# 2020 Annual Report

## Tighes Hill Public School

3213

# Introduction

The Annual Report for 2020 is provided to the community of Tighes Hill Public School as an account of the school's operations and achievements throughout the year.

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

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## Message from the principal

The Annual Report celebrates the achievements of Tighes Hill Public School in 2020 and I wish to congratulate all students, staff and members of the school community for their commitment. Tighes Hill Public School promotes and nurtures diversity and individuality found within all students and staff to build a tolerant and caring school community.

In 2020 there was a continued strong focus on literacy, numeracy, student welfare and technology.

At our annual self-assessment and review meetings involving all school stakeholders, the following highlights in our achievements were identified:

*All K-2 staff were involved in significant evidence based professional learning in L3, L3 for Stage 1 and TEN working in collaborative partnership for further student improvement and achievement.

*A strong school culture continued to develop to embrace a growth mindset through formative assessment including learning intentions, success criteria, feedback and students reflecting on their learning which was underpinned by regular meetings to track student performance through the Literacy and Numeracy Progressions to consistently modify and adapt teaching programs to meet all students needs based on data .

*All staff participated in professional learning and mentoring in the Super Six comprehension skills developing higher order metacognition and thinking skills in all our students.

*Strong and engaging work on differentiation practices where teachers are participating in professional learning to ensure all children are experiencing challenge in all subject areas every day, culminating in school expectations for students, teachers and our organisation being designed.

*Strong support for our school developed wellbeing processes and programs with a review of current practice and a strengthening of student learning in our core values for 2021.

This year Tighes Hill Public School like all schools faced many challenges due to Covid-19. We provided platforms for all students to learn from home whether through packages or online. Our teachers embraced the virtual world to support the students through Microsoft Teams and Google Classrooms. We supported each other as well as our community as we moved forward during very uncertain and unprecedented times. It is a time that we will reflect on in the years to come, a time we changed our organisation and structure in a very short timeframe and still ensured that all the students and their families were known, valued and cared for. It is a moment to congratulate Tighes Hill Public School, our whole school community and Public Education in general for a job well done!

The school will continue to set targets for improvement and teachers, students and parents will work in partnership to achieve these goals.

I certify that the information in this report is the result of a rigorous school self-assessment and review process

undertaken with staff, parent and student leaders and provides a balanced and genuine account of the school's achievements and areas for development.

## School vision

To provide an inclusive, welcoming and friendly school, supported by a close-knit community where students receive a dynamic education and are provided with opportunities to foster a lifelong love of learning.

## School context

Tighes Hill Public School has an enrolment of 363 students and is located in an inner city suburb of Newcastle in the Hunter Region of New South Wales.

Tighes Hill Public School is a vibrant and dynamic primary school that has served the Tighes Hill community for 140 years. Our school prides itself on providing a welcoming and supportive environment, built upon high expectations for all.

Our school celebrates and values our diverse community, with 7% of students being Aboriginal. All elements of quality teaching are embedded in classroom practice ensuring a differentiated, integrated and inclusive curriculum. Student achievement of literacy and numeracy outcomes is a priority for our school, while also highly valuing our strong educational programs across all key learning areas.

Future focused learning is integral at our school. A computer area in the library, mobile technology and upper and lower hall spaces ensure students are accessing and interacting with technology through learning experiences, including coding, robotics and enrichment lessons.

Our staff include experienced and expert teachers who actively engage in high calibre professional learning to deepen pedagogical knowledge and understanding.

Tighes Hill Public School is deeply committed to the mentoring and development of pre-service teachers through our strong links with the University of Newcastle.

Our school treasures our passionate and supportive wider community, encompassing our Parents & Citizens Association, broad parent body and local community members, including Aboriginal Elders. The staff and parents enjoy a positive relationship, actively promoting the school and its students.

# 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

Learning- Focused, Differentiated, Meaningful

## Purpose

To create a supportive, stimulating and holistic learning culture underpinned by high expectations, student centered (autonomy) and the opportunity for all students to succeed.

## Improvement Measures

By 2020, 100% of teachers regularly review learning with each student and their family, ensuring all families have a clear understanding of how to improve their learning.

Achieve increased value-added results to a sustaining and growing level K-2, 3-5 & 5-7 and  in the process deliver the following - % students in Top 2 bands Numeracy 59%

      -% students in Top 2 Bands Reading 73%

All extra-curricular learning opportunities align with our school's vision, values and priorities.

