

Kelso Public School

2019 Annual Report



Introduction

The Annual Report for 2019 is provided to the community of Kelso 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

Kelso Public School serves a diverse community and strives for excellence at all levels. Staff and students have an excellent relationship based on authentic interactions and a genuine interest in knowing every child. Staff have a strong sense of what children need and care deeply for the progress and development in every aspect of their growth.

Our school has continued to grow and prosper from a dynamic staff who bring years of wisdom and expertise, youth and vitality and most of all a professional passion to give every student the opportunity to have at least one years learning for one years teaching.

The school caters for everyone with a proud support unit of 8 classes ranging from prior to school all the way through to ready for high school. Our students thrive with the focus and dedication of expert staff who dedicate all learning based around individual needs.

Our school is currently undergoing a major reflection on who we are and how we operate and will in 2020 reimagine what new and amazing opportunities we can grow and expand across all year groups. We are already a strong school and the steady growth in enrolments is reflective of increasing confidence among the community.

I would like to thanks everyone from the school community who has helped to grow our school and make us a wonderful place for children to grow and learn. Our students are remarkable in their tenacity, resilience and strong sense of who they are..

Kelso PS is a great place to be.

School background

School vision statement

Kelso Public School provides opportunities that allows students to attain excellence through inclusive education and personalised learning. We value collaborative partnerships with the community fostering a socially cohesive school environment.

School context

Kelso Public School has a diverse population and a strong collaborative partnership with school and community.

Kelso Public School has a holistic approach to improving the educational outcomes of all its students.

The school draws students from a broad spectrum of the community, 74% of children come from the lowest 25% of the socio economic community and a significant public housing sector. 8% children come from a Non English speaking background and 35% identify as Aboriginal.

The school is of a modern open design staffed with teachers ranging from in their first year of teaching to highly experienced teachers established in their careers. The school runs 10 mainstream classes, an early intervention setting and 7 additional support classes catering for children right across the Bathurst community.

The school receives significant additional funding under the Resource Allocation Model is supported under the Early Action For Success program and has been part of Next Steps initiatives and National Partnerships Literacy and Numeracy.

Self-assessment and school achievement

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

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

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

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

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
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	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1

Teaching

Purpose

Teachers demonstrate personal responsibility for improving their teaching practice in order to improve student learning. Individually and collaboratively, teachers evaluate the effectiveness of their teaching practices, including sophisticated analysis of student engagement, learning growth and outcomes, to plan for the ongoing learning of each student in their care. Teachers take shared responsibility for student improvement and contribute to a transparent learning culture, including through the observation of each other's practices.

Improvement Measures

Teachers know on a daily basis where their students learning is and where to next in the teaching and learning cycle.

Staff use data informed practice based around sound researched based pedagogical practice to deliver quality teaching.

Staff individually and collegially reflect on teaching practice to meet the ever changing needs of their classrooms.

Overall summary of progress

Teaching

The results of this process indicated that in the School Excellence Framework domain of Teaching:

Following detailed analysis of evidence and self-assessment against the School Excellence Framework in the domain of teaching, the school has determined that it is sustaining and growing shows that the teaching staff is extremely committed within the school community through their understanding of strategic planning priorities and the delivery of rich learning experiences to meet the needs of individual students. This is evident in the intensive work being conducted around literacy and numeracy and the staffs eagerness and desire to program and plan together share their collective knowledge and expertise. Paralleled with the schools focus on a structured fortnightly construction of maths lessons designed o be based around problem solving, deep knowledge and critical thinking with higher order questioning staff are teaching at far more student centred approach with greater clarity around the work. This is also made evident with the schools continual growth against the Premiers priorities, significant growth for Aboriginal students and being one of the top 12 performing schools in EAfS 2018.

As resources have become available and teachers confidence grows there has been a greater emphasis on using technology for learning and amove away from word processing and publishing as a priority. The use of VR and robotics has added to the quality of learning conducted with analytical skills and thought provoking inquiry teaching children not only knowledge but more importantly how to be effective and successful learners for life.

With strong and consistent protocols around the timing of lessons, minimal interruptions for literacy and numeracy and frequent review of data staff have had the ability to worked through planned lessons with less loss of time, greater emphasis on point in time learning and meeting the needs of all students as individuals and consequently not missing the mark for the lower and upper students. The use of a school assessment program has aided in giving staff clarity around how and when to assess, however their is work to do in making this a whole school document encompassing all KLA's not just literacy and numeracy.

Plan 2 has been embraced by staff and has become a powerful tool for tracking class and student progress over the weeks, terms and years of schooling. This has provided longitudinal understanding of student progress and patterns of learning to help focus on what needs to be done to support every child.

Overall staff have worked extremely diligently with great passion to ensure the teaching they provide each and every day is a lesson not to be missed, bored by or seen as irrelevant. All staff are committed to knowing that every lesson can be the one that makes a difference and show great care for each child though strong welfare practices that ensure a positive approach is utilised and not undermined by a deficit model.

Progress towards achieving improvement measures

Progress towards achieving improvement measures

Process 1: Implement whole school practices for assessing, planning and evaluating teaching to ensure students succeed and excel at each point of their learning.

Evaluation	Funds Expended (Resources)
<p>Teaching programs were measured against a whole school checklist to maintain consistent expectations, enabling quality learning experiences to be planned collaboratively incorporating challenging learning tasks and inquiry questioning within units of work. A whole school scope and sequence was developed enabling consistent teaching protocols to be adhered to.</p> <p>The Curiosity and Powerful Learning audit on "Setting Challenging Learning Tasks" was completed by staff to gauge competency in programming challenging learning tasks in mathematics. Staff plotted where they are functioning currently and identified where they are required to be as effective practitioners.</p>	<p>30 minutes of each Stage Meeting from Week 9, Term 1</p> <p>QTSS</p> <p>CPL Manual</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$24000.00)

Process 2: Draw on research to develop and implement high quality professional learning in literacy and numeracy teaching practices.

