2020 Annual Report

Tenambit Public School

3180

Introduction

The Annual Report for 2020 is provided to the community of Tenambit 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 vision

Tenambit Public School is a public school in New South Wales committed to the pursuit of excellence in the care and education of our young learners.

Our school values of Respect, Responsibility and Excellence underpins all our actions and beliefs.

After extensive consultation with our community and in an effort to make our school vision clear and memorable, the following vision statement has been developed:

Tenambit Public School will be known as an authentic school learning community that develops independent critical learners, prepared for their future.

#strongertogether

School context

Tenambit Public School is a primary school to the east of Maitland and stands on Wonnarua Land. Enrolments in 2020 are approximately 360 students with an equal number of boys and girls. In addition, 24% of our students identify as Aboriginal or Torres Strait Islander and 5% come from a language background other than English. Tenambit Public School is highly inclusive and has three support classes; for children with learning differences and/or different abilities.

At Tenambit Public School, a dedicated team of qualified professional staff are committed to improving educational outcomes for all students. Teaching at point of need enables learning success for students throughout their learning journey at Tenambit.

Tenambit Public School is a proud member of Maitland Learning Community of partner schools, comprising eight primary schools and one high school.

Tenambit PS receives equity funding to support student learning and staff professional learning. Our Family Occupational and Education Index (FOEI) for 2020 is 143, which recognises our community's socio economic standing.

Tenambit Public School continues to focus on the quality of student outcomes in literacy, numeracy and engagement. We cater for a wide range of activities including performing arts, cultural competencies, leadership, sporting, environmental and academic pursuits. We enjoy the support of a highly committed and supportive P&C which has operated continuously since 1991.

Tenambit Public School is a strong participant in the DoE initiative, Early Action for Success and implements Positive Behaviour for Learning (PBL) practices. The school is a member of the Maitland Aboriginal Education Consultative Group (AECG) and has strong links with Mindaribba Local Aboriginal Land Council. The school is also supported by business partnerships formed within the 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

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Equipping students with the skills for success.

Purpose

To create independent, responsible learners prepared for their future, with a sense of social purpose. We will differentiate the curriculum and update our pedagogy to ensure we are providing the broadest opportunities for our students to build future focused skills - Problem solving, evaluating, working in teams, communicating ideas and creating and innovating, and social development.

Improvement Measures

• Students demonstrate a strong growth mindset with a focus on enquiry and critical thinking.

• All teaching programs are reflective of the individual learner, are differentiated and cater for all learners including those who need extension, and use evidence based pedagogy. .

• Early Action for Success Benchmarks will demonstrate consistent improvement in results.
• More than 80% of students on track in reading.
• More than 80% of students on track in comprehension.
• 60% to 70% of students on track in writing

• In 2020 all Aboriginal students will demonstrate growth in reading and number.

• Increase the number of students in the top two NAPLAN bands in number and reading.

Overall summary of progress

The COVID-19 pandemic has impacted on some areas of the school plan. In 2020 the school switched modes of learning during the "learning from home" period, with teachers quickly and immediately upskilling in instructional techniques which were technology based. Teaching and learning became more strategic, with the learning of each student the core focus.

The school identified the need to move to a K-6 whole school focus as data analysis demonstrated a more rigorous approach to curriculum delivery was required. The school continues to give each student opportunities to learn in different modes within the classroom with targeted instruction, timely feedback, and each student tracked to develop learning.

Progress towards achieving improvement measures

Process 1:   • Ensure and encourage high expectations of all school stakeholders, stage leaders collectively challenge/critique classroom teaching and learning & consistent teacher judgement.

Evaluation	Funds Expended (Resources)
• Stage meetings held weekly, ensured assessments of achievement in growth was based on Consistent Teacher Judgement, (CTJ). Time is dedicated to sharing student work samples to identified where students are sitting against the progressions. • Stage targets in student growth assessed and analysed by all stakeholders in each stage with strategies for improvement and growth developed collaboratively. • Stakeholders in each stage identified targets and mapped points for future growth for each student in the stage based on achievements of the year. • Resources in classroom are meaningful and reflective of Aboriginal Perspectives and reflective of disabilities, with readers in each classroom telling traditional stories, factual text rich in Aboriginal histories, art work in highly visible areas of the school along with traditional tools. • Students are utilising goals that are meaningful and have the strategies to meet those goals imbedded in daily / weekly practice: time given to teachers to develop goals have identified areas for growth for students which have been achievable and monitored for support as needed.	• Timetabled meeting times each week. • Time allocated to support student goal setting with teachers (using existing staff). • Resources rich in aboriginal perspectives available. • Professional learning identified in literacy and numeracy. • EAfS DP ILs to support professional learning and consistent teacher judgement. • SLSOs to support student achievement. **Funding Sources:** • Aboriginal background loading ($4300.00)

