



# **2020 EDUCATIONAL & FINANCIAL REPORT**

Prepared by Susan Philp, Principal  
May 24, 2021

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# SCHOOL OVERVIEW INFORMATION

## Context

Liberty College has been providing quality Christian Education in Tamworth since 1999. 2020 was the 22<sup>nd</sup> year of operation. The College serves as a ministry of Liberty Church Inc. Liberty College is fully registered and accredited as a primary school. The school was registered with NESAs and commenced a new registration cycle in 2019.

The school is located on the southern edge of Tamworth, just minutes from the city centre. The school property is surrounded by small farms with picturesque views of the Tamworth hills. Regional development is occurring in closer proximity to the school including retail, industrial, tourism and housing. This development has contributed to the growing population in the Tamworth Regional area which reached 63,390 in 2020, a growth rate of 0.99% (Population Australia, 2021).



Enjoying the new passive play area

The school caters for a diverse range of families and cultures. In 2020, there were 24 families, with an FTE of 35 students. The student population includes students from the Philippines and Africa. 60% of the students identified as Indigenous (August Census data). The students interact well and enjoy the opportunities and challenges of learning together in a multigrade learning environment of 3 classes.

The school has an SES index of 81 and therefore significant support is needed and provided to families to access quality Christian education and for the students to receive high quality teaching and learning experiences to meet their needs. Addressing the barriers to education for this group of the community is a vital component of Liberty's enrolment process and the support programs that are offered by the school.

One of the aims of the school is for students to be proficient users of the English language and competent in all areas of Mathematics. At Liberty College, the teaching of Literacy and Numeracy is of vital importance. In order to meet this aim, Liberty College offers intensive teaching and learning in Literacy, utilising the MULTILIT program. This program meets the literacy learning needs of students from as early as Stage 1 and recognises the value of the tiered instructional model to support students who struggle with reading.

Liberty offers a unique schooling option for many students that do not 'fit' into other schools. The school caters for a range of student needs and currently supports students presenting with autism spectrum disorder, speech and language delay, poor motor-coordination, anxiety disorder, ADHD and other social-emotional disorders. In 2020, 12% of the students fell into one or more of these categories.

Liberty College has a well-stocked library including a large selection of modern teaching resources in each subject area.

Liberty College provides a family atmosphere in which parents and caregivers are encouraged to be involved as partners in their children's education through in-school volunteer work, home support and attendance at school events. Many of these opportunities were not available during 2020 due to the pandemic.

The school staff understand the importance of their role as facilitators for learning and models of Christian values to the children in their care. As committed Christians, all staff undertake the privilege of supporting parents in their responsibility to bring up their children "in the training and instruction of the Lord" (Ephesians 6:4). With this as our foundation, all subjects are taught from a biblical perspective, allowing the values of the Bible to form the basis of teaching and learning experiences.

## Messages from Key Bodies

### Principal

2020 was a year like no other as the school community adapted to the changes to school life with the impact of COVID-19.

The school staff were extraordinary in their commitment during a challenging time as they transitioned a learning from home environment and supporting students that remained at school. Staff were dedicated to plan, teach, support and care for our school community. With an increased work load, they continued to provide rich learning experiences for our students. Despite the cancellation of many regular activities during the year, students still participated in all the events and activities listed in a later section.

The Digital Technologies in Focus program concluded at the end of 2020. This has provided professional development, face-to-face teaching sessions and mentoring for teachers. It has been a worthwhile experience as teachers are beginning to feel more confident embedding digital technology into the curriculum and using IT.

The Presentation Night was able to proceed with some modifications. This was a wonderful night of celebration as we farewelled five students who will commence High School in 2021. The evening was only attended by students and families from the senior class and staff. The 2021 School Leaders were announced and we congratulate Malusi Macikama, Adut Mayar and Kyearna King as the student leadership team for 2021.

There were a group of committed, prayerful people who regularly pray for the school. This prayer team has been operating for many years now. The support and prayer covering for the school is vital in order to meet the needs of the community and positively impact the lives of the students with the unconditional love of Christ.

I wish to thank the school and church community for their concerted efforts throughout the year as we partner with families to teach and nurture our young people.

Mrs Susan Philp  
Principal



Learning at home and at school during COVID



Preparing the home learning kits for Term 2

## 2020 SCHOOL ACTIVITIES

### TERM 1

- Swimming Lessons
- Swimming Carnival
- Life Education Visit
- YWAM Ministry Team
- Staff Commissioning Service
- The BIG Vegie Crunch
- NRMA Bus Safety Program
- Nazareth House Visit
- Team Colour Day
- Harmony Day

### TERM 2

- CAT Competition (Computational and Algorithmic Thinking)
- Slipper & Hot Chocolate Days
- National Simultaneous Storytime
- GRIP Leadership Seminar
- DTiF Project Days
- School Photo Day
- Pizza Day

### TERM 3

- Gymnastics Lessons
- Australian Mathematics Competition
- Slipper & Hot Chocolate Days
- CWB Start Smart Program
- Cross Country
- Theatre Show – Magic Beach
- DTiF Project Days
- Exceptional Me Program
- Canteen Days
- Pizza Day

