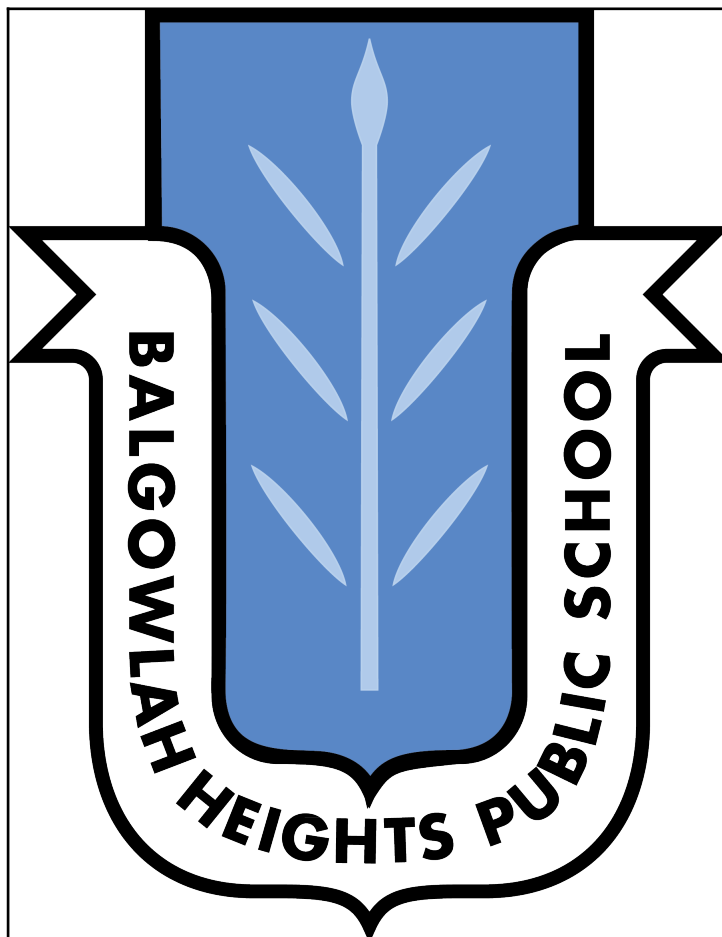


# Balgowlah Heights Public School

## 2019 Annual Report



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## Introduction

The Annual Report for 2019 is provided to the community of Balgowlah Heights Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

### School contact details

Balgowlah Heights Public School

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## School background

### School vision statement

The school promotes excellence in learning and provides enriching opportunities to enable students to build the foundations for ongoing success in life.

Students are provided with the opportunities to achieve personal bests in each of the domains; intellectual, creative, sporting and social. The school recognises that students have their own skill sets, aptitudes, aspirations and prior knowledge.

Future focused learning across all Key Learning Areas supports our students to develop the skills and capabilities to thrive in a rapidly changing and interconnected world.

Parents and teachers are genuine partners in the learning process and ensure students are encouraged to participate, strive to achieve their personal best, to be considerate and supportive of others, to be resilient and to value the pursuit of knowledge.

### School context

Balgowlah Heights Public School was established as a one teacher school in 1933 with an enrolment of 29 students. Currently, it provides a quality education to over 700 students, 22% from culturally diverse backgrounds. Teaching is Year-based and includes two Opportunity Classes.

The school is a member of the Northern Beaches Learning Alliance and enjoys active and supportive parent involvement including the coordination of significant programs such as the Band and String Programs. An extensive co-curricular program caters for diverse student interests including sport, dance, choir, drama, debating, chess and robotics.

Values education is a strong focus and the school actively provides students with explicit teaching and sets high social and moral expectations. Students are expected to be thoughtful, responsible, compassionate and considerate members of the school community.

## Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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

For more information about the School Excellence Framework:

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

## Strategic Direction 1

Engaged successful learners

### Purpose

To support students to become increasingly self-motivated learners – confident and creative individuals with the personal resources for future success and wellbeing.

### Improvement Measures

Student expected growth in NAPLAN is equal to or greater than similar schools.

Students in Year 3 and Year 5 NAPLAN achieve the same % in the top 2 bands as similar schools.

Students in Years 2 to 6 achieve twelve month's academic growth within a school year (ACER testing) .

