • in class support to all staff, negotiated with individual teachers with a collaboratively designed pedagogical goal / focus **The allocation of this funding has resulted in:** Improved practice and consistency of expectation and delivery of lessons from all teachers . Understanding of practice K-6 and targeted professional learning from these interactions / observations. **After evaluation, the next steps to support our students with this funding will be:** This role will change and develop inline with the newly created APCI role by the department and will be informally implemented until it is formally created in term 3 2022 for commencement in 2023.
Low level adjustment for disability $70,680.73	Low level adjustment for disability equity loading provides support for students at Erskineville Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Learning Culture • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • Structure of classes smaller for greater engagement with student cohort. **The allocation of this funding has resulted in:** More individualised support offered to students in each stage cohort. **After evaluation, the next steps to support our students with this funding will be:** If funding is available, dependent of numbers, funding and allocation, this restructure will again be implemented.
Literacy and numeracy $13,914.00	The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Erskineville Public School from Kindergarten to Year 6. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Literacy and Learning **Overview of activities partially or fully funded with this initiative funding include:** • staffing release for targeted professional learning around literacy (reading) • implementation of targeted programs to differentiate teaching and learning programs • additional staffing to support staff collaboration in the implementation of high-quality curriculum • additional teaching staff to implement quality teaching initiatives **The allocation of this funding has resulted in:** Specific support provided to staff in implementing literacy and numeracy goals for students. **After evaluation, the next steps to support our students with this funding will be:**

Literacy and numeracy $13,914.00	On review, to continue this support with expanded staff allocation - leaning support / APCI
QTSS release $72,988.11	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Erskineville Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Learning Culture **Overview of activities partially or fully funded with this initiative funding include:** • additional staffing to implement Instructional Leadership focus to support identified students with additional needs • Collaboratively planning smart goals around student need in literacy and numeracy **The allocation of this funding has resulted in:** Universal system of support, focused on student need and shared with staff - including in transition between stages. **After evaluation, the next steps to support our students with this funding will be:** To be expanded as a SIP goal in the 2022 plan.
Literacy and numeracy intervention $47,080.00	The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Erskineville Public School who may be at risk of not meeting minimum standards. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Literacy and Learning • Mathematical Pedagogy • Learning Culture **Overview of activities partially or fully funded with this initiative funding include:** • additional staffing to implement Strategic Direction targets to support identified students. • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students **The allocation of this funding has resulted in:** Equitable use of resources, alignment of progress on goals between stages and closer working relationships with executive. **After evaluation, the next steps to support our students with this funding will be:** To continue; the model has been successful.
COVID ILSP $12,291.00	The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • additional staffing to implement covidIL to support identified students with

COVID ILSP	additional needs
$12,291.00	**The allocation of this funding has resulted in:** Little movement in student entry level assessment to the end of the program due to the small amount of funding and subsequent limited planning. **After evaluation, the next steps to support our students with this funding will be:** To use a reduced amount to provide the same structure for identified students.

Student information

Student enrolment profile

Students	Enrolments			
	2018	**2019**	**2020**	**2021**
Boys	200	201	190	184
Girls	189	200	198	191

Student attendance profile

School				
Year	**2018**	**2019**	**2020**	**2021**
K	96.7	96.5	95.7	94.8
1	94.9	93.7	95.2	94.6
2	95.8	92.8	95.4	95.3
3	95.5	94.7	94.4	94.3
4	96	95.4	95.8	94
5	94.7	93.3	95.9	94.7
6	94.1	93.7	93.1	92.5
All Years	95.5	94.2	95.1	94.3
State DoE				
Year	**2018**	**2019**	**2020**	**2021**
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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.

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Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	13.88
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.8
Teacher ESL	0.2
School Administration and Support Staff	2.87

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark[1]	2021 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 **Actual** ($)
Opening Balance	300,361
Revenue	3,420,284
Appropriation	3,155,510
Sale of Goods and Services	2,669
Grants and contributions	261,597
Investment income	309
Other revenue	200
Expenses	-3,560,180
Employee related	-3,159,389
Operating expenses	-400,792
Surplus / deficit for the year	-139,896
Closing Balance	160,465

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.

	2021 **SBAR Adjustments** ($)
Targeted Total	0
Equity Total	166,024
Equity - Aboriginal	7,773
Equity - Socio-economic	3,258
Equity - Language	84,312
Equity - Disability	70,681
Base Total	2,703,769
Base - Per Capita	95,648
Base - Location	0
Base - Other	2,608,120
Other Total	218,041
Grand Total	3,087,833

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.

Parent/caregiver, student, teacher satisfaction

Data is taken from the Tell them From Me (TTFM) 'Partners in Learning' parent survey. Of the total parent body, only 9% responded. Points of interest in these responses included:

- 63% of parents talked twice or more or attended meetings with their child's teacher

- 64% of parents supported learning at home compared with the NSW gov. norm (63%).

- The school had a mean score of 72% for supporting positive student behaviour.

- 68% of respondents stated that the school had sought their input or opinions on planning for school policy.

Interestingly, 42% of respondents scored the school between 5.0 - 6.5 out of 10 for aspects of inclusiveness, particularly extra support for extra support and developing friendships. Aspects of these responses need to be unpacked through further questioning as these questions were broad in nature and the explicit concern of a respondent may not have been identified.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.