

Abermain Public School

2019 Annual Report



Introduction

The Annual Report for 2019 is provided to the community of Abermain 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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School background

School vision statement

As a learning community we know, value and care for every child. We share responsibility to nurture, guide, inspire and challenge students. High quality teaching develops confident and creative individuals with the personal resources for future success and wellbeing.

School context

Abermain Public School is situated in the Cessnock area of the Hunter Valley. The school currently has an enrolment of 275 students and a team of staff committed to improving educational outcomes for students. Our vision is for quality learning in a safe, respectful community. Our school is an active member of the Cessnock Community of Great Public Schools, involving fifteen public schools serving the Cessnock community. Our community predominately speaks English having been born in Australia. With 67% of carers indicating that they have achieved further qualifications after attending school, working mainly in the following employment: machinery operators, hospitality employees and labouring services. 20% of our students acknowledge their Aboriginal background. As a school we actively support all students in their understanding of their own culture and how that is reflected in the school setting.

Positive Behaviours for Learning (PBL) guides student wellbeing strategies across the school learning environment. Universal values of safety, respect and learning are supported by the community. The school is driven by a deep belief that every student is capable of success. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents.

Staff provide quality learning that is stimulating and engaging to ensure all students achieve their full potential. The leadership team and staff actively implement a range of initiatives to support student learning which meets Australian Curriculum expectations, including Reading to Learn, Number Moves, STEM (Science, Technology, Engineering and Maths), Environmental Studies and Project Based Learning as well as intervention and transition programs. Creative Arts learning is enhanced through dancing, singing and cheer-leading as well as the bi-annual musical presentation.

Abermain PS is an active foundation member of the Cessnock Academy of STEM Excellence (CASE) and provides extra-curricular activities such as Lego, STEM Club, karaoke, dance and drama to engage students during lunch and recess breaks.

Hunter Kids Abermain provides before and after school care to support families within our community. Students also have access to *Music Bus* which provides music lessons on-site.

Abermain Public School prides itself on being an inclusive, future focused learning environment.

Self-assessment and school achievement

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

This year, our school undertook self–assessment using the School Excellence Framework 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	Delivering
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	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1

Transformational Leadership

Purpose

To create a high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high quality teaching

To support a culture of high expectations of staff through instructional leadership resulting in sustained and measurable whole school improvement. Staff have high expectations of all students

Improvement Measures

100% of teacher observations identify that classroom practice reflects integration of school targeted evidence-based teaching practices and growth in teacher practice.

100% of teachers' PDPs will have goals that align with strategic directions outlined in the School Plan, and will demonstrate continuous professional growth through their reflection.

Abermain Public School community assess the school as excelling in the area of educational leadership against the SEF

TTFM teacher data reflects APS school leadership practices score of 9.0 or above

Progress towards achieving improvement measures

Process 1: Developing High Performing Staff

School executive use embedded systems and practices to lead staff in becoming high performing teachers that drive ongoing school-wide improvement in teaching practice resulting in a growth in student learning.

Evaluation	Funds Expended (Resources)
<p>All staff have had opportunity to action executive, self and collegial feedback.</p> <p>2019 TELL THEM FROM ME (TTFM) end of year survey data indicates that</p> <ul style="list-style-type: none">• 100% of teaching staff acknowledged that lesson feedback has lead to positive changes to pedagogy and improved student outcomes• 100% of teaching staff agreed that school leaders have lead improvement and change and have continued to communicate the strategic vision and values for our school• staff reflected on the Eight Drivers of Student Learning which saw staff assess the school at sitting above state norm in 7 out of 8 drivers• it should be noted that "Data Informed Practice" now sits at 8.2 which is above state norm of 7.8, at the same time in 2018 the school sat 0.2 below the state norm in this space (it has been a focus across the school plan and through SEF reflections)• "Technology" is still being assessed by staff below state norm however there has been a slight increase• "Leadership" now sits at 9.3 well above state norm of 7.1• "Learning Culture" sitting at 8.6 also above state norm <p>School end of year data indicates that;</p> <ul style="list-style-type: none">• all staff have participated in reflective practice throughout the year• staff demonstrated positive change to their pedagogy after feedback however it is essential to maintain focus on that pedagogical change across the school as a means to embedding reflective practice• all staff Professional Development Plans reflect and align with the School Plan targets while demonstrating professional growth	

Process 2: Driving Evidence-based Initiatives

Executive adopt a coordinated approach to leading teachers to have expert contemporary content

