

2020 Annual Report

Aberdeen Public School



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Introduction

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

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

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School vision

Our vision is to create a positive, respectful and inclusive environment that positively contributes to the development of the whole person. Our belief is that quality education is key to preparing students for life. A holistic approach is central to the development of confident, resilient, innovative and resourceful students.

At Aberdeen Public School, we strive to increase educational performance by establishing a culture of continual improvement through high quality evidence-based best practice. Explicit teaching of the skills, strategies and mindset to foster one's capacity to connect, succeed and thrive in a rapidly changing world is imperative. We work in partnership with the school community to ensure students are provided with optimal conditions for learning and are well-supported to achieve their personal best.

School context

Aberdeen Public School is located in the Upper Hunter Valley and is part of the Upper Hunter Community of Schools. Situated in the small rural township of Aberdeen midway between Muswellbrook and Scone, it serves students from the local community of Aberdeen and surrounding areas. Our students come from a range of socio-economic circumstances and the town has a strong sporting culture which is echoed throughout the school community.

Current enrolment is 191 students from K-6. The school has nine mainstream classes, two of which are school-funded. Students come from diverse backgrounds, including 12% who identify as Aboriginal or Torres Strait Islander. The school promotes an inclusive and respectful environment and celebrates the growing diversity of our school community.

The teaching and non-teaching staff are committed to ensuring optimal well-being and development of all students through the provision of a happy and nurturing educational setting. The school benefits from having an Instructional Leader to support teaching and learning. Students are encouraged to try new experiences and are able to access specialist teachers from the community for music tuition. A proactive Learning and Support Team operates within the school and quality differentiation promotes success for all.

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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>

Strategic Direction 1

Great Teaching, Successful Learning

Purpose

To increase educational aspiration and ongoing performance improvement through effective curriculum delivery, best practice and the collaborative actions of the school community. Our goal is to consistently implement evidence-based strategies that engage all students in meaningful and challenging experiences that promote success for all.

Improvement Measures

10% increase in the number of students in Year 3 and Year 5 who achieve in the top two bands in NAPLAN literacy and numeracy.

Move from Delivering to Sustaining and Growing (or better) in the School Excellence Framework in the elements of:

- Learning culture
- Curriculum
- Assessment
- Effective Classroom Practice

Overall summary of progress

The school successfully shifted from Delivering to Sustaining and Growing in the elements of Learning Culture and Effective Classroom Practice.

NAPLAN did not occur in 2020 so this improvement measure can not be commented on in this report.

Progress towards achieving improvement measures

Process 1: Best Practice

Whole school processes and practices support ongoing improvement in school, teacher and student performance.

Evaluation	Funds Expended (Resources)
<p>The school has produced five 'Best Practice at APS' documents which table the preferred pedagogy and non-negotiable teaching and learning practices expected in each classroom. These documents will support new teachers to the school, including early career teachers, as well as aid the consolidation of practice by longer serving teachers. These documents will be reviewed annually, refined and updated to reflect current educational research and updated resources.</p> <p>Flexibility within school timetables has enabled staff to access relief from face-to-face teaching to visit the classrooms of colleagues and observe teaching practice. Stage planning days have enabled teachers to work collaboratively to develop units of work and mark assessments, harnessing the strengths of each individual teacher for the benefit of all students across the stage.</p> <p>Learning intentions and success criteria are documented in class programs and shared with students during lessons. Students and teachers collaborate to identify learning goals for writing and feedback on learning is often provided; teachers report time constraints as a major inhibiting factor in this process. Upper primary students are using success criteria to guide peer feedback and reflect on their performance, leading to increased peer and student self-assessment.</p> <p>Teachers responded expertly in adapting their teaching to remote learning and whilst the majority of students experienced a loss of learning, this was</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$72000.00)

Progress towards achieving improvement measures

stemmed by the provision of quality online teaching and the commitment of school staff and families to maintain continuity of learning. Teacher collaboration and the support of knowledgeable others enabled a relatively smooth transition to an online platform and created opportunities for using digital media more regularly across the school community upon returning to onsite learning.

Process 2: Learning Alliances

Collaborative practice across a community of schools to build teacher capacity to integrate ICT and STEM based teaching and learning programs.

Evaluation	Funds Expended (Resources)
<p>The school continues to build a suite of STEM resources to support creative and innovative teaching models. ICT equipment was updated in nine learning spaces and individual devices were purchased to manage the digital demands during the remote learning phase. These devices were then distributed across the school to ensure all students in K-6 have access to digital technology without having to leave their classroom. The increase in access to technology has encouraged an increase in STEM-based learning, including robotics.</p> <p>The Scone and Surrounding Schools (SASS) Team consisting of teachers from other local primary schools and the feeder high school were disrupted from actively pursuing the implementation of the Phase 3 goal due to the Corona-virus pandemic. Despite this, K-6 teaching and learning programs reflect the adoption of STEM activities across key learning areas, with expert teachers designing STEM-based projects as methods for summative assessment, in place of traditional end-of-unit written tasks.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$20000.00)

Strategic Direction 2

Flourishing Learners

Purpose

To develop a strategic whole school approach to wellbeing and engagement that enables students to grow into resilient, confident, successful and responsible citizens. Teachers will be equipped with strategies to enhance student engagement in all aspects of school life. We are committed to supporting staff and students to achieve their personal best in a coherent, reflective and co-operative educational environment.