Progress towards achieving improvement measures	
• Feedback to students is meaningful and 'point in time' to engage and facilitate growth in learning with an evident 'growth mindset', ensuring students have clear knowledge on how to improve learning and to show evidence of learning. Professional Learning in giving feedback is utilised by teachers when giving feedback. • Student support through employment of student learning support officers, is meaningful, strategic and is evident in successful growth in outcomes with most students achieving goals and demonstrating growth in reading, writing and numeracy.	• Professional learning ($17500.00) • Literacy and numeracy ($320000.00) • Integration funding support ($254165.00)

Process 2: • Deliver Professional Learning to all staff to increase knowledge of Literacy and numeracy, practices and pedagogies with collective professional practice through regular mentoring sessions.

Evaluation	Funds Expended (Resources)
• Professional Learning (literacy and numeracy) delivered to each teacher and student support officer met teacher, SLSO and school identified needs in learning, understanding and consistency of delivery to students, while mindful of individual student need. Teachers have been released off class load to engage in this PL to enable professional discussion and collaboration..	**Funding Sources:** • Professional learning ($25000.00)

Process 3: • Work collaboratively to ensure all teaching and learning programs are responsive of student need, data showing improvement trends.

Evaluation	Funds Expended (Resources)
• This area of the SD was implemented later than planned due to pandemic impacting on initial practices. This area will be included as a major component of the following school strategic plan. • Practices developed within teaching and learning programs, consistency of best practice and collaboration are demonstrating improvements in pedagogy, particularly feedback to students which is timely and leading to improvement.	• Timetable to support meeting times utilising RFF and existing staff to cover additional time. • School / Stage developed teaching and learning program proforma using google docs / OneNote • Data collected by Stage Executive Teachers

Next Steps

The end of year Situational Analysis demonstrates the school must:

- continue professional learning in the areas of literacy and numeracy, including writing;
- continue to collaboratively plan in stages and across stages with clear steps taken to remove the 'silo approach' to planning for teaching;
- continue professional growth in using data to inform the 'point of need' teaching with clear indicators given to students to build skills in key learning areas through effective and timely feedback;
- continue to work collaboratively with school executive, Instructional Leaders and specialist teachers to ensure each classroom is consistently following best practices with high expectations, for all students, particularly Aboriginal and Torres Strait Islander students.

Strategic Direction 2

We maximise the potential of every student.

Purpose

To create a positive school culture that supports the wellbeing of the whole child, so that they are prepared for their future, through well-developed and evidence based approaches and programs.

Improvement Measures

100%of students will obtain personalised learning goals and will meet individual targets.

Improved levels of student self-confidence and empowerment as measured in student surveys.

Increased and consistent use of PBL messages and language by the whole school community and decrease of negative incidents recorded on Sentral.

Increased community involvement in school events, workshops and information. sessions.

A positive school culture as evidenced by staff, student and community surveys.

Overall summary of progress

The school has implemented a holistic wellbeing program to support students and families. This program is based on specialist and agency support, includes psychologists, occupational therapists, speech therapy, sight and hearing testing in partnership with the Newcastle University and Agencies. Students receiving support through this program demonstrate reduced social anxiety, increased engagement in learning and accessing the curriculum and 100% of parents who've engaged in the program report benefit and its' success.

The school's Positive Behaviour for Learning (PBL) program supports high expectations and the philosophy of achievement and encouragement with all students setting goals for learning and working either toward achievement or completing achievement. A marked increase in students achieving their PBL Badge during the 2020 year, demonstrates the programs success.

While the COVID-19 pandemic and restrictions impacted on the school's ability to hold events and enable parent audience, the use of social media access demonstrated the school's changed approach to ensuring all parents are able to be involved.

Progress towards achieving improvement measures

Process 1: Implement an integrated whole school approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling e.g. student goal setting, IEPs, parent consultation.

