Villawood East Public School

2019 Annual Report

3977

Introduction

The Annual Report for 2019 is provided to the community of Villawood East 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

I am very proud to present the achievements of Villawood East Public School. Our school motto 'Aim High' represents our whole school community working together to continuously raise expectations and achieve improved student learning outcomes of all students. Our dedicated and committed staff continued to participate in extensive professional learning activities in literacy and numeracy which are based upon current research.

The profile of the school continues to be enhanced with improved communication via the school app, Twitter and local newspaper articles promoting the school's successes. We are a Community Hub with many TAFE courses and activities being organised with an increase in parent participation and achievement of TAFE accreditation.

We continue to strengthen our valued partnerships with Sydney University, Songroom, Karitane, Burnside, Song Room, Smith Family, Mission Australia and Chester Hill Community Centre.

The support and hard work of the P&C is always greatly appreciated. We are very proud of our inclusive and supportive learning community.

I certify that the information in this report is the result of a rigorous school self–evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

School background

School vision statement

At Villawood East Public we are an inclusive learning community that values and enacts high expectation relationships that leads to excellence in teaching, learning, wellbeing and collaborative partnerships.

School context

Villawood East Public School is situated in South Western Sydney and has an enrolment of 283 students.

Villawood East is a multicultural school with 79% of students from NESB background. The school comprises of 13 classes including three support classes and an on–site preschool.

The school provides quality education in a supportive, inclusive and nurturing environment where learning is valued and supported and the needs of all students are catered for.

We are a Positive Behaviour for Learning school and our values are Safe Respectful Learners.

We have a variety of quality programs: Extending Mathematical Understanding (EMU) Early Action for Success, Langauge, Learning and Literacy (L3) and an Arabic Community language program.

We are a community HUB with a variety of parents courses and TAFE courses being organised with many community members participating.

A Speech Pathology Program and Occupational therapy program is implemented one day a week to support students.

We value our relationships with Karitane, Burnside, Bankstown Deadly Beginnings which support our students, teachers and community. Our staff work collaboratively and value our supportive school community.

Self-assessment and school achievement

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

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

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

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

For more information about the School Excellence Framework:
https://education.nsw.gov.au/teaching–and–learning/school–excellence–and–accountability/school–excellence

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Excellence in Teaching and Learning

Purpose

To promote learning excellence through a highly responsive approach to quality teaching and assessment. To design high quality and dynamic learning environments that support student and teacher performance for continued student achievement. Ensuring teachers have a relentless focus and ongoing pursuit towards delivering best practice and improving own capacity. To develop self–aware, reflective and responsible students who strive for excellence and reach their potential.

Improvement Measures

Increased percentage of students in yr 3 achieve proficient levels in Numeracy.

Year 5 growth measures increase incrementally over three years in Numeracy.

Increased percentage of students in yr 3 achieve proficient levels in writing.

Year 5 growth measures increase incrementally over three years in writing.

Teachers use the professional standards and Professional Development Plans to identify and monitor professional development for continual improvement.

Whole school formative assessment practices embedded K–6 including evidence collection procedures.

Increased use of technology in the classrooms to enable student development of the general capabilities framework.

Progress towards achieving improvement measures

Process 1: **1. High–Quality Teacher Professional Learning (TPL) that enhances student achievement and teacher performance.**
 • inquiry–based model of professional learning where teachers evaluate the effectiveness of teaching practice in literacy and numeracy
 • collaborative dialogue that develops collective responsibility and efficacy
 • differentiated TPL including feedback, reflection, practice–based observations.