Progress towards achieving improvement measures

Process 2: knowledge and deploy effective teaching strategies

Evaluation	Funds Expended (Resources)
<p>All staff have had opportunity to action executive, self and collegial feedback which has lead to improved teaching practice.</p> <p>All staff reflected on the adopted co-ordinated approach of the executive staff in leading teachers to have contemporary content knowledge and deploy effective teaching strategies.</p> <p>All staff agreed that current systems and practices to support collaboration and professional development in place 2019 need to remain in place in 2020 while refining the Consistency of Teacher Judgement(CTJ) sessions being a focus.</p> <p>2019 TELL THEM FROM ME (TTFM) end of year survey data indicates that;</p> <ul style="list-style-type: none">• school leaders have lead improvement and change and continue to communicate the strategic vision and values for our school• staff reflected on the Eight Drivers of Student Learning which saw staff assess the school at sitting above state norm in 7 out of 8 drivers• collaboration and teaching strategies both sit at 8.2 above state norm <p>School based end of year survey data indicates that:</p> <ul style="list-style-type: none">• all staff PDPs demonstrating professional growth through the achievement of set goals• staff positively reflected on PL focuses re The teaching of Writing / trauma informed practice and formative assessment stating that their pedagogy has improved as a result of their knowledge and skill development• all lesson observations throughout year resulted in feedback being actioned by staff and an improvement in lesson delivery• all student outcome data was analysed to support future learning directions.	

Next Steps

Continue to embed CTJ so all staff have access and shared understanding of syllabus expectations / continuation of School Based Induction Program, collaborative sessions while ensuring APS Performance and Development Timeline/ systems and practices are understood and actioned.

Continue to embed CTJ through School Based Induction Program, Beginning Teacher sessions, Executive timetabling of QT sessions, Stage collaborative meetings, Action Whole School training and Development Plan (to be developed with staff for 2020), to embed Executive planning and reflection sessions and sharing of data reflection with staff, action the APS School PBL Action Plan.

Strategic Direction 2

Inspired Teaching

Purpose

To create a stimulating and engaging learning environment underpinned by high expectations and teaching practices to accelerate learning with a differentiated curriculum that is flexible, reflective, relevant and dynamic to meet the diverse needs of our students, staff and community.

Improvement Measures

Increase the percentage of students demonstrating expected growth in reading, writing and numeracy. Increased proportion of all students in the top two NAPLAN bands for reading, writing and numeracy.

At least 80% of students demonstrating expected growth per semester in line with syllabus expectations.

100% of staff teaching /learning programs reflect data analysis practices to inform teaching and learning cycle as observed by executive.

TTFM teacher "Data Informed practice" data sits above state norm

Tell Them From Me (TTFM) data reflects that 85% of students surveyed feel confident and challenged in English and Mathematics subjects, TTFM data reflects that 85% of students are interested and motivated in their learning (above state norm)

Progress towards achieving improvement measures

Process 1: Using Data in Teaching

Teachers have the capacity to gather, analyse and utilise data to create programs that meet the needs of all learners and measure their own impact.

Evaluation	Funds Expended (Resources)
<p>2019 TTFM end of year survey data from teaching staff indicates that:</p> <ul style="list-style-type: none">• staff assessed the "Data Informs Practice" driver of student learning at 8.2 out of 10 which has increased to sit above state norms as opposed to end of 2018 sitting below state• open ended questions allowed staff to acknowledge their own growth in using data to inform their practice. (All staff made positive comments about the impact of this learning.) <p>2019 School based end of year Executive reflection data indicates that;</p> <ul style="list-style-type: none">• most staff are now consistently using data to drive their programming / teaching focus and demonstrating a deeper understanding of the systems and practices needed to support them• all staff have made changes to their pedagogy and have reflected with supervisors as to how targeted PL has seen their skill in using data to inform practice improve. <p>School Excellence Framework(SEF) end of year reflection;</p> <ul style="list-style-type: none">• SEF reflection on Teaching Domain (DATA skills and USE indicate that we are now working within Sustaining and Growing)• SEF reflection Teaching Domain (Effective Classroom Practice) sees a need to continue to focus on the following themes lesson planning, explicit teaching and feedback again this year has seen a confident move towards Sustaining and Growing in this domain.	