Evaluation	Funds Expended (Resources)
• Each student requiring additional support has a supportive strategy enabling access to the curriculum. • A whole school approach is given to each student requiring additional support to ensure success in each learning setting. • Each student is celebrated, achievements are recognised, supports are given which are timely and reviewed to ensure success. • Mindfulness lessons focused on self-regulation, calming strategies and de-escalation enable students to draw on additional strategies when required. • The development of the Families, Agencies, School Together (FAST) program to support students in accessing the curriculum and successful engagement in school, has shown strong success. The engagement of a Community Liaison Education Officer (CLEO) has created a respectful and supportive link between school, families and agencies.	• Timetabled meetings held regularly throughout the year with students, families and teachers. • Mindfulness recourses: video bank, work books K-6 **Funding Sources:** • Socio-economic background ($1800.00) • Socio-economic background ($230000.00)

Process 2: Draw on evidence-based approaches and programs in order to develop and provide a consistent message across the whole school community e.g. PBL, community consultation.

Progress towards achieving improvement measures	
Evaluation	**Funds Expended (Resources)**
• PBL lessons specifically focus on the school's and the community's core expectations, data demonstrates an in positive behaviours and interactions of students. • The parent consultation group met regularly through the use in interactive technology to share and discuss strategies, to give feedback on school data, to formulate plans and analyse successes.	• PBL lesson resources for whole school use. Lesson bank, posters for classrooms and learning spaces • Information flyers inclusive of research, targets, expectations based on core values for all parents and community. • Timetabled community consultation opportunities following formation of consultative group of parent representatives. **Funding Sources:** • Socio-economic background ($20000.00)

Process 3:   Implement an inclusive whole school approach to cultivating and maintaining positive relationships e.g. consistent communication, professional learning.

Evaluation	**Funds Expended (Resources)**
• The school created strong positive relationships with families through regular phone "checkins" with families and students during the COVID-19 learning from home period and continued this practice throughout the year. This ensured parents and teachers become more comfortable with regularly communicating with each other, sharing information and were able to support children from both a school and home perspective. "Phoning home" has become a regular practice for all class teachers.	• A data bank of contact details for each class teacher in teaching and learning programs • Additional funds for the cost of additional phone calls. **Funding Sources:** • Socio-economic background ($15000.00)

Process 4:   Actively include the broader community in whole school events and provide workshops and information sessions e.g. Assemblies, Meet & Greet, Special Events, STEM workshops, information sessions.

Evaluation	**Funds Expended (Resources)**
• The COVID-19 restrictions impacted on planned school / community events, however it enabled a strategic focus on the way the school communicates with its' community. The school strengthened its' social media platforms, moved to timely 'shout outs', used platforms to celebrate success and to share important information about school requirements, events and other school operative matters. • School staff immersed themselves in professional learning to ensure skills and knowledge was sufficient to ensure a professional standard was the outfacing profile to the community.	• Timetable of 'shout out' topics, sharing of class learning, events throughout the year to celebrate. • Data bank of on-line professional learning: social media skills, building an on-line presence, developing a positive following.

Next Steps

The end of year Situational Analysis demonstrates the school must:

- continue to foster strong relationships between students and teachers, ensuring each child can connect, succeed and thrive during their time at school;
- continue to build on successful strategies to ensure students can draw on a range of strategies for learning, social connection, and decision making;
- continue to ensure there is a transparent relationship with families, building on team work to support the success of students at school, building a strong knowledge of how the learning process occurs in schools with opportunity to work together.
- continue to fund the FAST program, inclusive of all professionals and CLEO.

Strategic Direction 3

We build a community culture of personal excellence in teaching, learning, leading

Purpose

To work collaboratively as a whole school community, to support continuous improvement in practice providing all students with the necessary skills to create effective citizens of the future.

Improvement Measures

Consolidation& growth of relationships with parents, community, students evident through increased parent satisfaction.
Professional Learning audits indicate that staff participate in the skill development, planning activities and collegial sharing that underpins improved practice with an increase in strategic thinking that seeks to deeply understand the factors that drive improvement.
Increased observation, collaboration & sharing of excellence in practice in relation to Literacy & Numeracy, & other School Plan goals.

Overall summary of progress

The initial school plans for this direction changed under the pandemic restrictions, however this highlighted in turn a need for additional professional learning for staff in using interactive technology platforms and programs. Relationships with parents become more authentic and richer and interactions became more regular and focused.

The school has a focus on sharing professional practices, on drawing on the expertise of its' teachers as professionals with observational processes and sharing of best practice common place.