Evaluation	Funds Expended (Resources)
<p>Student Work Samples in mathematics were collated and performance data was analysed to identify teaching targets allowing for more specific, intentional teaching. Data was entered in PLAN2 and harvested by teachers and the Instructional Leader to identify areas for intervention.</p> <p>Some executive staff attended Dylan William formative Assessment professional learning and gained further knowledge in using formative assessments to inform teaching and learning practice.</p> <p>Observations of Mathematics programs through classroom visits were conducted to identify how teachers engaged authentically with their program and the syllabus document. A whole school Mathematics Scope and Sequence was refined to ensure consistent teaching protocols.</p>	<p>14 Staff Meeting PL sessions from IL</p>

Process 3: Implement collaborative and collegial pods for staff to reflect on practice and critically review teaching practices to deliver the highest quality learning to students.

Evaluation	Funds Expended (Resources)
<p>Collegial observations were conducted to identify strengths and weaknesses in teaching practice. Teachers also engaged with the SWIVL to record observations of themselves and collated data on specific teaching protocols as identified through involvement in the Curiosity and Powerful Learning program. As a result, a culture of self improvement was created and teachers recognise the power of reflecting on their practice for quality teaching to be non negotiable.</p> <p>Student work samples and data were collected to identify student engagement in challenging learning tasks and the effectiveness of planning and programming.</p>	<p>QTSS Time</p> <p>Stage Meeting Times</p> <p>Timperley's Professional Learning Team Meetings</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$65000.00)

Strategic Direction 2

Learning

Purpose

Young people will develop foundation skills in literacy and numeracy, strong content knowledge and the ability to learn, adapt and be responsible citizens so as to engage them in rich learning experiences, developing the vital skills for flourishing – now and in future years.

Improvement Measures

Increase the percentage of students demonstrating active engagement in learning shown through a reduction in off task behaviours identified via Ebs

100% of teachers use STEM related resources to supplement teaching and learning programs across all KLA's.

100% of teachers use the 8 Ways of Aboriginal Learning model and Quality Teaching framework embedded within their teaching programs

Increase students ability to be creative problem solvers utilising skills across the curriculum, with students results in NAPLAN reflecting the Premiers targets

Overall summary of progress

Learning

The results of this self-evaluation process indicated that in the School Excellence Framework domain of **Learning**, we are rated as Sustaining and Growing across all five Learning elements. Kelso Public school is committed to providing success through belonging, opportunity and excellence. We work in partnership with parents/carers, the wider community and external agencies. We aim to ensure all students are known, valued and cared for.

The evidence shows that the teaching staff is extremely committed within the school community through their understanding of strategic planning priorities and the delivery of rich learning experiences to meet the needs of individual students. It shows that teachers actively share information about the learning needs of students in collaboration with professional peers and the parent community. They also inspire and challenge all learners through high expectations and the development of a love of learning. This results in students' producing high levels of engagement in their learning through adaptive, creative and innovative practices and individual learning plans. The evidence shows learners are encouraged and respected and given opportunities to aspire and improve their skills, knowledge and understandings, especially in Literacy and Numeracy. Ideal conditions for student learning across the whole school are supported through behaviour management and well-being practices. Kelso PS students are encouraged and supported to make a quality contribution to society.

Progress towards achieving improvement measures

Process 1: Review the schools PBL framework in order to simplify and embed common practice across the whole school.

Evaluation	Funds Expended (Resources)
The PBL level system is implemented by staff on a termly basis. Those students who achieve their gold level milestone in Term 4 became eligible to receive Diamond level by the end of the year which is pinnacle of the level system.	PBL AP Certificates Free and frequent ticket box.
Whole school online weekly focus lessons were developed and taught in each classroom on a daily basis. The PBL team has a new internal coach.	Reward Days

Process 2: Implement across the school the new Technology syllabus aligned to other KLA's and problem solving pedagogical practices to embed an integrated approach to STEM activities.

Evaluation	Funds Expended
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Progress towards achieving improvement measures

Evaluation	(Resources)
<p>Teaching staff are still becoming in their ability to utilise STEM related activities within other KLA's.</p> <p>Resources that have recently been purchased will allow staff to continue to provide engaging and stimulating learning activities.</p> <p>The new syllabus is being utilised within all classrooms K–6. Staff are seeking PL from staff who are familiar and competent within this area.</p>	<p>Technology resources</p> <p>STEM resources</p> <p>Bathurst Alliance</p> <p>Staff from other school– AP delivered new syllabus content.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio–economic background (\$35000.00)

Process 3: Use research based pedagogy around Quality teaching and the 8 ways to implement school wide programing and learning for students.

Evaluation	Funds Expended (Resources)
<p>There has been a significant change in the quality of teaching and learning activities since the commencement of refining and implementing our whole school maths scope and sequence. Teaching staff have become more confident in facilitating inquiry based learning through the identification and delivery of challenging tasks. The school continues to engage with the Curiosity and Powerful Learning modules to refine and grow our practices in delivering Higher Order Thinking tasks.</p> <p>Charles Sturt University students participated in a joint initiative orienteering project with Stage 3 teachers over a four week period. This involved staff becoming familiar and competent in navigational software and I–pads in the learning process. Participation demonstrated collegial interest in making a significant change in previous teaching practice.</p> <p>The development and implementation of 8 Ways plans within our school continues to be a focus area to gain maximum collaboration and input from student parent/carers. Teaching staff utilise this collated information to assist with meeting the needs of our students. Teachers recognise that the 8–Ways of Learning protocol is best practice for all students.</p>	<p>Additional RFF</p> <p>CSU staff and resources</p> <p>Engagement with parent/carers</p> <p>PL on 8 Ways plans</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$35000.00) • (\$0.00)

Strategic Direction 3

Leadership

Purpose

Excellent leaders have a commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success. Students benefit from the school's planned and proactive engagement with parents and the broader community. Leaders in excellent schools ensure that operational issues, such as resource allocation and accountability requirements, serve the overarching strategic vision of the school community.