Evaluation	Funds Expended (Resources)
A need was identified to develop dialogue that would develop collective responsibility and efficacy, in particular with the use of feedback, reflection and practice based observations. Frequent opportunities were provided to executive to develop their understanding of the various dialogue models including mentoring, coaching and practice analysis conversations. Executive reflected briefly on their confidence in each and an implication was that practice analysis would be a focus for the year. The executive team engaged in professional readings, listened to Bastow Educational Leadership Podcasts and reflected against new learning. As a team we created a scaffold that would guide feedback and enhance capacity building conversations. Teachers and the leadership team engaged in planned, practice based conversations as a part of the QTSS time. These conversations were based around the professional learning need identified by teacher and/or supervisor. The leadership team further developed their understanding of the need for differentiated professional learning. As a result, scaffolded conversations were had frequently during Professional Development Plan conversations, with beginning teachers and mentor structures. This enhanced teachers understanding of the capacity building conversations and were seen to be using them with practicum students. To further support the impact of Professional Learning Communities time,	**Funding Sources:** • Socio–economic background ($266800.00) • Quality Teaching, Successful Students (QTSS) ($54000.00)

Progress towards achieving improvement measures	
executive team viewed the importance of conversations to unpack teachers' beliefs for learning and therefore understanding the theory around the action.	

Process 2: **2. High–quality responsive planning, teaching and formative assessment practices in literacy and numeracy ensuring personalised, differentiated learning.**
    • effective use of evidence and data to evaluate student learning progress and drive lesson planning
    • consistent school–wide methods in developing classroom discourse to support student learning.

Evaluation	Funds Expended (Resources)
2019 saw various staff members attend professional learning in the area of dialogic teaching and formative assessment, in particular the use of discourse tools across KLAs. Teachers identified strategies they were currently using and selected strategies to use in the future. The emphasis was on ensuring formative assessment strategies were planned into teaching and learning programs and planning was responsive to data. Responsive planning and discussions of evidence of learning were continued in Professional Learning Communities. To support teachers development in teaching of Mathematics a team of staff members attended professional learning titled Big Ideas in Mathematics. This focused on developing clearer understanding of the NSW Mathematics Syllabus, making connections between the strands and ensuring evidence based teaching strategies. The content knowledge gained in this professional learning supported the process of formative assessment planning. It also provided opportunities for teachers to engage in new assessment methods which in turn created responsive planning. As part of Early Action for Success staff also attended Extending Mathematical Understanding (EMU) professional learning which is an evidence based intervention strategy in the early of numeracy. This professional learning provided professional learning in diagnostic tools and measuring growth. At this stage data has been collected for Year 1–4 and further development will be made embedding this as a school wide assessment to consistently measure growth. Professional Learning Communities continue to be a space where teachers collaborate in developing new practices. Each stage showcased their spiral of inquiry and colleagues provided feedback on how well teachers knew their students, stage collaboration and the value of the inquiry process to change practice. At the end of the year staff were asked to evaluate how evidence was used to drive lesson planning. Common themes included flexible programming to meet students needs, planned assessment and feedback, collaborating to develop consistent teacher judgement and using evidence to measure growth. During Professional Development Plan sharing there was evidence of change in practice which was identified by teachers.	**Funding Sources:** • Socio–economic background ($293000.00)

Process 3: **3. High–quality learning environment: purposefully designed environments to ensure best conditions for motivated, self–regulated and engaged learners.**
    • practical classroom strategies that support self–regulated, highly engaged learners
    • technology–enabled learning that supports students to access and build connections across the wider curriculum

Evaluation	Funds Expended (Resources)
Stage 2 and 3 teachers engaged in team teaching with the ICT specialist teacher with the aim to increase technology enabled learning across the curriculum. This included teachers identifying personal goals and the ICT specialist supporting them in these. As a result some teachers included technology as part of their PDP goals.	**Funding Sources:** • Socio–economic background ($106600.00)

Progress towards achieving improvement measures

Technology was also supported through the librarian role where lessons were planned to embed ICT and technology skills linked to a key learning area. The use of Google Classroom was initiated in stage 2 and stage 3, supporting learning in the classroom.

Due to timetable changes the impact of technology support in the classroom was not embedded as school wide practice. As a result further work is needs in unpacking the general capabilities and the impact on learning.