### TERM 4

- Fitbox Lessons
- Kindergarten Transition Program
- Outdoor Classroom Day
- Strength Program
- Len Waters Cultural Spectacular
- UNE Discovery Day
- High School Transition Visits - Peel HS
- Leader's Speech Day
- DTiF Project Days
- Fun Fitness 4 Littlies Sport program
- Colour Team Day
- Christmas Carols for Nazareth House
- Pizza Day
- Presentation Night



GRIP Leadership Day held on-site



Pavers designed by students placed in garden



UNE Discovery Science Incursion



2021 School Captain Awardee



## School Council

Liberty Christian Primary School along with every other school had a most unusual 2020. The forced closure of the school due to the virus situation and the rapid response needed by our teachers to provide off site and online learning was very challenging. I am very thankful for the incredibly hard work by all the school staff for their extra time and dedication.

Our student numbers were stable with enrolments dropping off as there were no reasons to change schools. The school appreciates the increased level of payments of school fees by families, and it is pleasing to state that our school fees have been kept stable over the last few years without impacting on the high standard of teaching and resources.

Our Principal Susan Philp continues to provide great leadership and support to the school. Our teachers are well connected and focused, with a willingness to innovate and team build over and above expectations of the School Council Chairman.

Our physical resources have been improved with the passive outdoor area having artificial grass laid in front of the classroom complex and around our native gardens. Our playground has benefited from the above average rainfall in 2020 and our investment in new grass has paid great dividends.

Our plans for 2021 are to complete our physical site through establishing better outdoor areas for passive recreation and active play. We will start to improve our IT resources with replacement of the old computers and laptops and aiming to provide a 1:2 ratio for students.

Finally we will not forget our vision for our school community: to acknowledge Jesus as Lord in our lives, to strengthen each and every family and most importantly, to enable each and every student to fulfil their God-given destiny; to become the most amazing person they have been designed to be. There is nothing better than seeing our students develop into mighty young men and women!

A big thank you to all the school community, our families and students, along with our staff and church family for the fabulous work everyone puts in to make Liberty Christian Primary School the very best school in Tamworth. I would like to commend Mrs Susan Philp, our principal, for her tireless and highly committed effort in her leadership of Liberty Christian Primary School. Her willingness to go the extra kilometre is noted and our school is better for it. Our students are far better for it. Well done Susan!

Mr James Ardill  
School Council Chairman



Crazy Hair Day



Nazareth House Easter Visit

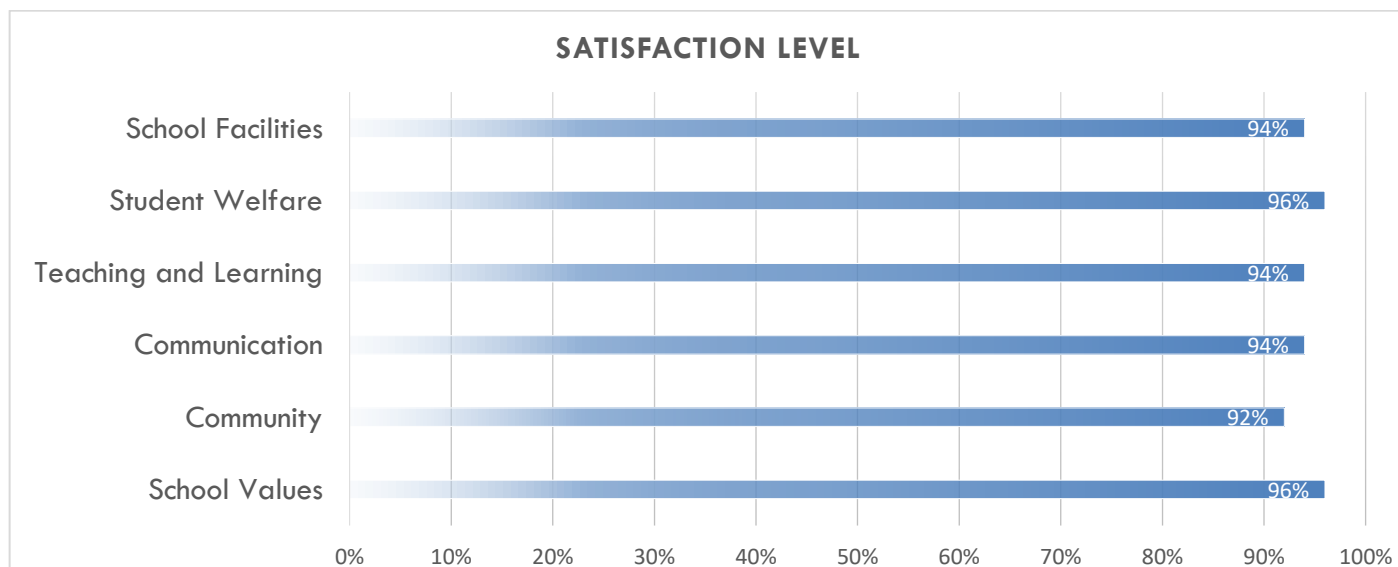


Cross Country Colour Run

## School Community Satisfaction

The annual School Community Survey encourages reflection across 6 domains: School Values, Community, Communication, Teaching and Learning, Student Welfare and School Facilities. Each focus area had a series of statements and the opportunity to make additional comments was provided. Respondents graded the list of statements in each area using a five-point grading scale from fair (1) to excellent (5).

