

2020 Annual Report

Muswellbrook South Public School



"Building Solid Foundations for Life"

3876

Introduction

The Annual Report for 2020 is provided to the community of Muswellbrook South 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

The school is committed to giving every student, every opportunity within a culture of growth and performance. Our aim is to provide quality education for students in an inclusive, engaging and supportive learning environment.

The school is dedicated to working as a community to support students and their families and to provide opportunities to maximise achievement for all and build capacity for success and lifelong learning.

School context

Muswellbrook South Public School is situated in the township of Muswellbrook within the southern sector of the town. We have 528 pupils attending, with 33% being Aboriginal. Our students come from a diverse range of social and economic backgrounds. Our committed and dedicated staff reflects a mixture of experienced and developing teachers working within our school.

Muswellbrook South Public School strives to be recognised as a school that sets the standard in education and professional excellence. We continue to build the skills and knowledge of our teachers. The Early Action for Success program has enabled professional development for staff in literacy and numeracy and rigorous accountability of data collection and analysis.

There is a strong focus on providing a range of innovative programs to support student learning and improvement, technology in learning, personalised learning and transition programs.

Our Prior to School program, Warrae Wannu, is a unique feature of the school and has been recognised for its achievements in contributing to the school readiness of Aboriginal and targeted students, as well as actively encouraging parents to become involved in their child's education.

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>

Strategic Direction 1

ENGAGED STUDENTS

Purpose

Students strive for personal excellence through full engagement in their learning, to ensure they have the opportunity to thrive in a well-supported environment focused on meeting their social, emotional and cognitive needs.

Improvement Measures

The school is able to evidence growth from *delivering* to *sustaining and growing* in the Teaching domain element of & Effective Classroom Practice.

Increased percentage of students in the top two bands in reading and numeracy.

Progress towards achieving improvement measures

Process 1: Explicit Teaching - Writing

Teachers' knowledge, understanding and implementation of curriculum and learning progressions result in the development and implementation of teaching and learning programs that are consistent and routine.

Evaluation	Funds Expended (Resources)
<p>• What did we do? VCOP Team meeting held at start of Term 3. From this it was noted that we had fallen back into having 1 or 2 teachers planning the unit cycles for the stages. It was decided and agreed that this is not an effective method of planning and so sessions have been organised for team collaborative planning in Week 3 for the Week 4/5 cycle, Week 5 for the Week 6/7 cycle and Week 7 for the Week 8-10 cycle.</p> <p>Moderating session organised for Week 6 with all of primary teachers bringing along a selection of low/middle/high cold write writing samples.</p> <p>Data was analysed and compared against the Term 1 baseline cold write. From here there were some teachers who were identified in needing extra support within the classroom to assist in boosting class results particularly for our lower achieving students.</p> <p>Teachers were also given a set of PLAN indicators to plot against for their Week 8 CrT data.</p>	<p>Casual teachers to cover 2 classroom teachers (\$500 per casual x 2 = \$1000)</p> <p>Cost of Andrell Education to deliver PL (\$16500)</p> <p>Cost of catering for training session (\$1020)</p> <p>The Ultimate Daily VCOP Activity Pack to be purchased for each year group (\$19.95 x 7 = \$139.65) + 5 weeks with Vinny Pack = \$4.95 = \$144.60</p> <p>Classroom teacher - \$104,000</p>
<p>How well did we do it?</p> <p>From cumulative data taken from the last 3 terms worth of Cold Writes, every class has seen growth. The average cumulative student score was 52.86 at the beginning of Term 1. At the end of Term 3 the average cumulative student score was 60.69. Showing an average student cumulative growth of 7.82. From the data we were also able to calculate the effect size. Using the data from all 11 classes across Primary we were able to calculate the overall effect size of teacher impact using the Big Write & VCOP program as 0.45.</p>	
<p>What happened as a result?</p> <p>Stage 3 met in Week 3 to collaboratively plan the Week 4/5 cycle.</p> <p>Data has begun to be plotted against specific PLAN indicators across Years 3-6.</p>	

Process 2: Explicit Teaching - Reading

Teachers' knowledge, understanding and implementation of curriculum and learning progressions result in the development and implementation of teaching and learning programs that are consistent and routine.