Progress towards achieving improvement measures

Process 1:   Targeted TPL to support learning:

School staff will undergo specific TPL to meet literacy & numeracy needs, Project Based Learning, Positive Behaviour Learning, Visual Learning in the Classroom to specifically support the learning of students, provide a supportive environment inductive to learning. Success will be evident through measurable data, observational evidence, student engagement.

Evaluation	Funds Expended (Resources)
• All staff have participated in professional learning according to individual need and whole school need. • Learning Walks allow targeted feedback on self-identified professional practice of teaching staff with collegial feedback and suggested improvements and strategies for development.	• Professional Learning timetable addressing the learning needs of teachers. • Learning Walks timetable developed. • Data sheet developed for observational tasks. **Funding Sources:** • Professional learning ($14000.00)

Process 2:   Students develop wider knowledge & understanding of processes, concepts & expectations required for success:

All students taught explicitly (what it sounds and feels like) the desired behaviours aligned with school values and driven by Positive Behaviour for Learning (PBL) data, the required learning skills to enhance learning &   the necessary social emotional competencies for successful outcomes in life. This leads to less conflict, more engagement, stronger capabilities.

Evaluation	Funds Expended (Resources)
• PBL goals and expectations are explicitly taught in the classroom each	**Funding Sources:**

Progress towards achieving improvement measures	
day. • Signage is highly visible around the school • Language is consistent across the school • Parents are partners in PBL understanding • 90% of students have achieved their goals • 90% of students have achieved their yearly PBL Badge	• Socio-economic background ($6000.00)

Process 3:   Supporting Leadership in staff:

TPL with a focus to provide teachers with the necessary skills to interact with the wider community in an effective manner.

Leadership will drive and support opportunities for staff to research, explore and develop skills in the implementation of curriculum & pedagogies that support goals in L &N, PBL, Enquiry Learning and social wellbeing. Wider development of knowledge will lead to increased sharing of expertise, wider understanding of student needs and collaboration in development of differentiated curriculum.

Evaluation	Funds Expended (Resources)
• The school's Leadership Program had four staff members on higher duties into executive roles through the year. Two of these staff members was successful at merit interview into a permanent executive role. • Evaluation of the program has identified some areas for change and development, dependent on need of professional learning of each staff member undertaking the program.	• Professional Learning identified to meet the needs of identified staff. • Core competencies complemented through development of professional practice. **Funding Sources:** • ($0.00)

Next Steps

The end of year Situational Analysis demonstrates the school must:

- continue to engage in high impact professional practices across the school to support each staff member's continual learning;
- continue to ensure each student has the ability to access learning and the curriculum, building a strong positive sense of self and success. though the development of the PBL program;
- continue to develop the skills and aptitudes of teachers into leadership areas.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	• Literacy and numeracy resources • Teaching resources for classroom use • Additional materials in the library **Funding Sources:** • Aboriginal background loading ($78 286.00)	• Development of appropriate assessment tools, and evaluation of progress data in literacy and numeracy to track student growth across the year has led to strong growth in learning outcomes for students. • Evaluation of programs created to support student learning in literacy and numeracy, wellbeing, awareness of self, awareness of culture, sense of belonging has resulted in increased attendance for most students. • NAIDOC week included areas of culture, history, language and lifestyle. • Weekly cultural groups provided a strong connection with peers, sense of belonging, identification of community and heritage.
English language proficiency	• Curriculum support in targeted areas identified in teaching and learning programs. • Timetabled support. **Funding Sources:** • English language proficiency ($7 470.00)	• Assessment strategies developed and implemented to measure growth against curriculum markers ensured progress has been maintained and students are supported in the classroom. • Assessment of support against EALD markers demonstrates continued growth for students.
Low level adjustment for disability	• Learning and Support teachers and team, providing targeted support to students. • Learning and Support teacher providing professional learning to both teachers and SLSOs. • Learning and Support teacher providing support to families. **Funding Sources:** • Low level adjustment for disability ($199 135.00)	• Students identified as needing support in literacy and numeracy assessed as showing growth against commencement data. • Professional Learning delivered to teachers, is clearly evident through change of classroom practice, inclusion of rich ideas and curriculum delivery. • SLSOs who are working with children demonstrate thorough understanding of strategies in delivering support to identified students.
Quality Teaching, Successful Students (QTSS)	• Timetable of support to teachers and identified students. • Resource bank for identified students. **Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($55 400.00)	• Assessment of additional support from Instructional Leaders (APs) to classroom teachers demonstrates the inclusion of an Instructional Leader model is beneficial in supporting professional practice. • Assessment of additional student support program demonstrates targeted intervention as required leads to improved engagement in learning.
Socio-economic background	• Supportive literacy and numeracy resources • Supportive technology for teaching and learning • Learning thru Play resources to enhance skill building • Environmental Learning resources to enhance skill building **Funding Sources:** • Socio-economic background ($220 000.00)	• A thorough audit of the school's resources was conducted and expenditure on literacy and numeracy resources for each classroom ensured learning needs were met. • Several items of supportive technology was purchased to ensure up to date technology was available in each classroom. • Based on research into skill development for children through environmental and learning through play, expenditure on the grounds and outdoor equipment provided problem solving, planning for purpose, gross and fine motor skill enhancement and regulation ease for students.
Support for beginning teachers	• Mentor teacher	• Assessment of program delivered involving