Annual exit reading levels:

- 92% of Kindergarten students working at or above level 10
- 92% of Year 1 students working at or above level 20
- 92% of Year 2 students working at or above level 28

90% of Year 1 students working at or above Early Arithmetical Strategies 3, 90% of Year 2 students working at or above Place Value 2.

80% of Years 4 to 6 students feel challenged and confident in their skills in English and mathematics in Tell Them From Me Survey results.

### Progress towards achieving improvement measures

#### Process 1: Future Focused Learners

Teachers analyse student data to plan and differentiate teaching/learning programs to meet individual students needs.

Implementation of a whole-school approach to support consistency of curriculum delivery, curriculum differentiation and assessment for, as and of learning.

Evaluation	Funds Expended (Resources)
<p>Data was comprehensively analysed throughout the school to gain insights into student learning and inform future planning. A range of summative and formative assessments were implemented to evaluate student learning including; ACER literacy and numeracy assessments, Best Start, National Assessment Plan Literacy and Numeracy (NAPLAN), Schedule for Early Number Assessment (SENA), reading benchmarking, spelling diagnostic assessments and writing rubrics. Assessment as, of and for overviews were developed by stage teams to ensure a consistent approach to assessing and reporting student learning. The central collection and analysis of whole school student diagnostic data and the measurement of student growth over time will continue to be a focus throughout 2020.</p> <p>Collaboration time was timetabled fortnightly to enable stage teams to analyse student data. Stage teams identified student strengths and weaknesses and designed differentiated teaching programs to meet individual student needs.</p> <p>Assistant Principals were provided with one day per week to focus upon instructional leadership practices and support their stage team in differentiating student learning. This included demonstrations lessons, team teaching and lesson observations. Instructional leadership and observations of teaching and learning will remain a focus in 2020.</p> <p>Whole-school scope and sequences in mathematics, English, science,</p>	<p>* Leadership Team</p> <p>* Visible Literacy and Numeracy Team</p>

## Progress towards achieving improvement measures

history and geography were updated to ensure consistency of curriculum delivery across the school. Term overviews of grade based curriculum concepts were published and communicated to parents at the beginning of each term to enhance an educational partnership between parents and the school.

### Process 2: Personalised Learning

Teachers use evidence-based quality teaching practices to engage and challenge students in deeper levels of learning.

Staff and community members discuss student learning using a shared language of learning.

Student-centred learning strategies are implemented and include learning intentions, specific criteria, quality peer and teacher feedback, higher order questioning and peer assessment.

Evaluation	Funds Expended (Resources)
<p>All teachers participated in professional learning on the literacy and numeracy learning progressions and Planning Literacy and Numeracy (PLAN2) software. Teachers deepened their knowledge of the developmental student learning progression of literacy and numeracy and the alignment to syllabus expectations. Teachers engaged in professional readings, videos and collegial discussion based around literacy and numeracy capabilities across all learning areas. Teachers trialled using the learning progressions to personalise student learning. Teachers took part in plotting their students in the quantifying numbers and spelling sub elements using the PLAN2 software. Mathematics Building Blocks for Numeracy and the implementation of the SENA assessment K-6 will be an area of practice for 2020. An additional focus will be on using the progressions to monitor, support and extend personalised learning opportunities for students in numeracy.</p> <p>Personalised student goals in literacy, numeracy and wellbeing accompanied by teacher feedback and student self-reflection will also be a priority in 2020.</p>	<ul style="list-style-type: none"><li>* Department of Education Literacy and Numeracy Advisors</li><li>* Leadership Team</li><li>* Visible Literacy and Numeracy Team</li></ul>

### Process 3: Student Wellbeing

Consistent implementation of whole-school approach to student wellbeing.