Next Steps

Embedding key practices in practice analysis conversations as a quality strategy for delivering feedback to teachers about their practice needs continuous focus. The frequency and quality of the conversations need to be maintained to ensure full impact of feedback for professionals is seen.

Future steps in the area of assessment include maintaining and sustaining the practice of using established assessment tools, both in formative and diagnostic forms of assessment.

A deeper understanding of the general capabilities, students' learning dispositions and student self awareness to deepen engagement in learning will be a focus. Student skills in technology use will be a focus so that they move away from being consumers of technology to users and creators of technology for a purpose. This would include developing teachers' understanding of how this would support students to access and build connections across the wider curriculum.

Strategic Direction 2

Excellence in Wellbeing Practices

Purpose

To ensure excellent knowledge, practice and understanding by staff in proactive school–wide wellbeing strategies. To support students in accessing a wide range of curriculum experiences successfully, ensuring they flourish and prosper. To foster nurturing and supportive relationships between students and staff through positive and intentional interactions. To empower students with mindsets and skills that result in demonstrated courage, resilience and determination.

Improvement Measures

Annual school attendance improves to be closer to state average attendance.

Students with identified needs have learning plans inclusive of external agencies, parents, and community.

School makes yearly progress against the Learning and Support matrix in identified areas.

Progress towards achieving improvement measures

Process 1:   **1. Effective coordinated planning in place to identify and accommodate the specific learning needs of students through Learning Support Team**
  • ongoing and planned professional learning, based on assessed needs, assists teachers, executive and specialist staff to build their capacity in developing adjustments and inclusive learning opportunities
  • school–wide policies, procedures and processes used by staff to identify, analyse, prioritise, allocate and evaluate learning and support for individuals and groups of students.
  •
  • matrixes and frameworks for developing partnerships with parents around student learning are developed.

Evaluation	Funds Expended (Resources)
Learning Support Team (LST) has worked effectively across the school in 2019. The LST team met every week, having regular referrals throughout the year. In this students referred to the LST are being reviewed regularly and the evidence of their support being evaluated. To achieve this LST meeting minutes now follow a cyclical review process each week to ensure students are reviewed in a timely matter. The LST continues to receive termly reports from Speech Therapist which are relayed to the school executive and classroom teachers. Speech Therapy programs are presented in P–2 classrooms in different models to suit class needs. The LST reflected on the success of the new processes and procedures for impact on student outcomes. Procedures have been established for building staff capacity in responding to students who present with highly complex needs and top tier behaviours. An increased understanding of positive and proactive behaviour support measures has been developed across the school in developing and implementing wellbeing strategies to support students and early career teachers. This led to the creation of the Behaviour Support Journey process and procedures to support staff in the development of tiered and personalised wellbeing support for individuals, groups and classes, including communicating with parents. A more consistent approach to designing proactive student wellbeing interventions at individual, group, class and whole school level was implemented. This was achieved through staff developing a greater understanding of student social and emotional needs through the development of the Villawood East Public School Positive Education Framework. Teaching ideas have been embedded within classroom timetables such as gratitude and mindfulness practices used throughout the school. Continuation of Positive Behaviour for Learning (PBL) school wide processes continues to be expanded throughout the school. The development of a new PBL team with new members was established each year and the PBL received regional support in evaluating the effectiveness of the team. PBL provided consistent language, expectations, classroom routines and playground monitoring systems K–6.	**Funding Sources:** • Socio–economic background ($109700.00) • Low level adjustment for disability ($189000.00)

Progress towards achieving improvement measures

Process 2: **2. Implementation of Social and emotional learning Curriculum**
      • inquiry based model of professional learning where teachers develop an inquiry mind about their own practice relating to students wellbeing.
      • Strengthen staff understanding and use of the wellbeing framework to build stronger relationships and to deliver Social and emotional learning curriculum.