Process 2: Providing Rich Learning Experiences

Collaborative Planning processes ensure , lessons and learning opportunities are engaging and teaching strategies are evidence-based

Evaluation	Funds Expended (Resources)
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Progress towards achieving improvement measures

2019 End of Year TTFM survey data indicated that:

- all teaching staff responded to the TTFM Teacher Survey assessing the school mean in 7 out of 8 Drivers of Student Learning above state norm
- student TTFM data saw them reflect on the factors that drive *student engagement* (Quality Instructions, Positive Teacher– Student Relations, Positive Learning Climate and Expectations for Success) and scored Quality Instruction at 8.2 equivalent to state norm. Positive Teacher–student Relations and Expectations for Success were both scored at just below state norm by our students.

School based end of year reflection data indicated that:

- 100% of staff recorded Abermain Public School (APS) systems and practices supporting collaborative practices have lead to improved teaching practice which in turn has lead to improved student outcomes
- School Excellence Framework reflection on *Teaching Element: Effective Classroom Practice* saw staff assess at Sustaining and Growing which is positive growth from end of 2018 where school sat at Delivering.

Next Steps

The need for teachers to provide explicit, specific and timely formative feedback related to defined success criteria will continue to be whole school focus across 2020.

Continue to provide staff with evidence based PL to support their ability to provide students with challenging and engaging learning environments.

Continue to embed collaborative processes where staff engage with and work alongside expert colleagues.

Executive to continue to reflect on PL with staff to determine impact on teaching and learning.

Revisit and embed revised end of year student hand over processes to ensure continuity of staff knowledge.

Strategic Direction 3

Productive Partnership

Purpose

To engage whole school community in delivering students who connect, succeed, thrive and learn.

Improvement Measures

TTFM data reflects that 90% of students surveyed feel that they demonstrate positive behaviour at school while also measuring an above NSW Govt. Norm against a positive sense of belonging, positive relationships and valuing school outcomes.

Whole School PBL data reflects an increase in students who consistently demonstrate positive behaviours for learning. (Sentral)

TTFM data reflects an increase to a mean of 8.0 in parents feeling informed about their child's progress and future opportunities.

Abermain Public School community assess the school as excelling in the area of community engagement as the school regularly solicits and addresses feedback from community, embedding a culture of high expectations while effectively catering for a range of equity issues.

Progress towards achieving improvement measures

Process 1: Redevelop Reporting Systems

Student reports are personalised and comprehensive, providing detailed clear and specific information about student learning, growth, next steps and improvement measures (student goal setting).

Evaluation	Funds Expended (Resources)
<p>2019 end of year TTFM reporting feedback</p> <ul style="list-style-type: none">• TTFM Parent survey indicated that the school's report process provides them with clear easy to understand format where they are made aware of the where to next steps and therefore able to support and assist with child's learning. <p>School based end of year survey data</p> <ul style="list-style-type: none">• Systems and practices are now embedded through APS REPORTING Protocol that support the revised reporting system• All staff provided executive with APS Report Summary each term of student report data which has been analysed and then shared and reflected on with teaching staff• Stage based reflection, end of Term 4 saw all relevant data shared with 2020 CRTs as a part of the CRT to CRT class hand over practices.	

Process 2: Developing Community Partnerships

Wider school community is informed and works actively in partnership to support student learning and wellbeing:

- increase opportunities to access community skill and knowledge in the classroom setting
- AECG with DET provides opportunity for staff to access "Connecting to Country". A local Aboriginal perspective is embedded in classroom practice.
- Newcastle Children's University opportunity is embedded
- Cessnock Academy of STEM Excellence (CASE) / partnership with CHS

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• School has been proactive in ensuring the continuation of the partnership with Mission Hall• Newcastle Children University saw stage 2 and stage 3 student/ families engage with the program with 21 graduating at Newcastle University in Term	

Progress towards achieving improvement measures

- 4
- School continued to deepen their connections with the wider business community through our involvement in Cessnock Academy of STEM Excellence (CASE)
 - 2019 saw four staff participate in Connecting to Country in order to deepen their understanding of local Aboriginal culture through the AECG Program
 - Partnering with Imaginaturalist throughout the year saw students access curriculum knowledge through the hands on and engaging space of art meets science. Students deepened their ability to receive feedback and then action to improve work–samples
 - Cessnock Community of Great Public Schools (CCGPS) continues to offer opportunities across the network of schools for students and staff.
 - Transition Programs remain a school focus to ensure continuity of learning for all students

Process 3: Maintain and Refine Positive Behaviours for Learning (PBL) Practices

Positive, respectful relationships are evident and widespread among whole school community as a result of a collaborative approach to wellbeing.