Evaluation	Funds Expended (Resources)
<p>The implementation and improvement to whole school wellbeing practices and procedures was a major focus in 2019. The role of learning support teachers was enhanced to provide in-class professional support in partnership with classroom teachers as well as the implementation of reading, comprehension, spelling and writing withdrawal instruction to students requiring additional support. Enrichment opportunities were continued to be available for students in Years 1-6 based upon a conceptual framework. Learning support referral processes, the tracking and monitoring of student learning, National Consistent Collection of Data (NCCD) documentation and anecdotal records were streamlined and improved through the use of the Sentral software program.</p> <p>A wellbeing teacher role was initiated to support the implementation of social skills programs within classrooms and on the playground in response to Positive Behaviour for Learning (PBL) data and Learning and Support referral data. The wellbeing teacher role was hugely successful in building early career teachers knowledge in behaviour management and student wellbeing strategies, significantly reducing classroom and playground incidents and will continue in 2020.</p> <p>The PBL team launched a new merit award system based upon staff and community feedback. Improvements to the new award system included the</p>	<ul style="list-style-type: none"><li>* Leadership Team</li><li>* Learning and Support Team</li><li>* Wellbeing Team</li><li>* Positive Behaviour for Learning team</li></ul>

## Progress towards achieving improvement measures

opportunity for personalised student awards based upon merit. PBL universal training and Tier 2 training will be a focus in 2020.

Classroom teachers and learning support teachers engaged in range of professional learning to support the wellbeing of students, including immersive reader assistive technology, PBL catch up training, trauma informed training, Positive schools conference and mindfulness seminars. There will be a continued whole school focus on Bounce Back and Be You wellbeing programs in 2020.

## Strategic Direction 2

### Quality teaching

#### Purpose

To strengthen effective leadership and teacher commitment to a culture of high expectations and a shared sense of responsibility for student engagement and success.

#### Improvement Measures

Agreed expectations and coherence around the quality of teaching required to impact on student performance (School Excellence Framework).

100% of teachers are working towards personalised performance and development goals, reflective of the teaching standards at the appropriate level and priorities as identified in the school plan.

School Executive facilitate opportunities for staff to learn from each other once a term, provide access to specialised knowledge and model continuous learning in their own practice.

School Executive evaluates the impact of professional learning on student achievement in Semester 1 and 2 and facilitates the measurement of student growth in Semester 2.

Analysis of feedback following lesson observations, Tell Them From Me data, People Matter Employee Survey and other data sources.

#### Progress towards achieving improvement measures

##### Process 1: Evidence Based Practice

Professional learning projects are implemented using the AITSL Principals' standard and the Australian Professional Standards for Teachers as a lens to lead improvements in teaching and learning, developing self and others and lead innovation.

Explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback are implemented and valued by staff.

Staff work collaboratively to support the achievement of improvement measures; develop knowledge, skills and capabilities; build on existing strengths and career aspirations.

Evaluation	Funds Expended (Resources)
<p>Evidence based practice has been a focus throughout 2019. It has been a priority to ensure quality teaching is implemented across Kindergarten to Year 6 to ensure the greatest impact on student performance.</p> <p>Based on NAPLAN results, a new spelling program (Soundwaves) was implemented in 2019 across Kindergarten to Year 6. Performance and Development Plans (PDPs) were jointly constructed to ensure a whole school goal to plan for and implement an effective teaching and learning program for spelling. Teacher professional learning was instigated through a consultant from Soundwaves delivering an outline of the program and ensured effective and consistent delivery of the program. A further presentation was delivered to P and C highlighting aspects of the Soundwaves spelling program to parents. Continued professional learning opportunities enabled sharing sessions to upskill teachers on successfully delivering the spelling program. Diagnostic tests were implemented across K–6 as a baseline which led to a target in 2020 to calculate Effect Size across K–6. A Spelling scope and sequence was developed to ensure consistency from Kindergarten to Year 6 with delivery of the program.</p> <p>Teacher professional learning was delivered by a Literacy and Numeracy consultant in Term 2 to assist teachers to utilise the learning progressions. Teachers plotted students in the areas of Quantifying Numbers and Spelling.</p>	<ul style="list-style-type: none"><li>* Leadership Team</li><li>* Consultant from Soundwaves</li><li>* Consultant from Department of Education (DoE)</li></ul>



## Progress towards achieving improvement measures

Time was allocated for grade collaboration to plot all students and develop effective assessments to assist in this area.

Further scope and sequences were developed across the school in the areas of

- Writing
- Grammar, Punctuation and Vocabulary,
- History
- Geography
- Science
- Music (K–2)
- Mathematics

Teacher collaboration sessions provided time for teachers to add learning intentions and success criteria into their lesson planning to improve teacher clarity and quality feedback.