Evaluation	Funds Expended (Resources)
Throughout 2019 staff engaged in a process of inquiry into designing a Positive Education Framework that supports students social and emotional learning. Through the strategic planning and teachers have displayed an understanding of elements of SEL and where they fit in the VEPS Pos Ed Framework, staff were able to link some current practice into the development of the VEPS PosEd Framework, the social emotional learning curriculum, to support student social and emotional learning. Staff were led in examining our students' needs and how these can be proactively supported through positive education practices including gratitude, mindfulness, social skills development and trauma informed practice. Throughout 2019 staff reported changes to student's ability in emotional identification and regulation based on implementation of VEPS PosEd practices. Staff capacity to implement positive education practices expanded their ability to support student mental health and emotional regulation. An extension to this success is staff embedding PosEd into their own personal practice, reporting benefits to their own wellbeing.	

Process 3: **3. Implement Strategies to improve whole day and partial Attendance**

      school prioritises attendance improvement strategies to create school–wide monitoring practices that include supporting parent understanding of the importance of attendance

Evaluation	Funds Expended (Resources)
In 2019 there was an increased focus on improving inputting and management of student absences on Sentral. This involved ensuring staff were aware of how to input and correct absences early in Term 1. There was also a focus on ensuring casual staff procedures for marking rolls and having these followed up was integrated to the casual staff procedures. To follow up responses from Parents around student absences the school engaged the SMS service through Sentral to obtain written responses from parents around student absences. This was utilised using automatic messaging for when a student had been listed as absent without the parents providing a reason before hand. Parents were then able to respond directly with the reason for absence which could be inputted. This was then followed up by the Attendance procedures been updated so that staff were clear on expectations of following up with parents regarding unjustified absences. Staff were supported to engage in conversations with parents to discuss student attendance and to support timely updating of reasons for absences. This supported staff following up concerns when raised, and to create systems to target attendance when individual students begin to drop. Staff were supported during stage meeting time to discuss students whom are currently listed on LAMPs (Lateness and Attendance Management Plans). This ensured timely following up of students with attendance concerns, working closely with families to improve attendance. Whole school attendance continued to be encouraged through the A–Team, who throughout 2019 ran daily announcements about attendance, weekly announcements at assembly about classes with the best attendance and termly attendance party for students with 95% or greater attendance. Students with 100% attendance for the year were also celebrated at the school presentation day.	**Funding Sources:** • Socio–economic background ($6200.00)

Next Steps

In the final year of the school plan, Strategic Direction 2 will continue to work towards improving student learning and support team processes and procedures to support student engagement across the school.

2020 will see the further implementation of the Villawood East Public School Positive Education Framework by building staff knowledge and capacity to support students to implement mindfulness lessons and teach social and emotional skills across the school.

Improving attendance will continue to be a focus, Strategic Direction 2 aims to continue to build on the gains of the current years, further expanding the A–Team to provide more student voice for ways to improve attendance. The team will aim to further engage the community to develop the culture of high expectations of student attendance at school.

Strategic Direction 3

Excellence in Community Partnerships

Purpose

To build leaders among students, staff and community who support the development of a strong, collaborative school culture. To strengthen the support of community aspirations by providing access to resources, connections and leadership opportunities. To develop educational partnerships, high expectation relationships and an ethos of belonging for all.

Improvement Measures

Increased proportion of parents engage in and complete courses provided by school and Community Hub.

Increased proportion of students indicate that they have engaged in experiences with a variety role models from the school and wider community.

Increased proportion of community participates in school–based activities including parents who share their culture, knowledge, and skills with the school.

Increased number of teachers who work with colleagues in the capacity of a mentor.

Progress towards achieving improvement measures

Process 1: **1. Building understanding, trusting Culture and sense of belonging:**
• strengthened staff understanding of the community through professional learning to build stronger community relations
• culturally and contextually supportive methods for two way communication developed and strengthened.