**Responses**  
9



Components	Average Response	Comments
Leadership and Administration	4.8	This was a new domain in the survey and required responses to the school's ability to provide a loving and caring environment that promoted family values by all staff. The satisfaction level was one of the highest, reflecting the confidence in the leadership and administration to ensure these values are upheld.
Community	4.6	The sense of belonging within the Liberty community has increased in the year, however further strategies are required in the new year to build a closer parent community through social events and parental access on-site. The restrictions for school visitors during the year have impacted the cohesiveness of families.
Communication	4.7	2020 saw the roll-out of the Compass student management system, making information about student welfare matters readily available. Increased communication was required during the period of off-site learning and this has improved the confidence level of the school community.
Teaching and Learning	4.7	This area was rated 10% higher than the previous year. It reflects the outstanding effort of staff, particularly teachers to the changes that were required to meet the learning needs of the students during the period of off-site learning as a result of the pandemic and the staggered return to regular classroom teaching.

Student Welfare 4.8 This area of the survey received the highest overall score and a higher percentage of satisfaction than the previous year (+0.6%). Community confidence around raising welfare matters and the ability of staff to respond in a fair and timely manner are areas in which Liberty excels.

School Facilities 4.7 Substantial work has been completed in the 2020 school year and this is acknowledged by the school community. The school grounds are maintained very well and the learning areas provide for flexibility in the delivery of lessons.



Opportunity Hub Session learning about Aboriginal culture and active listening skills



K/1 Explicit teaching of Maths



'Unplugged' Digital Technology Activity with ACARA Curriculum Mentor, Mr Martin Levins



Outdoor Classroom Day



# SCHOOL STRATEGIES

## Achievement of Priority Areas from 2020

Priority Area	Desired Aim	Progress
<b>Enrolments</b>	Increase enrolment numbers to 50 students.	Student enrolment numbers remain between 35-40. Enrolments were stable through the year, with potential growth impacted by the pandemic. 5 students will transition to Year 7 and 7 students are enrolling into Kindergarten which will alter student enrolment figures.
<b>Student Achievement</b>	Improved student outcomes in Writing, reflected in a greater proportion of students achieving a minimum of Band 2 in NAPLAN.	NAPLAN Data was not available for the 2020 school year.
<b>Curriculum</b>	Continue to work towards Digital Technologies curriculum being embedded across all KLA's through the partnership with ACARA.	The Digital Technology in Focus program concluded at the end of the school year. Final review and reporting will occur in 2021. The Digital Technologies curriculum has been implemented in the Key Learning Areas of Mathematics, Science, English and Geography.
<b>Community Action</b>	Consolidate the relationship with Nazareth House with regular visits to the residents, providing enjoyment, interaction and to demonstrate service beyond the school environment.	Due to restrictions in place, only 1 physical visit was conducted to Nazareth House. Students created personalized Christmas cards for the residents and Christmas decorations for their ward. A Facetime Concert was arranged, and students sang a few carols before opening up gifts from the residents while they watched on via Facetime.
<b>Technology</b>	Provide further Professional Development to teachers in the effective use of the technology available within the school to improve student learning outcomes.	Professional Development in the use of Technology was targeted at staff needs during online learning. Teachers undertook training on how to run class meetings online, in addition to an AIS 'K-12 Wellbeing Webinar: Supporting student wellbeing when learning from home'. This PD confirmed that staff were already maintaining student learning while supporting well-being in those working from home.

<b>School Environment</b>	Complete landscaping around the new building complex and provide additional features for student use and enjoyment.	Artificial grass was laid around the new building complex providing a relaxed, passive play area and inviting eating area. Pavers that students had previously painted have been installed and natural edging put in place.
<b>Student Wellbeing</b>	Implement the 'WorryWoos' program across K-2 classes.	The 'WorryWoos' program was presented to students in K-2. This was delivered in part before students moved to home learning and continued in Term 3. Parent review scales indicated that children were more able to understand and demonstrate healthy emotions following the program.
<b>Communication</b>	Improve the quality of the communication to families about student achievement and well-being, making it more readily accessible to caregivers.	Multiple communication strategies were employed in 2020 to maintain transparency with caregivers during a particularly challenging year. Alterations were made to the Semester 1 reporting format to accommodate for this and regular phone calls, emails and text messages to families to ensure teaching and learning content was accessible and understandable.
<b>Staff</b>	Increase staff involvement in programs and practices that will strengthen their personal faith, Biblical Literacy and Biblical worldview.	Staff have undertaken professional learning and discussion on 'The Intersection of Faith and Culture'. This was presented to teachers, support staff and office staff during Curriculum week. Daily staff devotions is regularly prepared and presented by each staff member who commences work at 8:30am.
<b>Governance</b>	Develop a Strategic Plan to guide the direction of the school.	This was not achieved during the year as the governance team did not meet as regularly as anticipated.