Improvement Measures

100% of executive publicly support, articulate and actively deliver the school plan improving student outcomes, community participation and teacher engagement.

Successful implementation, completion and sustainability of the Curiosity and Powerful Learning program over the next three years.

Bathurst schools are actively engaged in the pause week activities for executive and aspiring executive.

Overall summary of progress

The evidence shows that the teaching staff is extremely committed within the school community through their understanding of strategic planning priorities and the delivery of rich learning experiences to meet the needs of individual students. The staff have grown a strong sense of understanding that it is not only those with a promotion position who are leaders and frequently step into planned and informal roles. This is well evident in the schools beginning teacher program where regularly strong effective but often early career teachers mentor colleagues and often go on to form strong professional relationships. This can also be seen in the implementation of our numeracy initiative where staff have become critical friends, knowledgeable others and leaders of team planning, in some cases inspiring and helping form whole school philosophy and process.

The leadership team who have worked tirelessly on the CPL initiative have comprised teachers, executive and SLSO staff encompassing mainstream, support and all stage areas. This commitment and composition has given great credibility and power to the initiative that would have had far less impact and confidence if only presented by the school exec team. Leading up this team is a newly appointed AP who makes evident the attitude of staff to make a difference and model to all staff what we can do with knowledge we may already have but forgotten and adjust our teaching with little effort but maximum impact.

Progress towards achieving improvement measures

Process 1: Engage in the consultative development and review of the school for informed implementation and monitoring.

Evaluation	Funds Expended (Resources)
<p>As a result of the specialist support team significant planning for the Self Determination theory has been unpacked and sessions for all staff to develop have been set down.</p> <p>Three main areas for focus have been developed and internal teams created to take the lead around staff wellbeing, Leadership and behaviour management.</p> <p>One staff member engaged in HISL in 2019 and 3 more have nominated for 2020, this has developed increased knowledge of school planning and management focussed around a distributive model.</p>	<p>PL, internally and externally.</p> <p>Attendance at the NOII conference, NOII school tours, Lynne Sharratt, High Impact School Leadership (HISL), Growth Coaching, Dylan William, Termly collegial training across the network (Alliance) Engagement with the Specialist Support Team for external reflection.</p> <p>Funding Sources:</p>

Progress towards achieving improvement measures

The NOII work has provided a strong understanding of providing school voice to students, engaging community and spirals of inquiry for developing stage teams.

- Quality Teaching, Successful Students (QTSS) (\$54000.00)
- (\$0.00)

Process 2: Enrol in Curiosity and Powerful learning and implement a timeline for engagement in training and school wide delivery.

Evaluation	Funds Expended (Resources)
<p>The formation of an improvement team allowed for a divers staff voice to be created.</p> <p>The use of theories of action allowed all staff to refocus on quality teaching and learning practices including Learning Intentions and success criteria, authentic relationships and high expectations as well as higher order thinking.</p> <p>The embedding of school wide practice has removed the clutter of day to day confusion, student uncertainty and allowed for more explicit teach time to occur.</p> <p>Staff have clarity on school direction and are working for the same goals.</p>	<p>Professor David Hopkins delivered professional learning workshops at Canberra at regular intervals for all members of the school improvement team. this included casual costs for release.</p> <p>Staff engaged in twilight meetings run by two DELS and across two networks allowing all staff within the team to further develop their knowledge and network closely with nearby schools.</p> <p>CP and L resources in the form of support books, a digital platform to store all resources and materials,</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$36000.00)

Process 3: Draw on the experiences of Pre 2 to develop and implement enrolment, training and development opportunities for executive.

Evaluation	Funds Expended (Resources)
<p>Staff have developed sustainable networks for ongoing support, collaboration and improvement. These include the library, kindergarten, support and LST networks. Additionally SASS staff have developed admin and SLISO networks.</p> <p>Knowledgeable others become known as local experts for ongoing support and advice.</p> <p>Staff step up and take on leadership roles in the school and across the network.</p> <p>Staff grow in their own knowledge, experience and skills.</p>	<p>Release for staff to prepare workshops.</p> <p>Preperation of resources, handouts and workshop materials.</p> <p>Provision of on line records, learning materials and storage of records.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$7000.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	<p>In-house Speech Therapist</p> <p>School Chaplain</p> <p>Intervention SLSO's</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$26 000.00) • Low level adjustment for disability (\$56 000.00) • Low level adjustment for disability (\$20 000.00) 	<p>Students within the whole school integrate between the Mainstream and Support classes to cater and meet the needs of individual students. Students receive tailored intensive individual and small group instruction through our Learning and Support Teachers and School Learning Support Officers (SLSO's). SLSO's work in close collaboration with class teacher's, Executive and the LST team to ensure targeted students are receiving appropriate intervention and individual learning needs are met.</p>
Quality Teaching, Successful Students (QTSS)	<p>Casual Teacher</p> <p>RFF Timetable</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$54 800.00) 	<p>Through regular lesson observations, quality feedback and the use of the SWVIL for self reflection teachers and Executive jointly identified areas for improvement in their teaching practice and Professional Learning was identified. This resulted in teachers engaging more authentically with the teaching Standards and the Quality Teaching Framework. Teachers are now able to plot their performance against the teaching standards.</p>
Socio-economic background	<p>Intervention</p> <p>Technology</p> <p>Professional Learning</p> <p>Student assistance</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$140 000.00) • Socio-economic background (\$25 000.00) • Socio-economic background (\$10 000.00) • Socio-economic background (\$15 000.00) 	<p>Students are provided with curricular and extra-curricular opportunities to ensure they are treated equitably. Breakfast Club continues to be a successful beginning to the day for a large number of our students.</p> <p>Staff have a deeper and richer understanding of experiences some of our students may face. Strategies are discussed and implemented to ensure our students needs are effectively met. Staff demonstrate empathy and compassion, whilst still focusing on reaching our high aspirational goals for our students.</p>
Support for beginning teachers	<p>Staff accessed the additional release available to them and this was facilitated by engaging temporary staff to ensure both mentor and mentee time was provide regularly.</p> <p>Early career staff were supported to attend the Beginning teacher conference supported by DoE, local network office and the wellbeing staff.</p> <p>Teachers were supported through an authentic PDP process to ensure they had direction, support and a clear focus balancing school and personal needs.</p>	<p>The support for newly appointed teachers has provided an outstanding solid foundation for their careers.</p> <p>They have confidence, ongoing support and strong professional relationships and a strong sense of who they are in their role.</p>