Evaluation	Funds Expended (Resources)
<p>• What did we do?</p> <ul style="list-style-type: none"> • Introduced a new Phonics Scope and Sequence K-2 - this has been distributed to staff and aligned with classroom programs. It has been revised to support the departments newly released information. • ES1 staff were given modelled Explicit Phonics lessons. • Target groups for reciprocal reading were adjusted in Year 3. Classroom teacher implementing reciprocal reading with a focus on students in the top two bands. • Reading data was collected K-6 and analysed in stage groups and at an executive level. • Phonological Awareness diagnostic assessment was not introduced to ES1 staff - this will be done in Term 3 or 4 and specifically target students who are not reaching benchmark levels in reading. <p>How well did we do it?</p> <ul style="list-style-type: none"> • Phonics scope and sequence developed. It has been revised following the release of department suggested scope and sequence aligning with the phonics diagnostic assessment. • Modelled Explicit Phonics lessons were very successful. 100% of teachers reported that this allowed them to reflect on and improve their practice. It offered much needed guidance, clarified some misconceptions and resulted in staff having a greater understanding of the process. • Reciprocal reading - Stage 2 and 3 staff feedback showed • 20% of staff have not felt comfortable to begin reciprocal reading - doing further research and organisation to begin 2021. • 30 %of staff have started and are progressing slowly. They expressed they would like some observations and feedback to improve practice. • 10% of staff are confident in their delivery of lessons and expressed willingness to help others. • 40% did not respond and need further follow up. 	<p>Casual teachers - \$10,000</p>

Process 3: Explicit Teaching - Numeracy

Teachers' knowledge, understanding and implementation of curriculum and learning progressions result in the development and implementation of teaching and learning programs that are consistent and routine.

Evaluation	Funds Expended (Resources)
<p>What did we do?</p> <p>Continued the 'Broadening Knowledge of Mathematics Language and Literacy' PL which commenced in Term 3, completing the last module in Term 4, week 4 for all participating staff. Staff were given a 1/2 day in stage groups to participate.</p> <p>PL was a voluntary option for staff to participate in and was taken up by 15 staff across Stage 1 to Stage 3.</p> <p>All teachers entered data into the PLAN2 Area of focus, during the module 4 session as very few had entered any data into the AoF previously.</p>	<p>Casual teachers 20 days - \$10 000</p> <p>Course fees - \$3000</p> <p>Accommodation - \$7500</p> <p>8 x \$1500 (8 staff members attending 3 modules each)</p> <p>4 casuals x \$500 per person over 6 days of PL, to start in term 3</p> <p>Term 3 x 6 days using 4 casuals each day.</p> <p>6 days of class cover x 4 teachers =</p>

Progress towards achieving improvement measures

How well did we do it?

- PLAN 2 data- setting time aside in the module 4 session for data entry ensured that all teachers entered data for the established AoF as they had not entered any before that time.
- SENA - Stage 1
- PAT tests - yrs 2 - 6
- Diagnostic assessment - Stage 2 and 3
- Evidence from teacher's program with annotations/work samples
- When surveyed about the PL and its effect on teacher practice, results were:
 - 100% of teachers said they found the PL beneficial for their teaching and would participate in similarly structured numeracy PL next year if it was available.
 - 75% of participating teachers said that they 'have made changes to their planning for mathematics learning as a result of participating in the PL.
 - 75% of teachers now have a belief that encompasses the importance of 'talk' in mathematics.
 - For 81% of teachers, incorporating graphic organisers such as the Freyer model is now part of their everyday practice.
 - 62% of teachers now display a success criteria related to talk during mathematics sessions.
 - Talk moves are part of everyday practice or 75% of participating teachers.
 - 75% of participating teachers responded that there are areas of the PL that they are confident to lead others in.
- When asked what areas they need support in, 25% of teachers responded with Number Talks and 56% said they need support in Number Strings. This has been addressed through IL joining these teachers in their classrooms; modelling and team teaching as well as co-planning and reflecting on teacher practice in number talks and number strings.
- * Students talk in small groups has evolved since the beginning of module one. 75% of teachers report that students are increasing their ability and confidence in justifying their answers and 69% of teachers are observing more students being involved in mathematical discussions with peers.

\$500 x 24 = \$12000

Where to next?

Identify teachers who have not participated in the PL in 2020 for participation in 2021 to ensure a common language in mathematics and increase student mathematical discourse and understanding in all classes S1-S3.