## Priority Areas for Improvement in 2021

Priority Area	Desired Aim
Enrolments	Increase enrolment numbers to 50 students.
Student Achievement	Provide Literacy intervention so that all students achieve to a level of 'needs monitoring' or within 'expected range' according to the ESTA-L Screening Tool for Phonological Awareness, Phonemic Awareness and Phonics.
Curriculum	Review Mathematics scope and sequence K-6.
Community Action	Re-establish links with Nazareth House to provide 4-6 activities throughout the year.
Technology	Replace student devices in the K/1 classroom.
School Environment	Complete final segments of path development and erect shed to house the school bus.
Student Wellbeing	Continue to develop the well-being programs (Strength and Incredible Me) for Stage 3 students to become an annual program consisting of two series to run in alternating years.
Communication	Roll-out additional aspects of the Compass Student Management System for families to access greater information about school life and student achievement.
Staff	Commence developing a Staff Appraisal Program for implementation in 2022.
Governance	Develop a Strategic Plan to guide the direction of the school.



YWAM Ministry Visit



New passive play area



2D Space in Maths

## Respect and Responsibility

The school has taken action to promote respect and responsibility between all members of the school community. The discipline policy's underlying principles are based on responsibility and therefore this is already an integral part of the ethos of the school. The school is committed to encouraging a high level of respect among students, parents and carers and staff.

Strategies include:

- There is a set of School Rules comprising 5 areas of responsibility for students. The rules were formed with a Biblical foundation of to Love, Honour and Serve others. These have been integrated into the life of the school and well-known by students. Staff refer to these when discussing student behaviour expectations.
- The school implements the “Bucket Filler” program. This program is a character development program that is based on the premise that everyone carries an invisible bucket that holds their good thoughts and feelings. When our buckets are full, we feel happy and when our buckets are empty, we feel sad. Children quickly understand that they can fill buckets when they do and say things that are kind, considerate, caring, and respectful. They also learn that when they are mean, inconsiderate, uncaring, or disrespectful, they dip into buckets and remove those good feelings. During this school year we are encouraging, reminding, and recognizing everyone's efforts to be bucket fillers at home, at school, and everywhere they go.
- Class-based teaching and learning activities - what is respect?, how do we show respect?, respecting others, gaining respect, taking responsibility for our actions and personal responsibilities. Such values are readily displayed in the multi-grade classroom as students interact and respond to each other, regardless of a student's age. Issues of respect and responsibility are reflected in many of the Key Learning Areas.
- The WorryWoos program which was trialled during 2018 promotes respect of others, acknowledgement of differences and responsibility in regards of personal behaviour and how students respond to their peers.
- A list of responsibilities for staff, students and parents are published in the school handbook.
- The fortnightly school newsletter is also used to promote respect and responsibility with parents and caregivers. It informs them of school activities that promote the development of these characteristics among students.
- Year 5 and 6 students attend a leadership training day run by the GRIP Leadership Team. This event provides student leaders the opportunity to liaise with peers from other schools, learn and practice leadership skills, learn the importance of showing respect for those around them and develop confidence in their ability as leaders to take on this responsibility at a school level. This has proven to be a worthwhile strategy towards promoting respect and responsibility within the school. In a small school, the value of senior students in modelling and mentoring younger students has a profound impact and building capacity in senior students to take on this responsibility is a key to success in this area.
- Senior students are generally involved in serving in a church community outreach called *mainly music*. Stage 3 students have the opportunity to serve in the sound desk for the session, operating the computer and projector, ensuring that the music and slide presentation run smoothly. This was in recess for a time during 2020.

- Students are rostered to collect the mail from the letterbox. It is the students' responsibility to collect the mail daily and return it to the office for the duration of one week. Other duties include raising and lowering the flag and collecting the clipboard at the end of the day with messages for staff and students.
- A 'Student of the Week' award is presented to a student each Friday. The criteria to achieve this award includes demonstrating behaviour that shows respect to peers and school staff, responsibility in various areas, ability to follow directions and represent the school with pride.
- A partnership with Nazareth House, an aged care facility in Tamworth was established in 2019. Students had the opportunity to be involved in community service activities with the residents in the Dementia Unit of the facility. Students did a range of activities including reading to residents, singing, dancing, showing their bookwork and talking about what they have learnt and making artwork for residents. This program was temporarily put on hold in 2020 due to the pandemic.
- Student School Leaders take on leading the sport teams with responsibilities including mobilising and encouraging their team, organising and setting up activities and supporting staff during daily fitness activities.
- 2 new programs commenced in 2020 for year 5 and 6 students. 'Strength' for the senior boys focussing on concepts of friendship, teamwork, resilience, manhood and respect. The senior girls program, 'Exceptional Me' focussed on concepts of self-worth, self-esteem, strength and purpose. Each program ran for 5 weeks with the last session being a special lunch and presentation of certificates.



Life Education Incursion



Farewelling Year 6 students



UNE Discovery Incursion



## STAFF INFORMATION

### Workforce Composition

All staff at Liberty College are committed Christians and are linked in with a local church. The majority of staff attend Liberty Church. All staff subscribe to the school's Statement of Faith outlined in the staff contracts and are committed to teaching from a Christian worldview perspective.

All staff continued in their current capacity into the 2020 school year. There were no teaching staff that identified as Indigenous.