Evaluation	Funds Expended (Resources)
At the end of 2018 we identified a need to increase our face to face and phone call communication with parents/carers. We knew doing this would create stronger links between teachers and parents and a deeper level of trust. Having better relationships with our parents also means having difficult conversations would be easier when discussing students' behaviour and learning progress. We started 2019 with a plan to survey teachers to understand their confidence when communicating with parents/carers. It identified that teachers were fairly confident when dealing with parents/carers however we were not seeing this translate to the school environment. After our SDD in Term 2 we were going to complete a survey on communication increase but teachers shared honestly in a sharing session with all staff on areas they needed to improve in. This showed we needed to take a step back from our plan and therefore we went back to increasing teacher confidence as our goal instead. Evidence from this SDD drove this new goal. Executive presented Professional Learning to staff on building trusting relationships and becoming leaders of their own classrooms. This gave them the confidence to communicate with parents/carers more and not continue to pass small issues onto their executive team which previously had happened. We established a parent afternoon session twice a term where parents/carers were invited into classrooms to engage with their child in their learning. It also gave teachers a chance to develop positive relationships with parents/carers in familiar and positive environment. A postcard system was also established so all teachers across the school could engage in sending positive postcards home and providing feedback to	**Funding Sources:** • Socio–economic background ($23100.00)

Progress towards achieving improvement measures	
parents/carers on their child's learning at school. We also setup a recording system on Sentral to monitor who was receiving them. Our next steps will be to continue both initiatives that were established and also get support staff to become more involved as it appeared to come back to classroom teachers mainly increasing their communication with parents.	

Process 2: 2. **Educational Partnerships**: genuine reciprocal relationships developed with staff, parents, students, and community to enhance partnerships that support educational needs of students.
• initiatives to promote deep parent and community engagement with school, The Community Hub, P&C, AECG and other external agencies

Evaluation	Funds Expended (Resources)
The Community Hub continued to offer courses and experiences to the community. A need was identified to promote our school hub in the wider community to ensure more parents and community members were accessing them. After promotion from our Hub coordinator we started to see a range of new families attending courses. We were also attracting new families to our school and this was supported by the strong links established between our Hub playgroup, our school preschool and then onto our school Kindergarten. We then identified needs within the community that were not catered for and offered (eg. parents looking for work). Therefore the Hub leader had to establish different communication and promotion for this. This is where we will continue next year as we want to prepare and upskill our parent community and need to establish responsiveness to the needs of the community.	**Funding Sources:** • Socio–economic background ($11500.00)

Process 3: 3. **Supporting Aspirations and leadership development:** Services and opportunities for developing aspirations among students, staff, parents and the wider community are provided with mentors, role models, and valuable learning experiences.
• establish mentoring, coaching and professional partnerships to build leadership density across staff, students, and parents.

Evaluation	Funds Expended (Resources)
At the end of 2018, the purpose and impact of the student leadership roles within the school were evaluated by staff and students. SRC roles primarily involved fundraising responsibilities for the school and other leadership roles including sports house captains and library leaders, involved minimal duties and very little presence within the school. In response to this, at the start of 2019, a leadership conference was booked for aspiring student leaders and teacher mentors. The aim of this was to provide students and teachers with a foundation on which to build a VEPS culture of student leadership which would involve the whole school community. After the GRIP leadership conference school prefects and Captains helped to run elections for SRC representatives. Once leaders were chosen, an induction day was organised which prioritised identifying goals for student leadership within our school and a process for achieving those goals. Parents were invited in for a session on how to support student leaders and were provided with an information leaflet on how they could be involved in the evolution of student leadership at VEPS. An afternoon session once a week was timetabled for a student think tank. As part of this, students were guided through a process of identifying needs within the school, creating a goal, forming a team and steps they would go through to get there. Parents were invited up regularly to participate in these student leadership sessions.	**Funding Sources:** • Support for beginning teachers ($21300.00)

Progress towards achieving improvement measures	
In 2020, the new SRC will continue to work from the action plan created in 2019, with support from teacher mentors, who will be identified at the start of the year. Creating opportunities for a range of different student leaders across the school will be a priority and having student voice represented across different school committees will raise the profile of student leaders in sport, Aboriginal education, wellbeing and school learning programs. Previously beginning teachers had identified mentoring in beginning teacher time was not established within the school and beginning teacher time was used as release from face to face. A mentoring program was established where teachers chose a mentor to work with and beginning teacher time was used for teachers to sit down with mentors and establish goals to work on. The school provided time within the timetable for mentors to sit with teachers and work on their goals and also be able to be in the classrooms with teachers. The next steps will be to continue this program for beginning teachers whilst also establishing how we can continue to support any teachers across the school in developing their aspirations.	