Evaluation	Funds Expended (Resources)
<p>2019 TTFM survey data indicates that;</p> <ul style="list-style-type: none"> • parents /carers under the "School Supports Positive Behaviour Element" assessed the school at 8.4/10 for my child is clear about the rules for school behaviour <p>School based end of 2019 data indicates</p> <ul style="list-style-type: none"> • an increase in positive acknowledgment across the school saw 2731 merit cards issued in 2019 an increase from 1022 in 2018 / 447 Principal Awards were acknowledged in 2019 an increase from 272 in 2018 / Special Principal awards increased from 15 in 2018 to 39 in 2019 <p>School Excellence Framework analysis</p> <ul style="list-style-type: none"> • school collects, analysis and uses data including valid and reliable student parent and staff survey feedback to monitor and refine a whole school approach to wellbeing and engagement to improve learning • school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil potential 	

Next Steps

Leadership team to capture through student interviews the extent to which students are able to share their own learning/ learning goals/ ability to reflect and respond.

Ensure 2020 PBL Action Plan is ready for term one resulting in all systems and practices being embedded across whole school.

PBL Orientation Session for new students, new families and new staff.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$108 312.00) 	<p>All Aboriginal students have made academic progress in line with their personal learning goals. Termly parent / CRT catch ups were offered with 50% Aboriginal parents attending. It was also noted and shared with staff that families that attended a Term One catch up attended a subsequent catch up throughout the year. Staff have reflected on the importance of ensuring they catch up with our families in term one to encourage and support a strong relationship with school and home.</p> <p>Aboriginal student data lead teaching and learning program decisions throughout the year.</p> <p>Funds successfully supported the implementation of literacy and numeracy interventions across K–6.</p> <p>Learning and Support Team (LST) have maintained a cycle of student data analysis and flexibility in being responsive to student need through the targeting of personnel.</p> <p>Culture Strong Program for Stage 3 was successfully initiated.</p> <p>Connecting to Country Professional Learning was attended by four staff members in order to address Professional Development Plan goals.</p>
English language proficiency	Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$1 816.00) 	<p>All students made academic progress in line with their own learning goals as a result of literacy and numeracy interventions.</p>
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$159 010.00) 	<p>Staff (both LAST and SLSOs) were selected to impact targeted students' abilities to engage with their own learning goals throughout the year. All interventions saw students progress towards their own learning goals which was reflected in their Termly Progress Reports that were shared with parents and carers each term. Reports reflected on both academic and/or wellbeing goals. Executive staff have been responsive to feedback and data each term and ensured that systems and practices were adjusted to support student goal setting and the achievement of those goals.</p>
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$51 651.00) 	<p>Staff survey feedback indicates that they feel supported and have access to instructional leadership throughout their day due to quality systems and practices in place at Abermain PS. Flexibility and responsiveness have been the key to ensuring the success of QTSS school systems and practices.</p> <p>Assistant Principal One mentored across K–6 with staff to refine and implement spelling strategies that underpin reading / writing skill development (1–1 mentoring / in class</p>

<p>Quality Teaching, Successful Students (QTSS)</p>	<p>Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$51 651.00) </p>	<p>demonstration / lesson professional feedback.</p> <p>Assistant Principal Two mentored across Stage 2/3 to provide in class Professional Learning for new– staff to implement reading to learn as a pedagogy.</p> <p>Staff survey indicated that "All Collaborative Practices" now in place should remain with continued focus on embedding Consistency of Teacher Judgement opportunities / practices.</p>
<p>Support for beginning teachers</p>	<p>Funding Sources: <ul style="list-style-type: none"> Support for beginning teachers (\$28 260.00) </p>	<p>All Beginning Teachers (BT) have indicated professional growth this year (PDP goals achieved and reflected on and reset for 2020).</p> <p><i>One of our Beginning teacher 's reflected that "out of my 4 colleagues who are being mentored by a Principal as a part of the new orientation program launched in Sydney in January, and attended by myself I am the only one who was able to say I feel supported and have been provided with collaborative opportunities"</i></p> <p>Successful Systems and practices in place in 2019 will remain for 2020 to support beginning teachers include the following: Additional face to face time each week with mentor (use of Teaching Standards to guide meeting and set future goals/ record on professional dialogue proforma any discussion and goal setting/ supportive of Accreditation), in–class shoulder to shoulder support with expert staff is embedded, School Based Induction Program in place to support (team meet fortnightly), Collaborative Practices embedded across school, include planning sessions with colleagues/assessment Consistency TJ sessions throughout 2019/ support with report writing sessions a each term, targeted Professional Learning in line with PDPs and the Abermain PS Performance and Development Timeline.</p>
<p>Early Action for Success</p>	<p>Funding Sources: <ul style="list-style-type: none"> EAFS (\$163 254.00) </p>	<p>Areas of focus for Early Action for Success (EAFS) in Literacy were Phonological Awareness.</p> <p>Teachers were provided with professional development in the identification of skills and strategies to support learning in these areas. Learning pathways were developed for all students to ensure that learning was explicit and targeted.</p> <p>Student achievement was strong with averages of 82% in Kindergarten, 71% in Year 1 and 81% in Year 2 meeting or exceeding targets.</p> <p>Targeted reading intervention was provided for Year 2 students who were reading at, or exceeding benchmark early in the year. This</p>