Strategic Direction 2

INSPIRED TEACHING

Purpose

A strong focus on explicit teaching and consistent assessment practices K-6 results in all teachers knowing all students, how they learn and how best to meet their needs through the development of explicit knowledge of curricula and applications that enhance creative, future focused inspired teaching.

Improvement Measures

To increase matched students achieving greater than or equal to expected growth in literacy and numeracy.

The school is able to evidence growth from delivering to sustaining and growing in the elements of curriculum, assessment, data skills and use and effective classroom practice.

Progress towards achieving improvement measures

Process 1: Collaborative Quality Teaching

Explicit school protocols, practices and programs support teachers in providing effective differentiated learning for all students in literacy and numeracy through collaborative practice.

Evaluation	Funds Expended (Resources)
<p>What did we do</p> <p>MSPS have had two rounds of Quality Teaching Rounds (QTR), 1 in Term 3 and 1 in Term 4.</p> <p>11 participants, 2 groups of 4 and 1 group of 3, were made to form Professional Learning Communities (PLC)</p> <p>Each PLC volunteered a Facilitator, and a teacher to have their teaching practice observed.</p> <p>Each facilitator organised a Reading and led the discussions of the Rounds using the Quality Teaching Framework. (QTF).</p> <p>Each PLC had a teacher receive feedback using the QTF.</p> <p>How well did we do it?</p> <p>11 participants (100%) wrote they would be interested in participating in QTR in 2021.</p> <p>11 participants (100%) have agreed that the QTR has positively impacted them and how they teach their classes.</p> <p>11 participants (100%) have stated their knowledge and use of the QTF has improved, and has given them improved tools for their own quality teaching practice.</p> <p>What happened as a result?</p> <p>MSPS has much interest in QTR in 2021 having more than 15 teachers</p>	<p>Term 3</p> <p>11 casuals required</p> <p>\$500 per casual</p> <p>11 x \$500 = \$5500</p> <p>Term 4</p> <p>11 casuals required</p> <p>\$500 per casual</p> <p>11 x \$500 = \$5500</p>

Progress towards achieving improvement measures

wanting to engage with the process.

11 participants (100%) enjoyed the collegial discussions and a day to observe and see others teaching practice.

11 participants (100%) have used and been thoughtful of the QTF and their own teaching, claiming that they have also used 'observed teachers' ideas and teaching.

MSPS has a culture of valuing and acknowledging Quality Teaching as expected practice which will assist and support continued Quality Teaching.

MSPS will include Quality Teaching including QTR in their school plan for 2021 - 2024.

Process 2: Data Analysis

Consistent and routine formative and summative assessment strategies are developed and implemented across the school, K-6.

Teachers increase knowledge and skills in gathering, analysing and interpreting student data from external and internal sources.

Evaluation	Funds Expended (Resources)
<p>What did we do?</p> <p>ES1 analysed PhA and PKW data to identify the need for a more diagnostic assessment task to attain more accurate and valid data.</p> <p>ES1 staff completed short PL around the administration and support documents related to the Phonological assessment for ES1 students.</p> <p>100% of mainstream staff used formative assessment to enter progress data against key indicators on PLAN, related to reading comprehension.</p> <p>IL and APs collate end of term data and create data wall to showcase student progress and staff practice. <i>(Evidence attached)</i></p> <p>How well did we do it?</p> <p>Staff were able to analyse their data using the profroma as a guide sheet, which led to a more comprehensive data analysis with their APs at their stage meeting. This directed their teaching sprint for targeted teaching practice. <i>(evidence attached as a sample from Stage 1 and 3)</i></p>	<p>2 days total for casual cover for ES1 staff assessment administration = 1 day each = @ \$500= \$1000</p> <p>ES1 staff class cover for administration of Assessment - 3.5 days class cover @\$500 per day = \$1750 total</p> <p>10 sets of deconstructed & laminated Additive Strategies NNLPs</p> <p>Phonics PL: 1/2 day casual cover x 4 staff = \$1000 (Refer to Strategic Direction 1: Explicit Teaching: Reading)</p> <p>Staff allocation and timetabling for target groups to be withdrawn from classes.</p> <p>Reciprocal reading PL for class teachers and LaST staff (casuals to cover class teachers: Year 3- whole day)</p> <p>\$500 x 3= \$1500</p>

Strategic Direction 3

CONNECTED COMMUNITY

Purpose

To build a school culture and embed Positive Education practices to develop flourishing students and staff, who are creative and innovative. All students are known, valued and cared for, becoming increasingly motivated learners with the personal resources for future success and wellbeing.