3 teacher's aides were retained from the previous year. Support personnel are utilised both in the classroom and for withdrawal lessons. The focus if aide time in the classroom is for students with disabilities and general classroom and teacher support. The withdrawal role provides individual support lessons as part of the schools' tiered support structure implementing Multilit.

## Professional Learning

Teaching Staff				Title	Duration	NESA Endorsed
Karen Campbell	Julie Haworth	Lisa Kelly	Susan Philp			
•	•	•	•	Annual Duty of Care & Child Protection	1hr 30min	×
			•	Child Safe eLearning Risk Management A: Risk Management Theories	30min	✓
•	•		•	2020 K-12 Wellbeing Webinar: Supporting student wellbeing when learning from home	1hr 15min	✓
•	•	•	•	Formation: The Intersection of Faith and Culture	2hr	✓
•	•	•	•	Effective Numeracy Essentials session 1 @ Taree Christian College 20.07.20	1hr 30min	✓
•	•	•	•	Effective Numeracy Essentials session 2 @ Taree Christian College 21.07.20	1hr 30min	✓
•	•	•	•	Working Memory & its impact on learning	2hr	✓
•	•	•	•	Differentiated instruction – proven Strategies for Success	6hr	✓
•	•	•	•	Use Discussion Circles in the Primary Classroom	2hrs	✓
		•		Reading and Spelling Gains with Systematic Synthetic Phonics	6hr	✓
		•		Autism Awareness and Strategies for the Educational Environment - Online	6hr	✓
		•		Success with Dyslexia	6hr	✓
		•		Inspire Young Scientists in the Primary Classroom – Cool Australia	2hr	✓

## Curriculum Delivery

Numbers of teaching staff (as defined by the *Teacher Accreditation Act 2004*) who are responsible for delivering the curriculum in the following categories:

Category	Description	Number
(i)	having teaching qualifications from an higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEINOOSR) guidelines	4
(ii)	having a bachelor degree from a higher education institution within Australia or one recognised within the AEINOOSR guidelines but lack formal teacher education qualifications	0

## Teaching Qualifications

Surname	Name	FTE	Accreditation	Years of Teaching Experience	Subjects Taught	Year / Responsibility	Qualifications		
							Qualification	Location	Obtained
Philp	Susan	1.0	Proficient	24	Primary KLA's	K-6	B. Education (Primary)	Sydney University	1997
							Masters in Leadership	Morling College	2020
Campbell	Karen	1.0	Proficient	39	Primary KLA's	4/5/6	Diploma of Teaching	Armidale College of Advanced Education	1982
							Bachelor of Education	Australian Catholic University	1994
Kelly	Lisa	1.0	Proficient	3	Primary KLA's	K/1	Bachelor of Education (Primary)	University of New England	2018
Haworth	Julie	0.4	Proficient	43	Primary KLA's RFF	2/3	Diploma in Teaching	Armidale College of Advanced Education	1977

# SCHOOL POLICIES

## Enrolment

A full text of the school's enrolment policy, including all prerequisites for continuing enrolment can be found on the school's website. Link is located at the end of section.

## Student Welfare

Liberty College will provide a safe and supportive school environment for the whole school community through considering the welfare of students, the need for encouragement for every student and by providing fair and appropriate discipline.

The premise underlying the school's approach to student welfare is 'Responsibility'. Students, parents and teachers have a responsibility to maintain the caring and nurturing nature of the school, and at all times aim for excellence.

## Discipline

The Student Welfare and Discipline Policy outlines the approach to discipline within the school. A strong emphasis on encouragement reflects the Biblical command to aim for excellence and to encourage.

*Therefore encourage one another and build each other up, just as in fact you are doing. 1 Thessalonians 5:11*

Encouragement at Liberty can be verbal and non-verbal. There are many strategies used to encourage appropriate behaviour and respond with procedural fairness to matters requiring a more formal method of discipline. The Colour Level System is the formal mechanism for assessing and responding to discipline issues.

Corporal punishment is not administered at Liberty College due to the provisions of the Education Reform Amendment (School Discipline) Act 1995. The school does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at school.

## Anti-Bullying

The school community are committed to ensuring a safe and caring environment for each member. Liberty College does not tolerate bullying in any form. The policy outlines a definition of bullying, examples, and responsibilities of staff, students and parents in relation to maintaining a bully-free, safe school. The Colour Level System is utilised as a means for determining discipline warranted as a result of bullying amongst students and five school rules set out the behaviours promoted within the school demonstrating how to love, honour and serve others.

The school's policy on Student Welfare, Discipline and Anti-Bullying is embedded in the Student Welfare and Discipline Policy. This policy was last reviewed in 2014 and has been implemented since that time with no alterations. A full text of this policy is available on the school website or upon request from the school office.

## Complaints and Grievances

The school's Complaints and Grievances Policy provides a procedural pathway for complaints with compassion, fairness, equity and in the grace of Jesus. Liberty College takes as its foundational principle the conflict resolution expressed in the Bible through the following passages:

Matthew 18:15-17

*If your brother or sister sins, go and point out their fault, just between the two of you. If they listen to you, you have won them over. But if they will not listen, take one or two others along, so that every matter may be established by the testimony of two or three witnesses. If they still refuse to listen, tell it to the church*

Colossians 3:13

*Bear with each other and forgive one another if any of you have a grievance against someone. Forgive as the Lord forgave you.*

This policy was last reviewed in 2014 and has been implemented since that time with no alterations. A full text of this policy is available upon request from the school office.