Support for beginning teachers	• Timetable of support for BT to meet with supervisor, to observe best practice in colleague's classrooms and other schools, to undertake professional learning. • Beginning Teacher Support package - TPS **Funding Sources:** • Support for beginning teachers ($14 000.00)	both Beginning Teachers and Supervisors identified some areas of change according to need of individual BT to include behaviour management, understanding trauma impacts and best practice elements. • Teaching program evaluation have demonstrated growth in both understanding of the role, understanding of curriculum delivery and of students. • Assessment of Beginning Teacher's PDPs clearly demonstrate growth against all goals.
Early Action for Success	• Action Plans including data analysis, data literacy, data feedback to teachers to develop teaching and learning programs, reporting requirements. • Professional Learning EAfS delivery to staff **Funding Sources:** • Early action for success ($200 803.00) • Literacy and numeracy ($45 950.00)	All students have been tracked using data, programs to support learning in writing, phonics and numeracy have enriched teaching and learning programs, with student growth mapped against the progressions. All K-2 teachers conference regularly throughout the week with the Instructional Leaders, with classroom visits, demonstration lessons and feedback to teachers continually occurring. All requirements of the EAfS program have been met by both the school and the Instructional Leaders.

Tenambit Public School 3180 (2020)

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	188	191	170	194
Girls	186	179	165	167

Student attendance profile

School				
Year	2017	2018	2019	2020
K	93.2	89.2	94.1	93.2
1	91.8	90.6	89.4	90.9
2	87.8	88.3	90.7	89.4
3	89.3	88.9	87.3	89.9
4	91.5	91.1	87.3	87.9
5	91.4	92.8	90.8	88.8
6	89.8	91.4	90.5	90.1
All Years	90.6	90.4	89.9	90
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Tenambit Public School 3180 (2020)

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	17.97
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	5.92

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

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

Workforce ATSI

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

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

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

	2020 **Actual** ($)
Opening Balance	808,443
Revenue	5,492,480
Appropriation	5,441,981
Sale of Goods and Services	1,364
Grants and contributions	48,173
Investment income	963
Expenses	-5,494,859
Employee related	-4,936,004
Operating expenses	-558,855
Surplus / deficit for the year	-2,379
Closing Balance	806,064

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.

	2020 **Approved SBA** ($)
Targeted Total	254,165
Equity Total	780,076
Equity - Aboriginal	78,286
Equity - Socio-economic	495,186
Equity - Language	7,470
Equity - Disability	199,135
Base Total	3,079,113
Base - Per Capita	83,051
Base - Location	0
Base - Other	2,996,062
Other Total	1,015,705
Grand Total	5,129,059

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

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

This information comes from the Tell Them From Me 2020 survey:

In 2020, parents completed the Parent. Results state that 7 out of 10 families felt welcome in the school. This is higher than expected as parents were unable to visit the school site for the majority of the year due to COVID-19 restrictions. The majority of parents felt the school supported positive behaviour at school and supported learning. Many parents indicated they were not involved in school committees or programs. Again this is reflective of the health restrictions.

At Tenambit Public School, students in years four to six completed the Tell Them From Me Survey. 82% of students say they have positive relationships at school, 88% value schooling outcomes and 88% of students believe they have quality instruction at school. 8 out of 10 students stated that teachers have a high expectation of success of their students.

Teacher feedback through the survey on eight elements: leadership; collaboration; learning culture; data informed practices; teaching strategies; technology; school inclusiveness; and parent involvement show we're higher in all elements compared to state averages in all except technology use. This feedback demonstrates more timely learning in technology use is required.

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.