<p>Support for beginning teachers</p>	<p>Teachers in K–2 also accessed L3 as a pedagogical philosophy supported by the IL and IL Lit/Numeracy trainer. Casuals were employed for this PL to occur.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$48 500.00) 	<p>The support for newly appointed teachers has provided an outstanding solid foundation for their careers.</p> <p>They have confidence, ongoing support and strong professional relationships and a strong sense of who they are in their role.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	134	133	150	147
Girls	123	131	120	128

Student attendance profile

School				
Year	2016	2017	2018	2019
K	94	93.4	88	88
1	92.3	92.5	88	89.4
2	93.6	93.6	92	92.8
3	93	92.4	94	93.5
4	94	92.1	91.5	94.4
5	90	91.1	89.7	89.2
6	92.7	88.4	91.1	91
All Years	92.8	92.1	90.4	91
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

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)	1
Assistant Principal(s)	4
Classroom Teacher(s)	16.33
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	1.6
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	10.12

*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, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

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.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	297,933
Revenue	5,414,182
Appropriation	5,337,165
Sale of Goods and Services	-2,545
Grants and contributions	78,872
Investment income	689
Expenses	-5,415,274
Employee related	-4,890,997
Operating expenses	-524,277
Surplus / deficit for the year	-1,093

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.

	2019 Approved SBA (\$)
Targeted Total	1,312,835
Equity Total	838,426
Equity - Aboriginal	151,660
Equity - Socio-economic	449,334
Equity - Language	400
Equity - Disability	237,033
Base Total	2,063,147
Base - Per Capita	73,038
Base - Location	2,244
Base - Other	1,987,865
Other Total	894,923
Grand Total	5,109,331

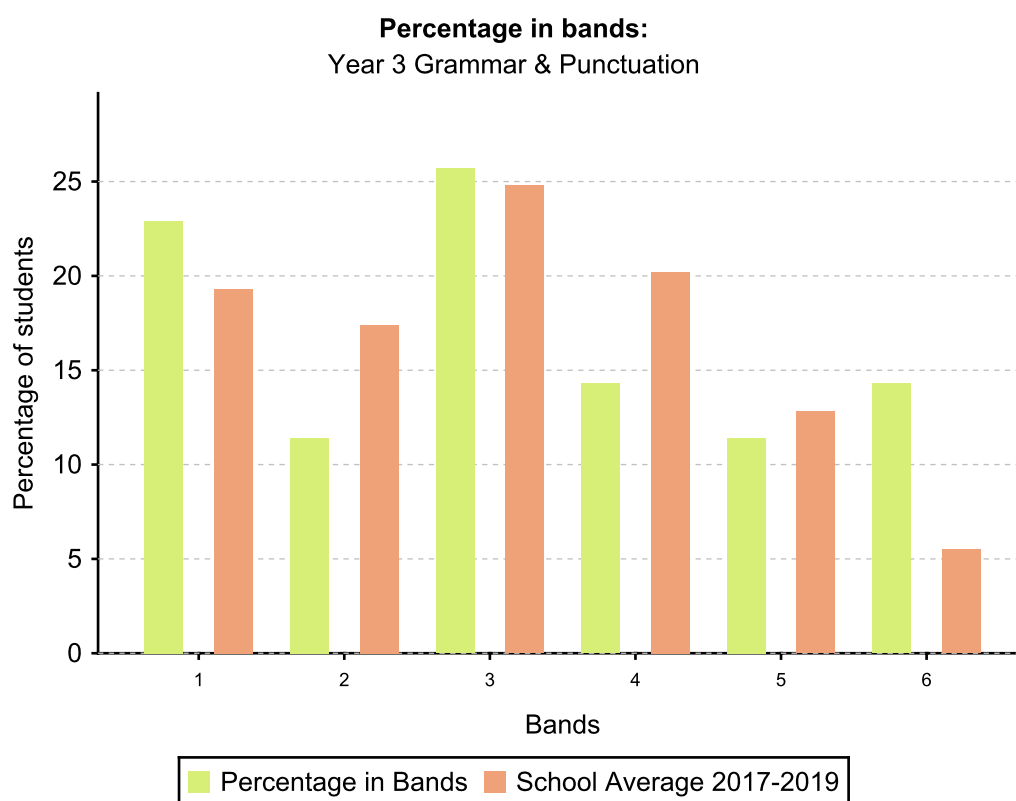
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