## Non-Attendance

At Liberty, parents are required to provide explanation for a student absence. From mid-2020, this could be done by submitting an absence note using the Parent Portal on Compass. Alternatively, via phone call or SMS to the office. An absence form can also be completed electronically via the school's website. If notification is not received by electronic means, parents may provide a note of explanation or complete a standard form letter. These forms are sent home with students following an absence. For unexplained absences of several days, the parents are contacted as a matter of pastoral care. Parents may be required to provide a doctor's certificate if requested for absences in excess of four days. In the event that no explanation or an insufficient explanation is provided, the School Liaison Office may be informed. To increase attendance at school, strategies include meeting with parents, incentive programs and transport plan or other plan determined by identified barriers to attendance.

Information about non-attendance can be found in the school's attendance policy. A full text of the school's attendance policy can be found on the school's website.

**Click [here](#) to visit the Policy Section of the Liberty Christian Primary School Website.**



## **STUDENT OUTCOMES AND PERFORMANCE**

### **Standardised National Testing**

NAPLAN testing in grades 3 and 5 is used to assess student learning and to compare performance against National averages. Literacy and Numeracy are taught in accordance with the NSW National Education Standards Authority syllabi and amount to approximately half of the school timetable subject allocations.

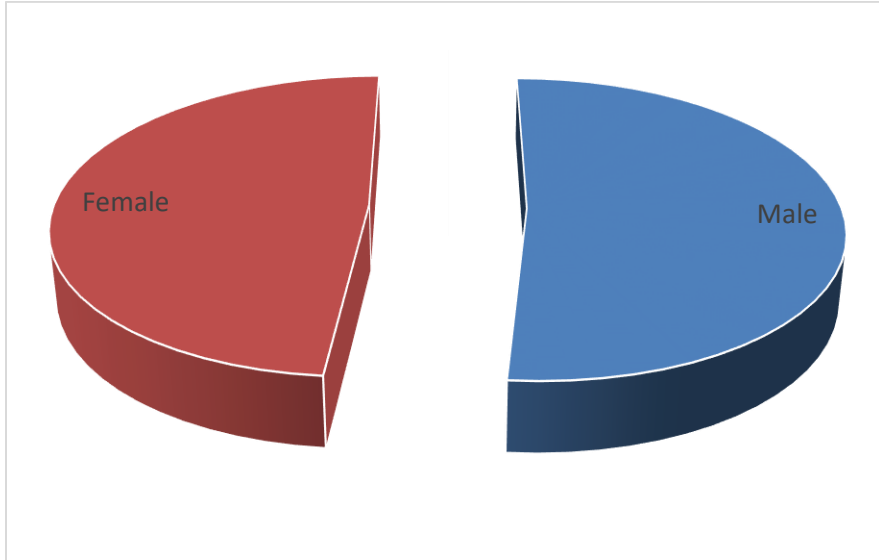
There is no NAPLAN 2020 data due to the cancellation of the assessment by ACARA.