Improvement Measures

Incident data indicates an increase in positive behaviour.

Universal practices understood and implemented by all staff.

School evaluation against the SEF validates a growth from Delivering to Sustaining and Growing in the Learning domain element of wellbeing and learning culture.

Students report increased advocacy and belonging.

Progress towards achieving improvement measures

Process 1: Learning and Support Team Systems

Consistent school wide procedures and practices in place to support the implementation of student support interventions.

Evaluation	Funds Expended (Resources)
<p>What did we do?</p> <p>Throughout the year, the LST team has refined a number of procedures to improve the quality of LST processes within the school. Additional staff training and high expectations for Case Management plans, with consistent reminders for updates allowed student LST information to remain current. The LST coordinator begun the updating of behaviour management plans to ensure that the information provided gives an explicit plan to prevent and deal with students behavioural concerns.</p> <p>The upskilling of teachers and assistant principals in writing Access Requests for support placement and integrations funding support has allowed an increase in successful applications for students.</p> <p>The creation of a MSPS school LST policy was a priority for Term 3-4. With it's addition to the updated student support policy, we will begin to see more effective practices when managing students with additional needs</p> <p>How well did we do it?</p> <p>Through weekly LST meetings, whole school feedback sessions, surveys and anecdotal feedback, we have seen a cycle of continual reflection and improvement. Staff have been involved throughout the entire process.</p> <p>What happened as a result?</p> <p>As a result, we are seeing a proactive approach to supporting students with additional needs in all aspects of school and family life.</p> <p>Case management plans have increased to support students accounting for 24% of our student population. Of that percentage, we have seen student's data and information continually updated allowing for easier access to result for the executive team and school counsellors.</p>	<p>2 x 2 staff relief days @ \$500</p> <p>2 x 1hr afternoon period @ \$250</p>

Progress towards achieving improvement measures

- Review and evaluation of LST procedures and policies for forward planning 2021.
- Audit of plans- how many updated/process is being completed accurately.
- Survey of staff understanding

Process 2: Positive Wellbeing

To enhance the quality of relationships between staff, students and the community with a focus on evidence based approaches.

Evaluation	Funds Expended (Resources)
<p>What did we do?</p> <p>Throughout the year, the Positive Wellbeing team became more refined in it meetings and agenda. The implementation of a Wellbeing scope and sequence has seen varied success across the stages. All classes are successfully using a wellbeing program, however, it has been clear that teacher understanding of how the PDH syllabus addresses wellbeing and how to combine prior teacher training in Grow Your Mind, growth mindset and Visible Wellbeing, has been varied. In PBL, we have seen success in transferring responsibilities back to classroom teachers by allowing grade representatives to analyse their stage data at PBL meetings, then discussing focus areas, lessons and purpose for the next set of lessons. This has allowed a more targeted approach in responding to behavioural data which is specific to each individual stages needs. We sent a review survey of the 2020 scope and sequence which identified strengths and future planning areas for 2021. This enabled us to form a team of stage representatives who worked towards using collective school feedback to improve our scope and sequence.</p> <p>How well did we do it?</p> <p>Throughout 2020, we saw a range of actions taken to improve the integrity of wellbeing taught at MSPS. We have seen overall success in these actions and collectively, as a whole school, have worked towards these outcomes together.</p> <p>What happened as a result?</p> <p>As a result of the actions taken by the Wellbeing team and staff, we have seen a decline in student incidents.</p> <p>SENTRAL DATA comparative 2019-2020</p> <p>Our TTFM student result have seen significant improvement over to 2020 survey period.</p> <ul style="list-style-type: none"> - Students at Muswellbrook South scored above state norm by 3% in the domain of 'Students with positive behaviour' School 83% State 86%. In TTFM 2020 Survey 2, Year 4 achieved 7% above state norm for positive behaviour at school. - Students identified a mean of 8.6 for positive student teacher relations compared to state norm of 8.4. In TTFM Survey 2, Year 4 were rated 9.0, Year 5 8.8 and Year 6 8.0. Year 6 being the only grade not above state average. - 78% of students at Muswellbrook South identified themselves as having a positive growth orientation. - Advocacy at school is .3 above state norm. School norm is 8, state norm is 7.7. In TTFM Survey 2, our school average has increased to 8.2. This is 0.5 above the state norm. Year 4 show the highest percentage above state norm 	<p>PBL Audit- 1x relief teacher @ \$500</p> <p>Visible Wellbeing meeting - 1x relief teacher @ \$500</p> <p>2 x Casual Relief 3 days x \$500 = \$3000</p>