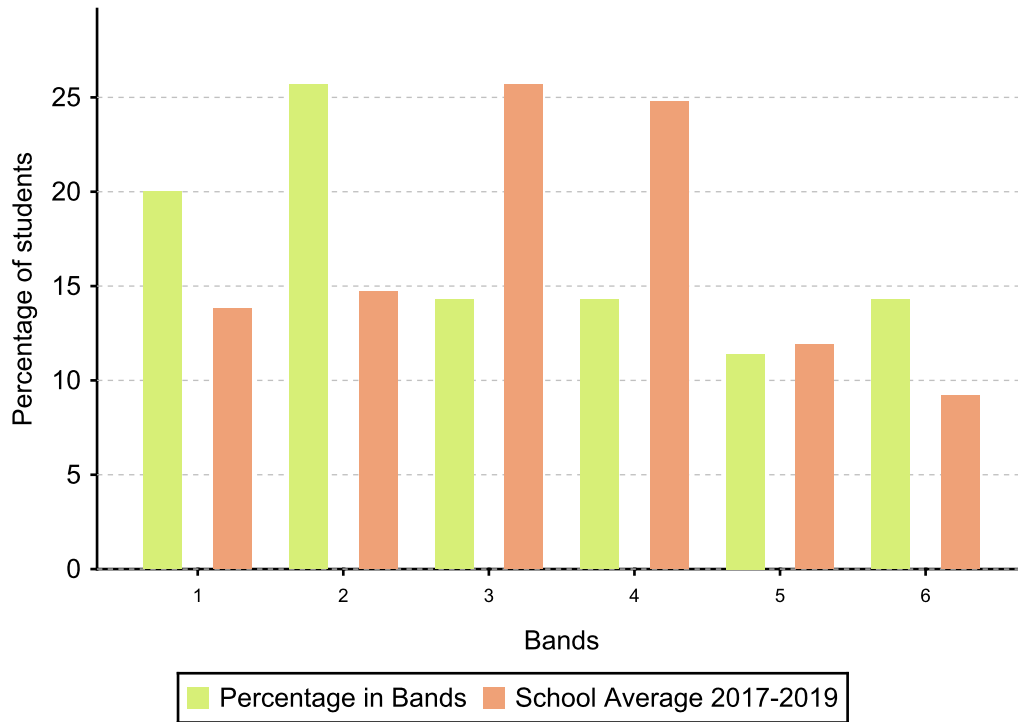
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

Literacy and Numeracy Graphs



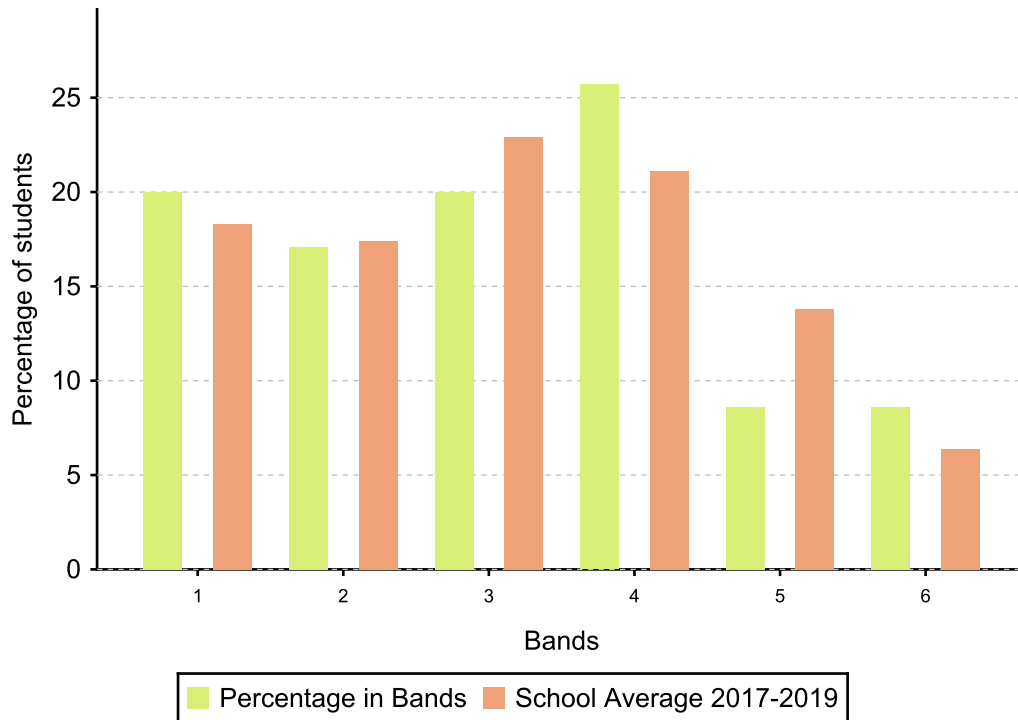
Band	1	2	3	4	5	6
Percentage of students	22.9	11.4	25.7	14.3	11.4	14.3
School avg 2017-2019	19.3	17.4	24.8	20.2	12.8	5.5

Percentage in bands:
Year 3 Reading



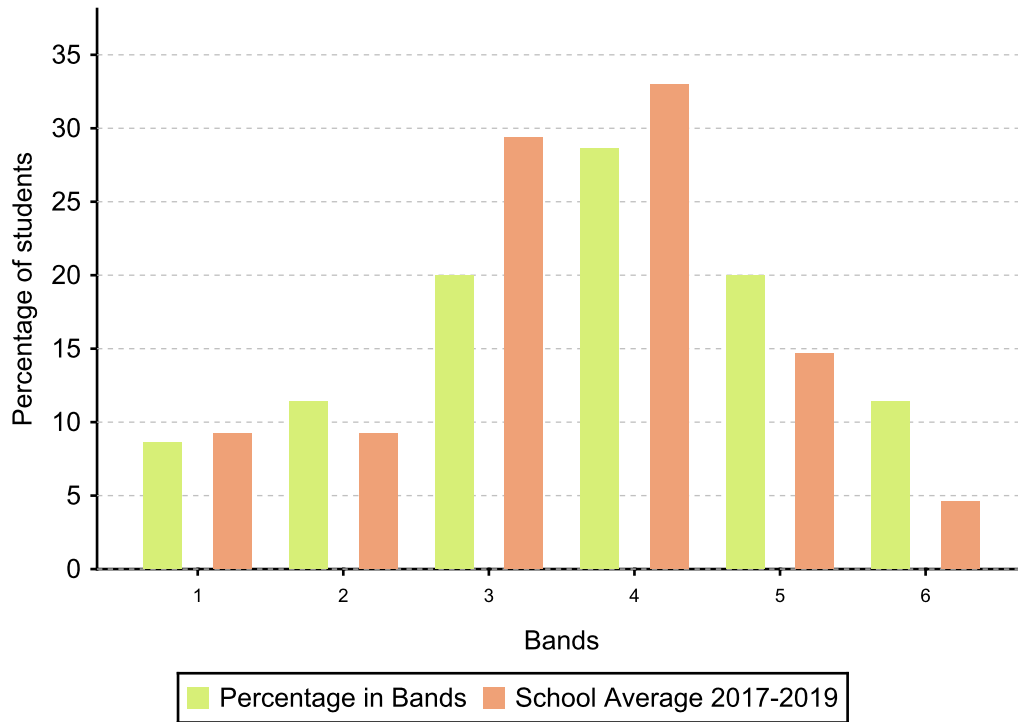
Band	1	2	3	4	5	6
Percentage of students	20.0	25.7	14.3	14.3	11.4	14.3
School avg 2017-2019	13.8	14.7	25.7	24.8	11.9	9.2