Regular opportunities for teachers to work together in grade teams developed a shared sense of responsibility for student engagement and success.

Adjustments to teaching programs were made to support student needs and learning tasks continue to be differentiated. The research based Macqlit program was continued in Years 3 and 4 to support students with additional needs in reading. The school now implements the Minilit, Multilit and Macqlit programs overseen by the school's Learning and Support Team.

### Process 2: Data Informed Teaching

Staff collaborate within and across stages to achieve school targets, consistency of teacher judgement and implementation of the curriculum.

Evaluation	Funds Expended (Resources)
<p>Extensive NAPLAN analysis was undertaken by key members of staff and delivered to all staff K–6. Results from NAPLAN 2019 were examined to outline areas where student performances didn't align with similar school groups. Individual items were examined where less than 70% of students achieved success. Collaborative discussions followed and changes were made to delivery of programs. Enhanced teaching strategies were discussed to ensure outcomes were being achieved. Leaders were upskilled in this detailed analysis to share with grade teams.</p> <p>All teachers Kindergarten to Year 2 implemented SENA testing. This will be extended to all teachers in Years 3–6 in 2020. Results were used to track and monitor students' progress.</p> <p>All teachers engaged in professional learning on and moderation of student assessment data. The integrity of student assessment data and tracking of progress was improved. Awareness was raised with staff on the purpose and value of calculating Effect Size. Data spreadsheets were planned and developed for implementation in 2020.</p> <p>100% of students were plotted in PLAN2 in the aspects of Quantifying Numbers and Spelling.</p> <p>Progressive Achievement Test (PAT), Soundwaves Diagnostic Test and PLAN2 data have been used to inform teaching and learning programs and report to parents.</p> <p>K–2 teachers continue to track and examine Language, Learning and Literacy (L3) data each term.</p>	<p>* Leadership Team</p>

### Process 3: Higher Order Thinking and Talent Development

Staff have a deep knowledge and understanding of what is effective teaching practice based on lesson

## Progress towards achieving improvement measures

**Process 3:** observations, mentoring, feedback and reflection.

<b>Evaluation</b>	<b>Funds Expended (Resources)</b>
<p>In 2019 Instructional leadership was introduced. Time was given to each stage leader to ensure observations, demonstration lessons and discussions were initiated based on effective pedagogy. This was focussed around PDPs to upskill teachers in areas of specific need. Explicit systems were developed and implemented to ensure consistency of program delivery across Kindergarten to Year 6. The program assisted in building staff capacity to implement effective pedagogical practice in classrooms.</p> <p>Early career teachers were teamed with a mentor and met on a weekly basis. Demonstration lessons and observations were part of this highly successful program.</p> <p>Collaboration days for each grade were implemented in 2019 allowing staff time to plan, program and develop units of work collaboratively to ensure consistency of delivery. Time was utilised to plan and develop suitable assessments focussing on the achievement of student outcomes and consistent teacher judgement. All teachers participated in collaborative grade sessions allowing them to design and deliver high quality teaching and learning experiences across the school.</p>	<ul style="list-style-type: none"><li>* Leadership team</li><li>* Identified key staff</li><li>* Early Career Funding</li><li>* Quality Teaching Successful Schools (QTSS) funding</li></ul>

## Strategic Direction 3

Productive partnerships

### Purpose

To strengthen positive, respectful partnerships with families and carers and with the broader school community to better connect students to their learning.

### Improvement Measures

Greater than 65% parent participation in school surveys.

Review school strategies for receiving and communicating information.

Four parent information sessions held per semester.

### Progress towards achieving improvement measures

#### Process 1: Engaged and Effective Community Partnerships

Develop a communication strategy, new newsletter format and school website.

Implement Skoolbag App to better support communication between school and home.

Class teachers develop systems to link school to home.

Work with the P&C to provide opportunities for parent learning workshops to link school and home.