## Overall summary of progress

In 2020, writing continued to be  a major focus for all staff and students. Whole staff professional learning on the "Seven Steps to Writing Success" provided a scaffold for students and facilitated engaging and innovative learning experiences in writing. In conjunction with their growing understanding of cluster markers, students began to set and self reflect on their individual writing goals. Staff understanding of cluster markers consolidated throughout the year as they commenced using data to assess and inform the direction of future teaching and learning programs. The analysis of scheduled writing tasks resulted in increasing consistency of teacher judgement and outstanding success of student progression along cluster levels.

All staff were supportive of the weekly and termly programming model which saw a greater focus on individualising student learning and documenting learning adjustments for students requiring additional support. This programming model will be continued in 2021. A timetable trial in Term 4 2020 improved access to Learning and Assistance Teaching (LAST) and will be continued to help students who require additional assistance.

Programs in literacy and numeracy were provided for students with additional needs. The 'Mini Lit' program was provided to all identified students and some children were given extra intensive support through various programs including; Reading Recovery (Year 1) and LAST support teacher intervention. All students who required an Individual Education Plan (IEP) were tracked and monitored through a whole school database.

Training and teacher professional learning in L3, Focus on Reading (FoR) and TEN's provided students with additional support in literacy and numeracy. The 'uninterrupted literacy' and 'uninterrupted numeracy' concept was adopted in Term 2 with high levels of support from students and teachers. 'Ignition warm up activities' to move information and knowledge to long term memory has also been a feature of the school's focus.

Assessment and reporting processes were further consolidated through two written reports to parents throughout the year and two parent - teacher interviews. Student feedback was a focus and this will also be an area for further development to encourage greater student reflection and evaluation of learning strengths and needs. The School wellbeing approach across the school provided clear expectations of student behaviour.

## Progress towards achieving improvement measures

### Process 1:   Quality Assessment and Feedback

Assessment, planning, programming, feedback and teaching models inform and improve student learning outcomes.

| Evaluation | Funds Expended (Resources) |
|---|---|
| Embedded systems that facilitate teachers, students and their families to regularly engage and reflect on student learning goals. | Effective timetabling/scheduling |

| Progress towards achieving improvement measures | |
|---|---|
| Embedded systems that facilitate teachers, students and their families to regularly engage and reflect on student learning goals. | **Funding Sources:**<br> • Quality Teaching, Successful Students (QTSS) ($0.00) |

**Process 2:     Effective Classroom Practice**

Students are engaged in differentiated and authentic learning experiences that foster creativity, communication, collaboration and visible learning intentions, success criteria and feedback is evident.

| Evaluation | Funds Expended (Resources) |
|---|---|
| Can students articulate learning intentions and success criteria across all KLAs using consistent language and demonstrate an understanding? (Tool: classroom walk through, discussions, classroom visuals) Are learning intentions and success criteria visible in all learning environments? | QTSS<br><br>Effective timetabling and scheduling |

**Process 3:     Data Skills and Use**

Staff use rigorous identification and monitoring processes to ensure high levels of support are provided for identified students.

Tiered interventions are provided for students 'at risk' and involve integrated and intensive support in literacy and numeracy. Some  interventions employed will include: L3, TEN, MiniLit and MacLit.

| Evaluation | Funds Expended (Resources) |
|---|---|
| Review carried out by exec of all activities and alignment to school plan, values and priorities. | QTSS |

## Next Steps

-Greater emphasis on collective responsibility for student learning and success with high levels of student and community engagement.

-Actively supporting students to develop strong identities as learners.

-Establishing active partnerships with feeder high schools to work collaboratively to ensure the continuity of learning for students Y5-7 (as indicated by SEF data /2017/2018/2019 - check in assessment 2020).

- Further strengthening of curriculum programs and teaching practices to ensure the continued development of students' knowledge, skills and understanding.

-Review and strengthen extra-curricular learning opportunities to maintain the alignment with our school's vision, values and priorities.

## Strategic Direction 2

Teaching- Innovative, Collaborative, Dedicated

## Purpose

To ensure collaborative practices which promote flexible, reflective, relevant and dynamic teaching, to meet the diverse needs of our students through a differentiated curriculum.