Percentage in bands:
Year 3 Spelling



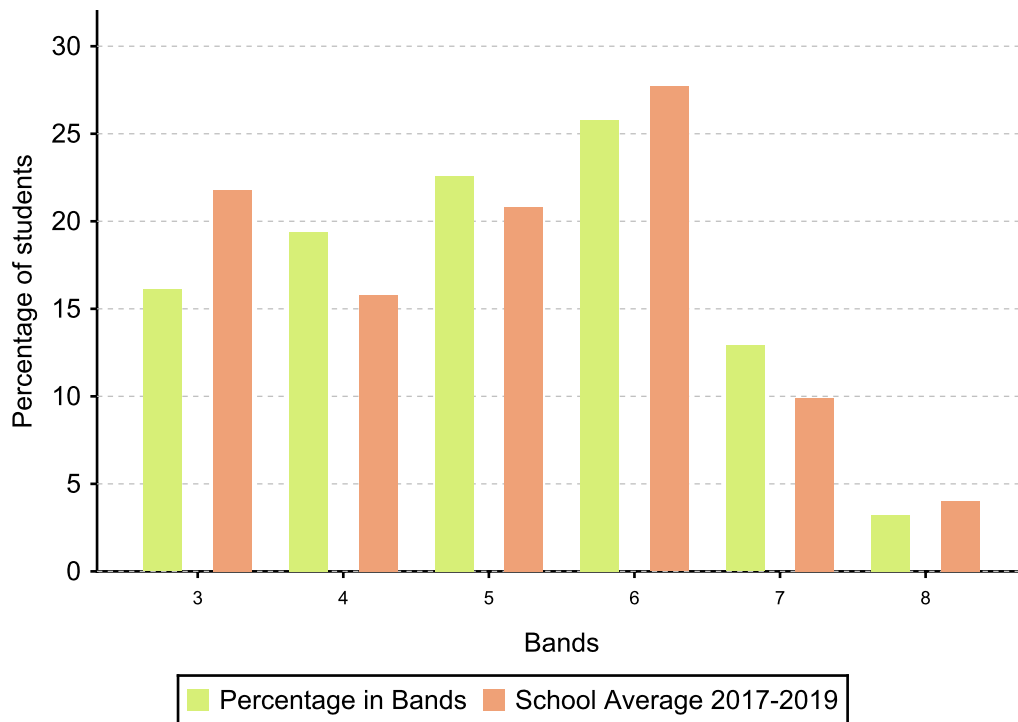
Band	1	2	3	4	5	6
Percentage of students	20.0	17.1	20.0	25.7	8.6	8.6
School avg 2017-2019	18.3	17.4	22.9	21.1	13.8	6.4

Percentage in bands:
Year 3 Writing



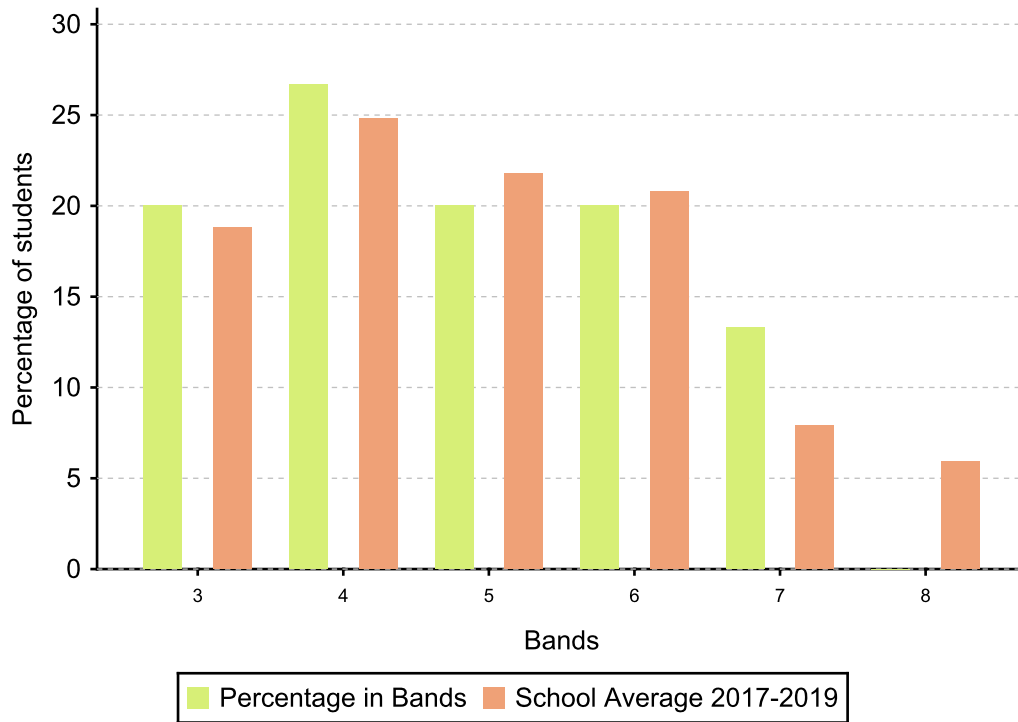
Band	1	2	3	4	5	6
Percentage of students	8.6	11.4	20.0	28.6	20.0	11.4
School avg 2017-2019	9.2	9.2	29.4	33	14.7	4.6