# STUDENT INFORMATION

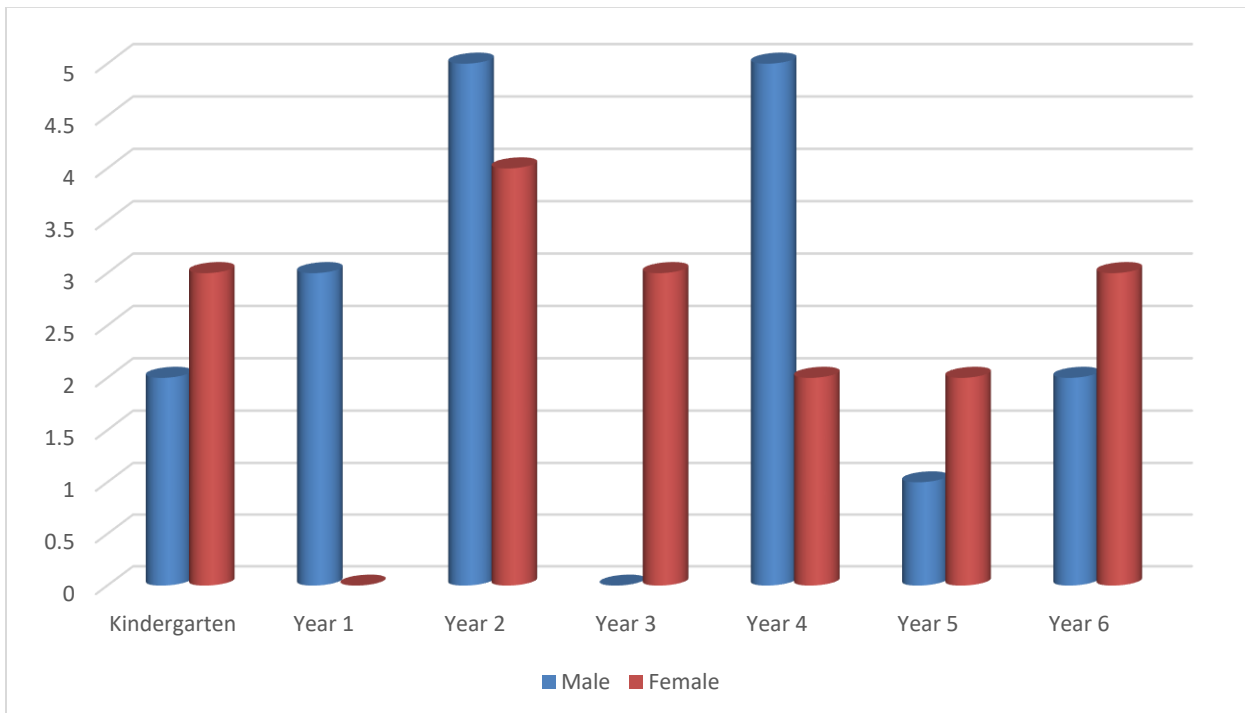
## Cohort Composition

The 2020 school cohort of 35 students are from 24 families.

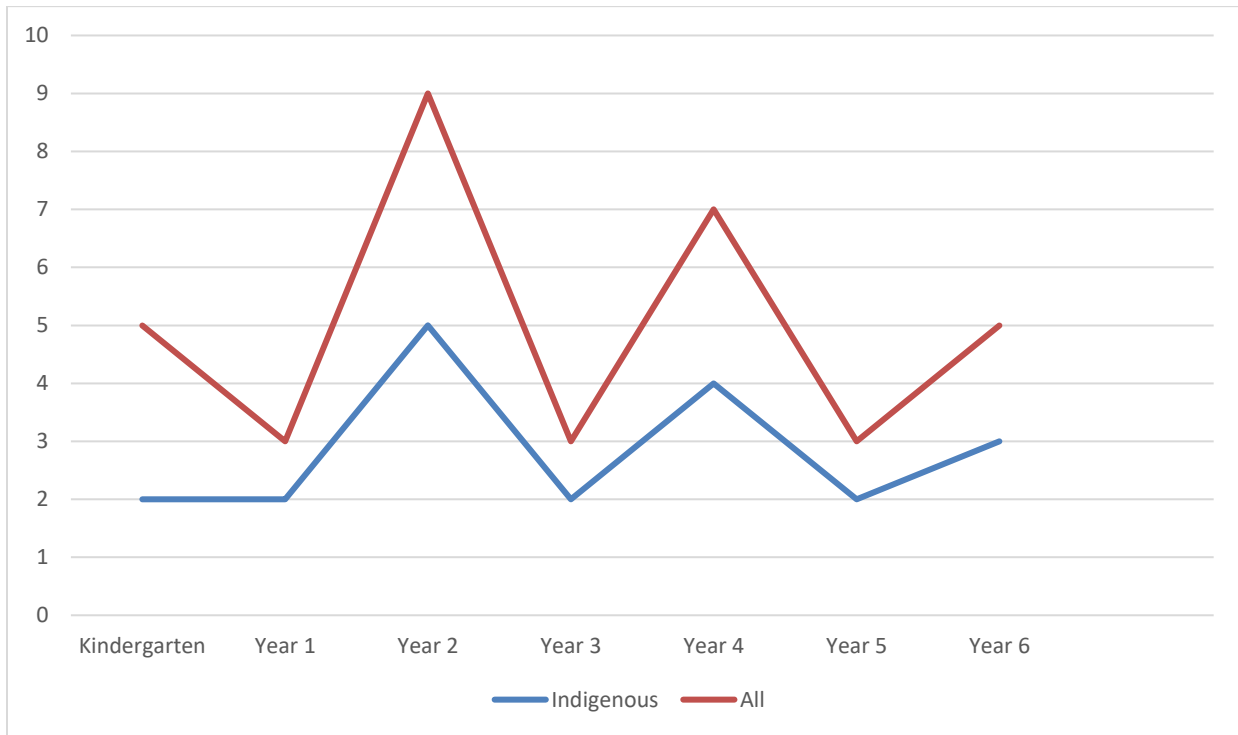
### Student Gender



### Student Composition per Grade



## ATSI Composition



### Attendance Rates

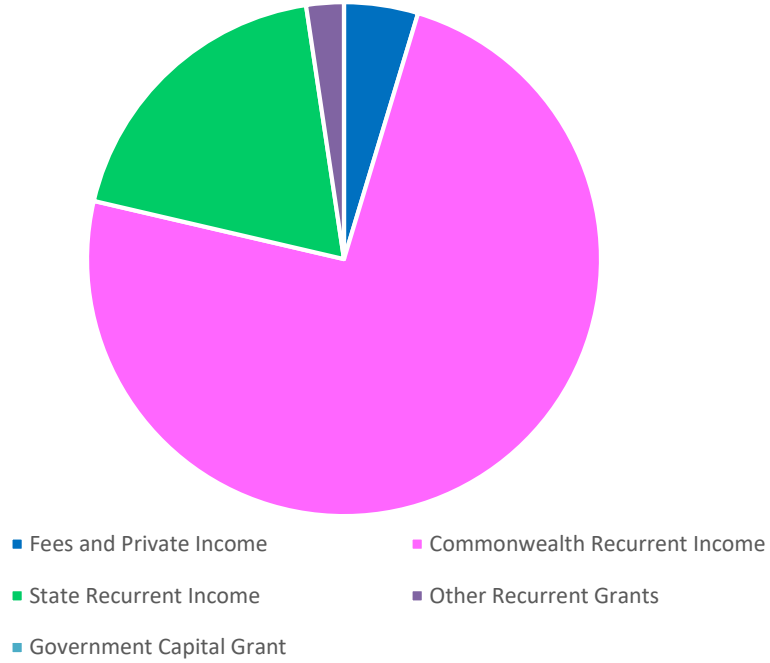
The attendance rates per grade for 2020 are outlined in the table below.