Next Steps

In the final year of the school plan, initiatives established such as Postcards, increased phone calls and guidance to teachers for communicating with parents will continue. A focus on increasing communication between support staff and parents is needed as s it appeared to come back to classroom teachers mainly increasing their communication with parents.

The Community Huib courses will continue to establish experiences specific to the needs of our community so that we can prepare and upskill our parent community.

In 2020, the new SRC will continue to work from the action plan created in 2019, with support from teacher mentors, who will be identified at the start of the year. Creating opportunities for a range of different student leaders across the school will be a priority and having student voice represented across different school committees will raise the profile of student leaders in sport, aboriginal education, wellbeing and school learning programs.

To continue this program for beginning teachers whilst also establishing how we can continue to support any teachers across the school in developing their aspirations.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	**Funding Sources:** • Aboriginal background loading ($11 400.00)	Student attendance improved by 3% from 2018 . All families attended the Personalised Learning Plans BBQ to meet the teachers and discuss the student PLP. Parents were involved in renovating the Yarnnig circle. Parents attended the preschool and mentored other parents in Aboriginal art symbols .Stage 3 Aboriginal students ran and lead dance workshops for the whole school. 100% of Year 3 students achieved the top 2 bands in NAPLAN Reading
English language proficiency	**Funding Sources:** • English language proficiency ($149 400.00)	57% of EALD Developing students achieved at or above expected growth in NAPLAN Grammar and Punctuation . 71% of EALD Developing students achieved growth at or above expected growth in writing.
Low level adjustment for disability	**Funding Sources:** • Low level adjustment for disability ($189 700.00)	SLSO and Learnign and Support Teacher timetables to support identified students to participate in a social skills program. LST team identified students for support in behaviour and learning with a LAST and SLSO timetable created to support students
Quality Teaching, Successful Students (QTSS)	**Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($54 000.00)	Two Assistant Principals were released one day a week to work with stage teams for collaborative planning, develop classroom practice and provide personalised professional learning. PDP goals were a focus for professional dialogue and support was provided in identifying future PL that best achieves the goals. PDP evaluation completed and information guides Professional Learning sessions for the following year.
Socio–economic background	**Funding Sources:** • Socio–economic background ($898 065.00)	NAPLAN Year 3 Reading : 34% achieved in the top 2 bands, a 22% improvement from the previous year. Year 3 Numeracy: 17% achieved in the top 2 bands, a 17% increase. Year 3 Writing: 53% students in the top 2 bands in writing, a 43% improvement from the previous year. Year 5 Reading: 14% in the top 2 bands Year 5 Numeracy: 11% in top 2 bands. Year 5 Writing: 14 % in top 2 bands, a 14% improvement over the past 2 years. 71% of Year 5 students achieved at or above expected growth in Writing and 57% at or above growth in Grammar and Punctuation.

Socio–economic background	**Funding Sources:** • Socio–economic background ($898 065.00)	Teachers surveyed stated Professional Learning was collaborative and relevant and they had an input to their own professional development Targeted Language groups – Preschool Expressive Language group 100% improvement of students. Kindergarten Phonological Awareness group 85% improvement with now age appropriate performance. Year 1 Receptive Language group a 60 % improvement with students now at age appropriate skill level.
Support for beginning teachers	**Funding Sources:** • Support for beginning teachers ($42 700.00)	Early career teachers surveyed all agreed that their skills and confidence had developed to implement new behaviour strategies and developed a greater understanding of behaviour and how to implement behaviour adjustments. Timetables supported with self selected mentors was a very positive process. Teachers have received increased support for accreditation.
Targeted student support for refugees and new arrivals	**Funding Sources:** • Targeted student support for refugees and new arrivals ($1 400.00)	New literacy resources including bilingual resources purchased. New I Pad purchased to support learning.