## Improvement Measures

All teachers demonstrate collaborative practice - Planning, Data collection/collation & use, Delivery, Evaluation & Reporting

Effective systems in place for Professional Learning, Induction, Teacher Quality, Learning Progressions, Leadership Preparation and Leadership Development.

100% of teachers clearly understand and utilise assessments for learning, assessments as learningQ and assessment of learning in determining teaching directions, school performance levels and effectiveness.

## Overall summary of progress

There has been a steady increase in the percentage of teachers Coding 4 and 5  from 67% of all staff in 2019- 73% in Term 1, 2020. For Kindergarten the percentage of Codes 4 and 5 were less in Term 3, due to the nature of the lessons observed in the Initial Lit. The program is very restrictive for Student Direction, Substantive Communication, Cultural Knowledge, Problematic Knowledge and Higher Order Thinking. The program Seven Steps To Writing Success was observed in Years 1- 6. This program is part of the school Strategic Plan. Teachers had very similar lessons to be observed as per the school initiative. It was very interesting to see how elements could be coded despite the controlled program. This was reflected in more Codes being in 2 - 3 with Student Direction, Problematic Knowledge and Cultural Knowledge. The teachers are consistently coding in 3, 4 and 5 in: Deep Knowledge, Deep Understanding, Metalanguage, Explicit Quality Criteria, Engagement, High Expectations, Student Self Regulation, Background Knowledge, Inclusivity, Social Support since observations started in 2017 compared to 2019/20 observations.

## Progress towards achieving improvement measures

**Process 1: Staff Professional Learning**

Provide structures which support staff to identify, engage with and implement targeted professional learning which enhances staff capacity to improve student learning outcomes.

| Evaluation | Funds Expended (Resources) |
|---|---|
| Music PL- <br><br> 1. Was Vocal Ease utilised in all classrooms as evidenced in class programs? <br><br> 2. Are students able to use the language of the musical concepts taught throughout their music program? (Tool: classroom walk arounds/ discussions)? <br><br> 3. Do teachers feel confident teaching music using the Vocal Ease program (Tool: staff survey)? <br><br> Quality Teaching Rounds- 1. Did staff involved find the quality teaching rounds beneficial? (Tool: AP conversations) <br><br> 2. Were staff involved able to build a shared understanding and language, within their group, around teaching and learning in the classroom? (Tool: Feedback form) <br><br> 3. Were teachers able to reflect on teaching practice and incorporate the QTF into teaching programs (Tool: teaching programs)? | |

| Progress towards achieving improvement measures | |
|---|---|
| Embedding Formative Assessment-<br><br>1. Did all staff successfully engage in the embedding formative assessment observation process? (Tool: personal action plan feedback)<br><br>2. Was feedback time used effectively to support staff in developing their ability to use formative assessment to improve student learning outcomes? (Tool: conversations during PL sessions, personal action plan feedback forms)<br><br>3. Did scheduled professional learning help staff to achieve their goals? (Tool: PL schedule/ staff feedback) | |

**Process 2:    Data analysis**

Develop a whole school approach using available data to formulate targeted literacy and numeracy programs for all students.

| Evaluation | Funds Expended (Resources) |
|---|---|
| 1. Did the scheduled CTJ sessions improve consistency across year levels when assessing, reporting and awarding grades? (Tool: Sentral report grade analysis, observations in follow up CTJ session)<br><br>2. Were formative assessment opportunities embedded throughout lessons and units? (Tool: Lesson observations, teaching and learning programs)<br><br>3. Are students able to articulate their learning goals and explain what they need to do in order to acheive their goals? (Tool: discussions with students, classroom walk throughs) | |

| Next Steps |
|---|

Future direction for QTR of this professional development program is to ask the question - "how can we include more elements that coded 1 and 2 in our teaching practice". The elements that are consistently coded at 1 and 2 are: Problematic Knowledge, Higher Order Thinking, Student Direction, Cultural Knowledge and Narrative. More strategies to implement these elements to be planned in Stage meetings for programming ,feedback strategies and assessment. Students, parents and teachers to be aware of the cultural backgrounds of students in their class. This can be in consultation with EALD teachers.. Furthermore professional development is planned for Student Self Assessment and Peer Assessment along with "Growth Mindset" to compliment the role of the student in their own learning. QTR to be continued, with an emphasis on: Effective Feedback and Learning Journal. Effective and manageable communication with parents ensuring that they are aware of QTR, student learning and the role of Feedback in the classroom.