Percentage in bands:
Year 5 Grammar & Punctuation



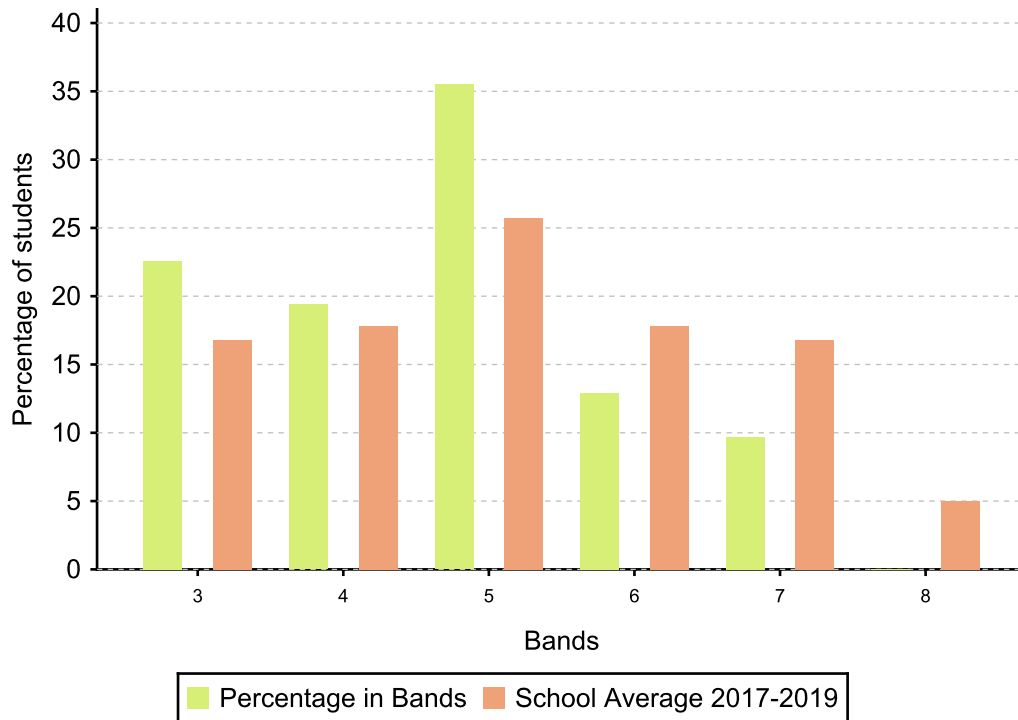
Band	3	4	5	6	7	8
Percentage of students	16.1	19.4	22.6	25.8	12.9	3.2
School avg 2017-2019	21.8	15.8	20.8	27.7	9.9	4

Percentage in bands:
Year 5 Reading



Band	3	4	5	6	7	8
Percentage of students	20.0	26.7	20.0	20.0	13.3	0.0
School avg 2017-2019	18.8	24.8	21.8	20.8	7.9	5.9

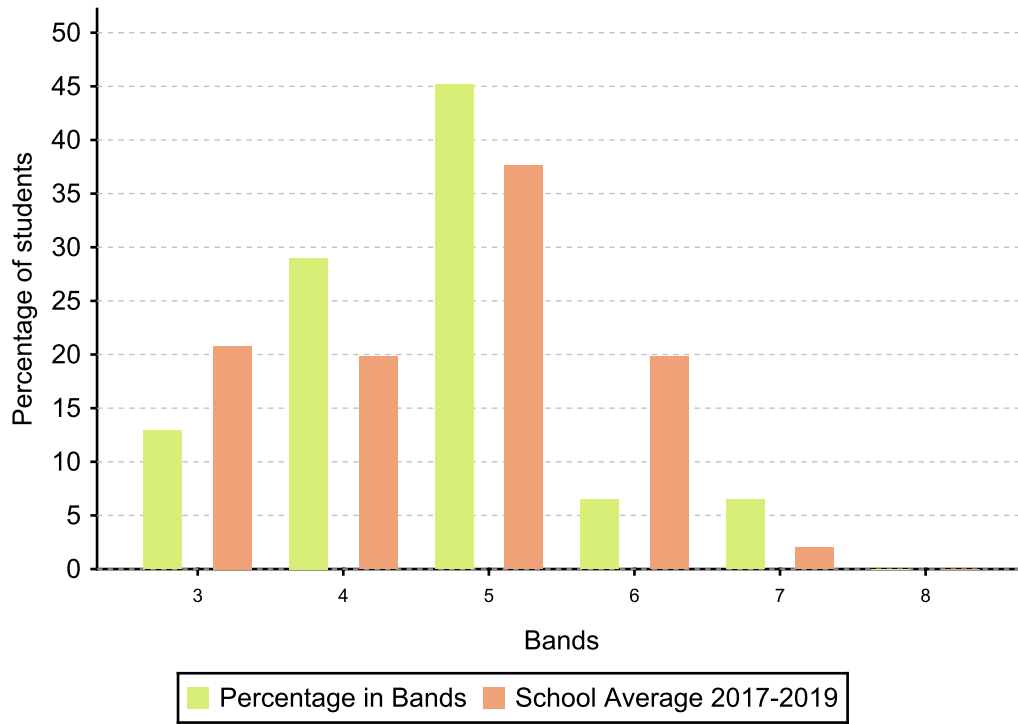
Percentage in bands:
Year 5 Spelling



Band	3	4	5	6	7	8
Percentage of students	22.6	19.4	35.5	12.9	9.7	0.0
School avg 2017-2019	16.8	17.8	25.7	17.8	16.8	5.0

Percentage in bands:

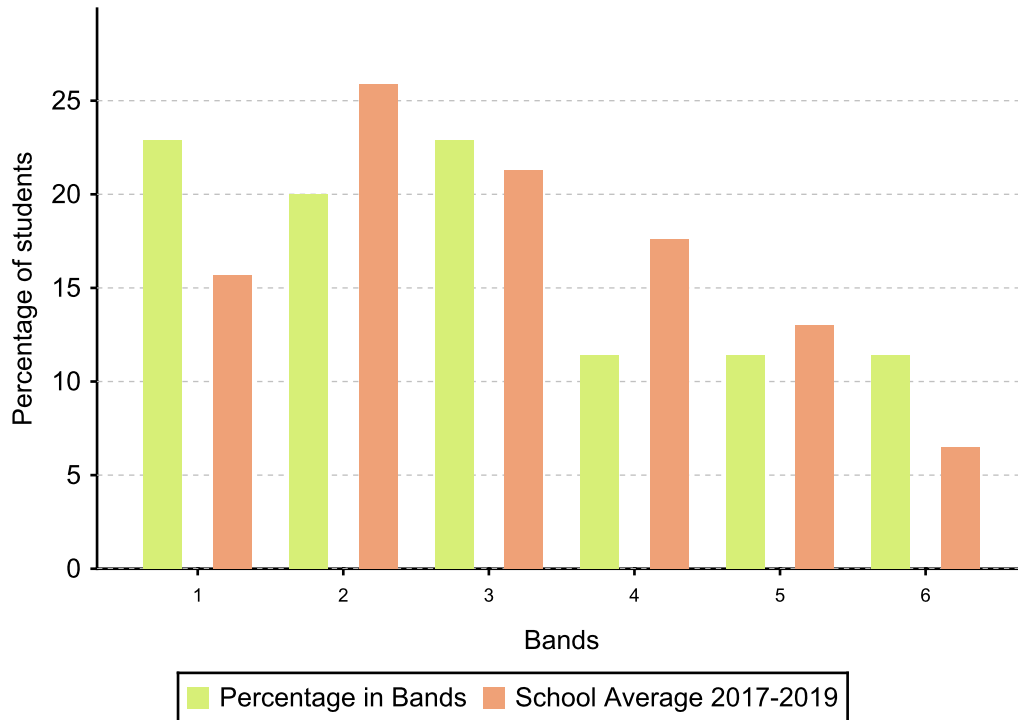
Year 5 Writing



Band	3	4	5	6	7	8
Percentage of students	12.9	29.0	45.2	6.5	6.5	0.0
School avg 2017-2019	20.8	19.8	37.6	19.8	2	0

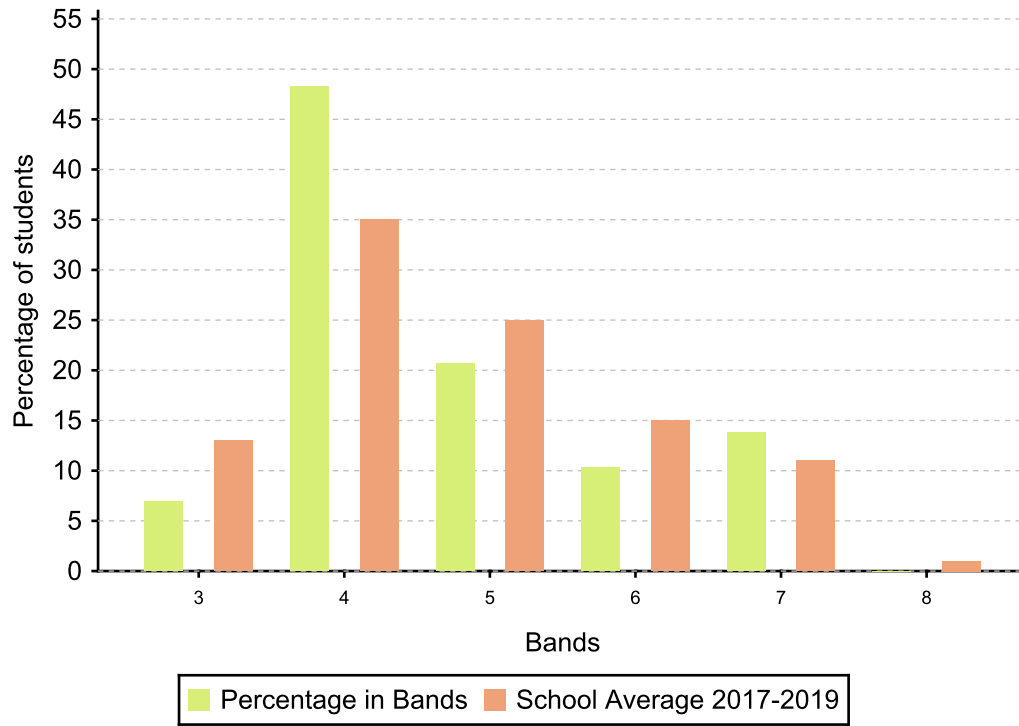
Percentage in bands:

Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	22.9	20.0	22.9	11.4	11.4	11.4
School avg 2017-2019	15.7	25.9	21.3	17.6	13	6.5

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	6.9	48.3	20.7	10.3	13.8	0.0
School avg 2017-2019	13	35	25	15	11	1

Parent/caregiver, student, teacher satisfaction

This report provides results based on data from 57 students in this school who completed the survey between 11 Sep 2019 and 17 Sep 2019. Skills—challenge Students feel challenged in their English and Maths classes and feel confident of their skills in these subjects.

50% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge. The NSW Govt norm for this category is 53%. 12% of students were confident of their skills but did not find classes challenging. The NSW Govt norm for this category is 26%. 35% of students were not confident of their skills and found English or Maths challenging. The NSW Govt norm for this category is 14%. 3% of students lacked confidence in their skills and did not feel they were challenged. The NSW Govt norm for this category is 7%.

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.