<p>Early Action for Success</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • EAFS (\$163 254.00) 	<p>enabled more focused learning around strategies for comprehension and gave students the opportunity to become more independent readers.</p> <p>Developing Number Sense was a focus for Numeracy learning across K–2, with the delivery of professional development through mentoring, collaborative teaching practices and presentations to staff.</p> <p>Collegial discussion strengthened and teacher sharing increased.</p> <p>78% of students (on average) across K–2 met or exceeded benchmarks against Quantifying Numbers against the Numeracy progressions.</p> <p>Students who were identified as working below, were provided with small–group intervention and additional support where necessary within the classroom.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	136	136	150	138
Girls	128	128	150	141

Student attendance profile

School				
Year	2016	2017	2018	2019
K	93.5	93.6	91.7	93.9
1	93	93.7	90.1	91.7
2	91.1	94.7	91.8	92
3	92.9	92.1	92	88.3
4	91.3	91.3	91.5	91
5	93.1	91.6	90.5	88.5
6	87.6	93.2	90.4	90.3
All Years	91.8	92.9	91.1	90.8
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
Assistant Principal(s)	3
Classroom Teacher(s)	9.75
Teacher of Reading Recovery	0.2
Learning and Support Teacher(s)	1
Teacher Librarian	0.6
School Administration and Support Staff	2.72

*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	319,128
Revenue	3,361,772
Appropriation	3,308,912
Sale of Goods and Services	177
Grants and contributions	50,636
Investment income	2,046
Expenses	-3,296,414
Employee related	-2,971,687
Operating expenses	-324,727
Surplus / deficit for the year	65,358

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	148,137
Equity Total	721,324
Equity - Aboriginal	108,312
Equity - Socio-economic	444,795
Equity - Language	1,816
Equity - Disability	166,401
Base Total	2,041,567
Base - Per Capita	70,391
Base - Location	0
Base - Other	1,971,176
Other Total	310,077
Grand Total	3,221,106

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.

NAPLAN Online

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

Parent/caregiver, student, teacher satisfaction

Parents provided the feedback on the revised student reporting processes. The following examples are just a few of the overwhelmingly positive responses to that surveying. As a result the school has maintained and continued to refine the Termly Reporting System.

"I find it useful to understand where they are at and the what's next sections is really useful for us to have some key learning activities that we can be doing at home to support their learning at school. "

"I find the each term interviews make it easier to stay informed about my child's learning and areas needed help. The where to next layout of the report helps me know what to do next when helping child at home."

Through the Tell Them from Me Survey parents were asked to reflect on "what skills and values they wanted their child to leave Abermain PS with ? "

The following examples highlight the general positive feeling of all responses. The overall responses illustrated the satisfaction of the local community with the school's wellbeing protocols.

"Respect for all people of all creeds, backgrounds, nationalities, & physical & mental ability. Sound literacy & numeracy skills. A positive & excited outlook to learning. Confidence to learn & work as a team or alone as required."

"Everything the school already works towards on their PLB rewards system, safety for themselves and others, respect for teachers and other students, and being responsible for their own learning progress. The school have also helped work with resilience and confidence."

"Confident in reading. Writing and maths."

Through the TTFM Parent Survey parents were able to respond to "I can easily speak with my child's teachers." *Parents responded positively scoring the school an 8 out of 10.*

Through the TTFM Teacher Survey, staff responded to " School leaders in my school are leading and improvement and change" . 100% of staff agreed with this statement.

Through the TTFM Student Survey, students indicated that they felt that they have someone at school who consistently provides encouragement and can be turned to for advice. Students across Years 4–6 all recorded above state average and recorded a school mean of 8 out of 10.

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.