Year Level	All	Indigenous
<b>K</b>	80.6%	78%
<b>1</b>	78.52%	71.11%
<b>2</b>	87.04%	80.57%
<b>3</b>	77.78%	67.78%
<b>4</b>	80.44%	82.78%
<b>5</b>	71.11%	61.11%
<b>6</b>	88.89%	83.70%
<b>TOTAL</b>	82.41%	76.97%

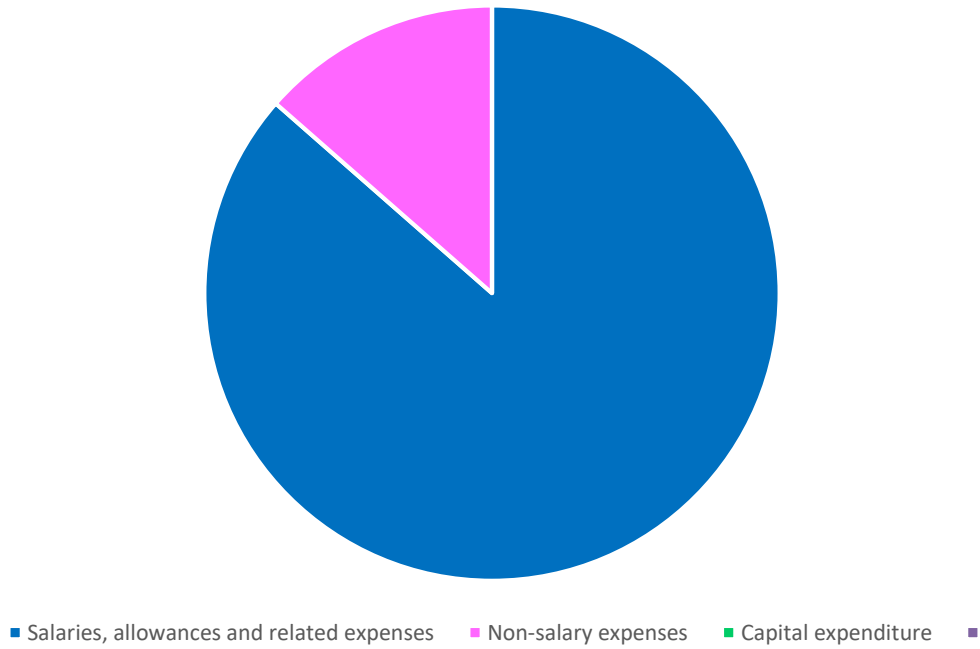
<b>Proportion with Attendance Rates <math>\geq 90\%</math></b>
<b>Non-Indigenous</b> 87.61%
<b>Indigenous</b> 27.64%

# FINANCIAL INFORMATION

## Recurrent/Capital Income



## Recurrent/Capital Expenditure



<b>Recurrent Income</b>	
School Fees	47 580
Excursions	NIL
Other Private Income	11 918
State Government Grants	201 097
Commonwealth Government Grants	799 231
Other Recurrent Grants	233 969
<b>TOTAL RECURRENT INCOME</b>	<b>1 293 795</b>

<b>Capital Income</b>	
Other Capital Income	NIL
<b>TOTAL CAPITAL INCOME</b>	<b>NIL</b>

<b>Recurrent Expenditure</b>	
<b>Salaries and Allowances</b>	
General Teaching Staff	444 160
Salaries – all other staff	309 659
<b>Salary Related Expenses</b>	
Workers Compensation and other salary related expenses, LSL provision	22 720
Superannuation	65 268
<b>Non Salary Expenses</b>	
Teaching expenses and materials, administrative and clerical expenses and sundry administrative expenses	54 559
Buildings and grounds operations, rent building and equipment – maintenance	2 821
Interest – bank overdraft and recurrent loans	NIL
Depreciation	26 203
<b>TOTAL RECURRENT EXPENDITURE</b>	<b>925 390</b>

<b>Capital Expenditure</b>	
Land, Buildings and improvements	393 439
Plant and machinery	5 543
Other capital expenditure	NIL
<b>TOTAL CAPITAL EXPENDITURE</b>	<b>398 982</b>

<b>Loans</b>	
<b>Refundable Enrolment Deposits</b>	
Opening Balance	NIL
Closing Balance	NIL
<b>Recurrent Loans</b>	
Opening Balance	NIL
Closing Balance	NIL