## Strategic Direction 3

Leading- Inspiring, Responsive, Inclusive

## Purpose

To foster a culture of continual school improvement where teachers as leaders are committed to individual and collective learning and development to ensure maximum attainment of learning outcomes for every child.

## Improvement Measures

100% of teachers are working towards personalised performance and development goals, reflective of the teaching standards at the appropriate level and are accredited at proficiency or higher.

Staff are proficient in utilising the learning progressions and in entering accurate data into PLAN 2 to improve learning.

100% of parents/carers engage in school opportunities - workshops, conferences or interviews as active partners in their child's learning each year.

## Overall summary of progress

Effective leadership, quality teaching, assessment schedules and continued collaboration between staff have continued to be a key professional focus in 2020 to ensure we are achieving this strategic direction.

Teachers both class and support, have been involved in Performance and Development Plan Stage meetings to formulate quality teaching and learning programs. In addition teachers have presented their annual Professional Development Plan with clear links to the Australian Professional Standards for teachers. Teachers were also involved in observations with their peers in 2020 in order to refine their practices in certain areas. This was very successful and a powerful learning tool.

Mentors continue to be utilised for beginning teachers and more experienced teachers requiring support in identified areas such as technology and Literacy. This has led to capacity building within the staff. This in turn is helping to guide what is required for future professional development opportunities for staff.

There was a greater commitment with schools from the local area to collaborate and coordinate professional learning that will benefit staff and students in all schools. This involved 5 local schools including ourselves being involved in a professional learning opportunity. The involvement in this program is driving future direction and teaching strategies across all of these local schools. The sharing of information and ideas has been very powerful.

## Progress towards achieving improvement measures

**Process 1:**   Performance and development

Provide structures which support staff to identify, engage with and implement targeted professional learning which enhances staff capacity to improve student learning outcomes.

| Evaluation | Funds Expended (Resources) |
|---|---|
| Have all teachers - actively engaged in relevant professional learning related to individual goals as indicated in PDPs and discussed progress to date with supervisors (Tool - PDPs)? | |

**Process 2:**   Family and Community Partnerships

Utilise cluster network, parent/carers engagement opportunities and outside agency programs to support and develop social, emotional and cognitive development of students ,successful transition and strong cohesive relationships.

| Evaluation | Funds Expended (Resources) |
|---|---|
| Have all student PLSPs been updated in the google drive ready to be accessed by class teachers in 2021? | |

## Next Steps

Further involve all staff to continue to promote collaboration, observation and professional sharing of resources and practices to ensure teaching is focused on impact and growth. Further refine how we can observe best practice of other teaching staff. Possibility of releasing more experienced staff to mentor staff in areas they are requesting as develop mentor growth areas.

Continue to refine our data collection and tracking systems to ensure that practices that are being put in place in classrooms are consistent.

Continue to encourage and find new ways to engage the parents and community for worthwhile and purposeful involvement.

Tighes Hill Public School 3213 (2020)

| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|---|---|
| **Aboriginal background loading** | Aboriginal Equity Funding to help assist with salaries for SLSO support staff and additional resourcing. The funding utilised was $18121 | Twice termly participation in AECG meetings<br><br>Termly coordination of THPS Aboriginal parents team meetings<br><br>Culturally appropriate resources purchased<br><br>Expansion of L3 in Kindergarten,Year 1 & year 2<br><br>Employment of Aboriginal SLSO<br><br>100% of Aboriginal students have a Personalised Learning Pathway (PLP).Invitations were sent to: Aboriginal parents and carers, Elders, local or regional AECG and community members. PLPs are reviewed and written to determine the best way to support the learning needs of Aboriginal students, with those in attendance. |
| **Low level adjustment for disability** | $24974 - Flexible funding used to fund SLSO's across all stages in the school. | All students requiring adjustments and learning support are catered for within class programs and whole school strategies. The knowledge and expertise of the LaST is utilised to co-ordinate programs for teachers and SLSOs to deliver. A variety of students accessed learning support assistance throughout the year. Some of these students received assistance in groups, individualised programs or in conjunction with the classroom teacher as additional support. The programs were flexible and changed as the need arose to do so. Funds enabled an SLSO to be employed across each stage daily to assist with delivery of programs and student support.<br><br>Survey and conduct focus groups with all stakeholders to monitor and obtain feedback against desired purpose and processes.<br><br>Strategic direction 1 & 3<br><br>- establishment of mini lit sessions with reduced disengagement and improved student outcomes |
| **Quality Teaching, Successful Students (QTSS)** | Staffing allocation of $67052 | All staff collaboratively developed units of work and assessment tasks.<br><br>All staff engaged in mentoring to provide constructive feedback to individual staff on programming, assessment practices, classroom management strategies and differentiation to ensure the delivery of quality learning experiences for all students.<br><br>100% staff received assistance with the Performance and Development Framework and achieved their goals. |
| **Socio-economic background** | Socio-economic background $22463 | Strategic direction 3- Highly successful Kindy Club program with full attendance. |