Progress towards achieving improvement measures

with a score of 8.8 compared to 7.7, a score of 1.1 above state average.

- Sense of belonging has the lowest percentage of positive responses compared to state percentages. State percent is 81%, the school percent is 71%. This percentage has been maintained from 2019. In TTFM survey 2, our school norm has decreased to 70%, a decrease of 1%.

- Overall, the TTFM Survey 2 has shown to be measuring above NSW state norms in positive wellbeing across 11 of the 14 wellbeing questions. This has shown an improvement from TTFM survey 1 measures where we had only 7 questions where our school was measuring above NSW state norms.

-Program evaluation and planning documents

-feedback session

Attendance data - Sentral

Teacher evaluation sheet regarding Attendance procedures and policy.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Classroom Teacher (FTE 1.0) - \$104 000 2 x SLSO (FTE 1.0) - \$100 000 Resources - \$15000 AEO - \$68 000	See Strategic Direction 1, 2 and 3
Low level adjustment for disability	2 x SLSO (FTE 1.0) - \$120 000	See Strategic Direction 1, 2 and 3
Quality Teaching, Successful Students (QTSS)	Classroom Teacher (FTE 1.0) - \$104 000	See Strategic Direction 1, 2 and 3
Socio-economic background	8 x Classroom Teacher (FTE 1.0) - \$832 000 6 x SLSO (FTE 1.0) - \$300 000 Professional learning costs - \$16,000	See Strategic Direction 1, 2 and 3
Support for beginning teachers	Casual teacher costs - \$40,000 Professional learning - \$4,000	See Strategic Direction 1, 2 and 3

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	300	308	305	278
Girls	249	233	253	229

Student attendance profile

School				
Year	2017	2018	2019	2020
K	92.1	90.8	88.7	89.5
1	90.2	89.5	89.6	89.3
2	90.6	88.9	88.7	91.4
3	90.8	90.7	89.4	90
4	86.8	89.3	89.9	89.9
5	88.1	88.3	89.1	89.8
6	87.6	85.5	85.8	90
All Years	89.7	89.2	88.8	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.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	24.72
Literacy and Numeracy Intervention	0.95
Learning and Support Teacher(s)	2.4
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	11.96

*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	746,583
Revenue	8,117,083
Appropriation	7,994,816
Sale of Goods and Services	4,478
Grants and contributions	113,526
Investment income	863
Other revenue	3,400
Expenses	-8,292,281
Employee related	-7,486,863
Operating expenses	-805,418
Surplus / deficit for the year	-175,198
Closing Balance	571,385

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	168,903
Equity Total	1,919,998
Equity - Aboriginal	343,671
Equity - Socio-economic	1,197,675
Equity - Language	698
Equity - Disability	377,954
Base Total	4,994,384
Base - Per Capita	143,302
Base - Location	12,143
Base - Other	4,838,940
Other Total	736,450
Grand Total	7,819,735

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

Parent survey

As only approximately 17% of parents (30) responded to the survey, reliability of this data is weak. Scores across all domains were within 5-15% of State norms.

Student survey

Students in Years 4 - 6 participated in the survey. A total of 159 students (82%) responded.

- 77% of students reported a high rate of participation in sports
- 70% reported a high sense of belonging
- 80% indicated positive relationships
- 94% said they valued school outcomes
- 83% indicated that they had positive behaviour at school
- 87% reported that they try hard to succeed

Staff survey

58 staff (75%) responded to the survey

Areas significantly above the department sector included:

- Employee engagement (10% above)
- Job satisfaction (13% above)
- Senior managers (16% above)
- Communication and change management (13% above)
- Learning and development (15% above)

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.