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	132	129	134	117
Girls	136	130	134	124

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
K	94.7	88.2	88.3	90
1	87.9	92.7	89.7	89.2
2	93.7	90.9	91.2	90.9
3	94.4	92.5	91.6	92.7
4	90	90.6	92.6	89.2
5	93.9	90.4	89.2	92.9
6	94.1	90.8	88.6	92.1
All Years	92.7	90.9	90.1	90.9
State DoE				
Year	**2016**	**2017**	**2018**	**2019**
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	10.96
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.6
Teacher ESL	1
School Counsellor	1
School Administration and Support Staff	6.72
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark[1]	2019 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

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

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 **Actual** ($)
Opening Balance	832,458
Revenue	4,617,350
Appropriation	4,479,445
Sale of Goods and Services	15,082
Grants and contributions	118,758
Investment income	3,964
Other revenue	100
Expenses	-4,562,635
Employee related	-4,173,181
Operating expenses	-389,454
Surplus / deficit for the year	54,715

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

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 **Approved SBA** ($)
Targeted Total	566,207
Equity Total	996,115
Equity - Aboriginal	12,831
Equity - Socio-economic	640,438
Equity - Language	153,116
Equity - Disability	189,729
Base Total	1,836,417
Base - Per Capita	69,779
Base - Location	0
Base - Other	1,766,638
Other Total	961,629
Grand Total	4,360,367

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

School performance - NAPLAN

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

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Literacy

Year 3 Reading: 34% achieved in the top two bands, a 22% improvement from 2018.

Year 3 Writing: 53% achieved proficiency in writing, a 43% improvement

Year 3 Grammar and Punctuation: a 41% improvement.

Year 5 Reading: 14% in top 2 bands a 9% improvement.

Year 5 Writing: 14% in the top 2 bands a 14% improvement over the past 2 years.

In Writing 71% of Year 5 students achieved at or above expected growth in writing.

Numeracy

Year 3 Numeracy: 17% in top 2 bands, a 17% improvement.

Year 5 Numeracy: 11% in top 2 bands

Parent/caregiver, student, teacher satisfaction

Students participated in the Tell Them From Me survey in 2019. 79% of students indicated they had a sense of belonging. 100% of students held expectations for success and school staff held high expectations for all students to succeed. 81% of students stated that someone at school consistently provides encouragement and can be turned to for advice . 90% of students have friends they can trust while at school. 98% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future. 90% of students try hard to succeed in their learning. 73% of students expect to go to university after they finish high school. 100% of Aboriginal students feel good about their culture when at school. All these responses were above the state percentage of responses.

43% students communicated that they do homework for their classes with a positive attitude and in a timely manner.

Parents participated Partners in Learning Tell Them From Me survey. The survey indicated that parents felt welcomed at school and can speak easily to teachers. The survey showed they felt that teachers listened to parent concerns and that parents are well informed about school activities. Parents supported learning at home and indicated that someone in the family encourages their child child to do well at school. They praise their child for doing well at school and also discuss how well their child is doing in his or her class. All these responses were above the state norm.

Parents expressed that they would like further support in their child's learning through closer monitoring of homework including greater emphasis on due dates for students.

Teachers were surveyed about the Professional Learning Program in 2019. Teachers responded that professional learning was collaborative and relevant and had input into their own professional learning activities. There has been an advance in access to mentoring with an organised timetable in 2019 with self selected mentors. PLC time has provided an opportunity for teams to share their individual learning goals, shared their spirals of inquiry and new learning to peers.

Future Direction –Implement Teachers as Leaders initiative for 2020 buildings on the Professional Learning Teachers as Learners in 2019.

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.