| Socio-economic background | Socio-economic background $22463 | Students have been engaged in challenging and rich learning experiences across the curriculum; such as the learning of science,technology, engineering and mathematics in an integrated approach (STEM); Science Fun Days; Maths Fun Day; Interest clubs; Opportunity to Perform; Choir; Debating; Premier's Spelling Bee; Gifted and Talented Mathematics day; music lessons by a specialised teacher and varied dance groups. Relevant resources have been purchased to support these programs. |
|---|---|---|
| **Support for beginning teachers** | $4000 (school funded) for staff to release teachers. | Permanent and temporary beginning teachers released from class each week to improve teaching practice through mentoring and pedagogical discussions. Mentors released from class to support beginning teachers and enable them to improve teaching and learning. |

# Student information

## Student enrolment profile

| Students | Enrolments | | | |
|---|---|---|---|---|
| | **2017** | **2018** | **2019** | **2020** |
| Boys | 169 | 189 | 205 | 202 |
| Girls | 158 | 168 | 164 | 165 |

## Student attendance profile

| School | | | | |
|---|---|---|---|---|
| **Year** | **2017** | **2018** | **2019** | **2020** |
| K | 96.2 | 95 | 94.7 | 94.5 |
| 1 | 95.1 | 95.4 | 94.3 | 94.8 |
| 2 | 94.7 | 95.2 | 94.3 | 94.1 |
| 3 | 95.2 | 94.3 | 94.2 | 94.6 |
| 4 | 93.7 | 93.7 | 93.5 | 93.9 |
| 5 | 94.6 | 93.8 | 94.1 | 94.5 |
| 6 | 93.8 | 93.7 | 94.5 | 92.9 |
| All Years | 94.7 | 94.4 | 94.2 | 94.2 |
| **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 |
| Assistant Principal(s) | 3 |
| Classroom Teacher(s) | 13.84 |
| Literacy and Numeracy Intervention | 0.42 |
| Learning and Support Teacher(s) | 0.6 |
| Teacher Librarian | 0.8 |
| School Counsellor | 2 |
| School Administration and Support Staff | 2.82 |

*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** | 501,291 |
| **Revenue** | 3,600,345 |
|     Appropriation | 3,507,848 |
|     Sale of Goods and Services | 2,385 |
|     Grants and contributions | 89,354 |
|     Investment income | 358 |
|     Other revenue | 400 |
| **Expenses** | -3,696,572 |
|     Employee related | -3,244,315 |
|     Operating expenses | -452,257 |
| **Surplus / deficit for the year** | -96,227 |
| **Closing Balance** | 405,064 |

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** | 127,425 |
| **Equity Total** | 131,188 |
| Equity - Aboriginal | 18,121 |
| Equity - Socio-economic | 22,463 |
| Equity - Language | 0 |
| Equity - Disability | 90,604 |
| **Base Total** | 2,651,367 |
| Base - Per Capita | 88,746 |
| Base - Location | 0 |
| Base - Other | 2,562,621 |
| **Other Total** | 435,262 |
| **Grand Total** | 3,345,242 |

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

In 2020, the school sought the opinions of parents, students and teachers about the school through TTFM and internally generated surveys.

Their responses are presented below

* Parents are overwhelmingly supportive of the school's educational programs.

* Community participation continues to be high in all forums.

* Student evaluations indicate positive engagement in learning.

* Staff participation in all school programs demonstrates a high level of commitment to the school and its students.

* Student participation in school activities continues to be high.

* Staff collegiality levels are high.

# 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.

Tighes Hill Public School 3213 (2020)
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