Evaluation	Funds Expended (Resources)
<p>The enhancement of parent engagement was a priority in 2019. The priority was based on feedback through Tell Them from Me Surveys, anecdotal feedback and new principal position specific criteria. A consultant from Department of Education Communications Directorate was used to undertake Parent Focus Groups. A range of practices were implemented based on a Community Partnerships Action Plan which was developed in Term 1, 2019. These practices included interviewing every member of staff, P&amp;C Executive and other parents, Parent/Teacher Information Nights, P&amp;C Educational topics presented, Parent Information sessions, introducing parent calendars, updating Parent Information Book, introducing Term Overviews, undertaking Tell Them from Me Survey and holding working bees.</p> <p>Parents and teachers undertook the Tell Them from Me Survey in October 2019. Parent responses increased from 30 in 2018 to 113 in 2019. The school analysed four year trends and presented the information to staff and parents. Improvement in areas such as 'parents feeling welcome' and 'parents are informed' was significant. These areas will continue to be a priority in 2020. As will the area of 'inclusive school' as the parent results are significantly different to staff results.</p> <p>A number of parents were invited (every 30th family) to Parent Focus Groups in Term 3, 2019. Two sessions were conducted. The brief of the meetings was to solicit parent opinion in general and in specific areas from the previous year's Tell Them from Me Survey. The results were compiled and shared with parents. As a result, processes in keeping parents informed of their child's progress, will be a focus in 2020.</p> <p>The school used a range of mediums to keep parents informed. These included our weekly newsletter, school app, school tours, developing protocols e.g. Contacting the School—A Guide for Parents, emails to parents regarding excursions, extra curricula activities and other matters. The school also spent significant time in updating our Parent Information Book in 2019 and developing policies regarding communication to parents. Mediums such</p>	<ul style="list-style-type: none"><li>* School Staff</li><li>* P&amp;C Executive</li><li>* Leadership Team</li><li>* DoE personnel</li></ul>

## Progress towards achieving improvement measures

as the newsletter, app and email were also the forums for providing links to parents for surveys and other forums where feedback was sought.

### Process 2: Relationships

Enhance the Kindergarten Orientation program by improving links with local pre-schools.

Collaborate with local High schools to enhance existing transition programs.

Collaborate with local preschools to enhance existing transition programs.

Collaborate with local High schools to enable opportunities for students to engage in deeper levels of learning.

Evaluation	Funds Expended (Resources)
<p>The school's Kindergarten Transition program was reviewed and changes made to provide the new students with more time at school. Links with local pre-schools were also enhanced which included local pre-school students attending activities at school. In 2020 it is planned to attend more local pre-schools and meet with staff and parents.</p> <p>Collaboration with local primary and high schools was through the Northern Beaches Learning Alliance. This involved learning opportunities for staff in Aboriginal Education, teaching practices and assessment. In 2020 it is planned to focus on areas such as early career teacher development and aspiring leaders.</p>	<ul style="list-style-type: none"> <li>* Leadership Team</li> <li>* Local pre-schools</li> <li>* NBLA</li> </ul>

### Process 3: Shared Understanding

Positive, respectful relationships underpin a productive learning environment and support students' development in identifying as a successful learner.

Evaluation	Funds Expended (Resources)
<p>As part of the Community Partnerships Action Plan at each P&amp;C Meeting (two per term) an educational topic was presented and the principal provided a written report. The educational topics were presented by a range of staff members and third-party presenters. The presentations were also designed to elicit parent feedback. For example, the school's PBL award system was discussed in 2019. P&amp;C Meetings have an average attendance of 20 parents. The parents are also encouraged to suggest topics of interest e.g. school's Asbestos Report.</p> <p>A range of information sessions for parents were held in 2019. The information sessions were presented by a range of staff members. Sessions held in the evenings had a higher attendance rate. A Cyber Bullying session was very well attended (over 100 parents). Sessions held before or after school had an average attendance of 20. Suggestions also came from these sessions which the school acted on. For example, the providing of links for NAPLAN online to assist parents understanding. Based on feedback through the Tell Them from Me Survey and based on parent attendance, it is planned to hold as many parent information sessions in the evenings in the future.</p> <p>A significant information session held for parents in 2019 was a Mathematics Night. Over 50 parents attended the session which was presented by 10 members of staff. A general curriculum presentation was followed by the opportunity for parents to attend two 'hands on' stage workshops. Exit interviews were conducted for future planning. The information session was well received. One suggestion was how parents could be better informed of their child's progress. This was similar feedback to Parent Focus Groups.</p>	<ul style="list-style-type: none"> <li>* School Staff</li> <li>* P&amp;C Executive</li> <li>* Leadership Team</li> </ul>

Key Initiatives	Resources (annual)	Impact achieved this year
<b>English language proficiency</b>	\$27204	Funds were used to employ Learning Support Teachers and Learning Support Officers to support students requiring English Language proficiency. The support was provided in class and by withdrawal.
<b>Low level adjustment for disability</b>	*Learning Support Teacher \$53358 *Flexible Funding \$66168	Funds were used to provide Learning and Support Teacher support and School Learning Support Officer (SLSO) support for targeted students. Funds also contributed to teacher and SLSO professional learning initiatives to build staff capacity in meeting the needs of students with disabilities. Personalised learning plans were developed and reviewed for all students meeting disability criteria or needing additional support in literacy or numeracy.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$125498	Funds were used to provide a day of release for each Assistant Principal to undertake instructional leadership with their stage teams. This involved practices such as lesson demonstrations, lesson feedback, co teaching, programming, assessment and individualised feedback.
<b>Socio-economic background</b>	\$1489	Funds were used to provide access to the curriculum and co-curricula activities for all students.
<b>Support for beginning teachers</b>	\$38079	Funding was used to provide five early career teachers with mentoring, additional release, professional learning opportunities, Professional Development Plan (PDP) goal reflection and accreditation documentation.

# Student information

## Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	361	347	350	348
Girls	375	381	354	363

## Student attendance profile

School				
Year	2016	2017	2018	2019
K	96	95.9	95.9	95
1	95.7	94.9	95.2	95
2	95.8	95.1	95	95
3	96	95.7	95.6	95.6
4	96.5	96	95.1	93.4
5	96.1	95.8	95.5	95.2
6	95.5	94.3	95.2	94.3
All Years	95.9	95.4	95.3	94.8
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
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	26.64
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.2
School Administration and Support Staff	4.67

\*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 <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	574,943
<b>Revenue</b>	6,099,897
Appropriation	5,263,727
Sale of Goods and Services	-71
Grants and contributions	829,128
Investment income	6,813
Other revenue	300
<b>Expenses</b>	-6,078,981
Employee related	-5,192,344
Operating expenses	-886,637
<b>Surplus / deficit for the year</b>	20,916

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 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	25,919
<b>Equity Total</b>	122,300
Equity - Aboriginal	0
Equity - Socio-economic	1,489
Equity - Language	27,204
Equity - Disability	93,607
<b>Base Total</b>	4,766,140
Base - Per Capita	165,185
Base - Location	0
Base - Other	4,600,954
<b>Other Total</b>	334,619
<b>Grand Total</b>	5,248,978

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](https://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

In 2019 parents, students and teachers took part in the Tell Them from Me Surveys. In addition to these surveys the staff completed the People Matter Survey (NSW Public Sector Employee Survey) and parents had the opportunity to be part of Focus Groups which were conducted by the Communications Directorate of the Department of Education.

The findings and actions from these processes were presented and discussed at P&C and staff meetings.

The major findings were:

### *Students*

\*Student feedback was commensurate with state norms in the areas of advocacy, positive teacher/student relations and positive learning climate.

\*Student feedback on bullying was that our school was significantly below the state norm (22%—state norm 36%).

\*A focus area in 2020 will be student wellbeing.

### *Parents*

\*Parent feedback indicated an improvement in all domains surveyed, though in the majority of domains our school was below the state norm. These domains include parents are informed, parents support learning at home, school supports learning and inclusive school.

\*There was a significant increase in the domains of parents feeling welcome at the school, parents being informed and safety at school. These findings were also highlighted in Parent Focus Groups.

\*There was a significant increase in the number of parents responding to the survey compared to previous years.

\*Focus areas in 2020 will be parents being informed and the inclusiveness of our school.

### *Staff*

\*Staff feedback in the Tell Them from Me Survey indicated our school was below the state norms in most areas. There was an increase of previous years in the domains of leadership and collaboration.

\*Staff feedback in the People Matter Survey indicated a significant increase of over 50% in areas such as engagement with work, senior managers, communication and high performance.

\*Focus areas in 2020 will be feedback to parents, the inclusiveness of our school and student wellbeing practices.

# 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.