Improvement Measures

Visible Wellbeing

Student wellbeing increases from baseline.

Tell Them From Me and other surveys reveal continued growth in students' social/emotional outcomes and parent engagement over the period 2018 to 2020.

Positive Behaviour for Learning

Move from Delivering to Sustaining and Growing (or better) in the School Excellence Framework in the element of Wellbeing.

Overall summary of progress

The school was successfully determined to be at Sustaining and Growing in the element of Wellbeing against the School Excellence Framework.

80.2% of students indicating positive wellbeing. The improvement measures relating to the 2020 Tell Them From Me survey show a 4% increase in Advocacy; a 2% decrease in Expectation for Success; and a 10% decrease in Sense of Belonging. This is the same trend represented by our Aboriginal and Torres Strait Islander students. On the back of COVID, these results are considered a fair outcome given the unprecedented move to remote learning and sustained period of isolation and disconnect experienced by students from their peers, teachers and the school community.

Another measure of student wellbeing, The Wellbeing Survey by Melbourne University identified positive indicators of our students' wellbeing to be:

- Perception of significant relationships -97.1%
- Gratitude - 94.1 %
- Financial stability (family) - 94.1%
- Goal striving - 88.2%
- Peer connectedness - 85.3%

Attendance rates are well-above the school target of 79.70% at 87.0% and overall attendance above 90% has increased by 7.6%. This increase is replicated across all cohorts.

Progress towards achieving improvement measures

Process 1: Visible Wellbeing

Create a shared understanding of how to combine wellbeing initiatives and learning in a school-wide approach to drive continuous individual, cohort and school improvement.

Evaluation	Funds Expended (Resources)
<p>The Visible Wellbeing Framework continues to underpin our school's approach to wellbeing practices. In recognising that maintaining wellbeing was paramount during the pandemic, digital messaging through a range of media platforms was a significant component of our school's strategy to support students and families.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$5000.00)

Progress towards achieving improvement measures

A system for attendance monitoring during remote learning was developed quickly and communicated to families and staff, allowing the school to track student engagement and wellbeing. This allowed us to identify and offer support to a student or family who may have needed assistance. Wellbeing check-ins and messages were distributed to students via Seesaw, work packs and the school's Facebook page.

A staff member successfully completed the Certificate in Positive Education through remote learning. This was a sponsored position through the community charity, Where There's A Will as part of their Upper Hunter Mental Health Initiative. Informed leadership supports wellbeing initiatives at school and effective collaboration among staff has led to the development of integrated lesson plans that bring together the key elements of wellbeing and learning.

Process 2: Positive Behaviours for Learning

Implement and refine a whole school consistent approach to student wellbeing and behaviour expectations ensuring optimum conditions for learning.

Evaluation	Funds Expended (Resources)
<p>The PBL team provide supplementary activities based on our school's PBL Matrix to students and their families during remote learning, ensuring continuity of learning. This provided an opportunity for families to become purposefully engage with the school's PBL expectations.</p> <p>Positive Behaviour for Learning (PBL) videos were produced to complement the work started by teachers earlier in the year as a part of PBL Classrooms. 'Stripes' our school's PBL mascot, was integral in the delivery of lessons which were well received by families who viewed them via Facebook and Seesaw. This allowed the school to maintain a connection with students and their families during periods of isolation.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$5000.00)
<p>Upon returning to school, teachers continued to create systems of practice based on the PBL Classroom framework. This formed the foundation for many classroom routines and assisted students with a relatively smooth transition to learning in the classroom again. Teachers and their classes have co-constructed matrices using our PBL core expectations to identify desired behaviours across a wide range of daily activities. This has led to a significant reduction in behaviour incidents in the classrooms and student autonomy has increased, particularly in the K-4 cohort.</p>	

Strategic Direction 3

Productive Partnerships

Purpose

To develop an inclusive culture that drives continuous school improvement. Consultative decision-making creates a shared sense of responsibility among students, parents, community, staff and school leaders to ensure our children have educational opportunities that will prepare them for active and responsible citizenship in a diverse and changing world.

Improvement Measures

Increased parent/carer engagement in the school and their child's learning from baseline data.

Move from Delivering to Sustaining and Growing (or better) in the School Excellence Framework in the element of Management Practices and Processes.

2% increase in school attendance data and a decrease of 10% in unexplained student absences.

10% increase in the number of students in Year 3 and Year 5 who achieve in the top two bands in NAPLAN literacy and numeracy.

Overall summary of progress

73% of parents/caregivers who completed the TTFM survey report actively engaging with the school about their child's learning and 79% indicate the school has sought their input or opinions about school planning, development or review of school policies, teaching practices and curriculum delivery. This is a marked improvement on the "almost 50%" outcome for the same questions indicated in the 2019 survey.

The school was determined as operating at Sustaining and Growing against the School Excellence Framework in the element of Management Practices and Processes.

A remarkable improvement of 2.2% increase in >90% attendance for Aboriginal and Torres Strait Islander students was achieved and an overall 0.7% increase in >90% for all students was celebrated.

A 34% decrease in unexplained absences.

Students did not sit NAPLAN in 2020.

Progress towards achieving improvement measures

Process 1: Connecting Community

Establish, implement and review school-wide processes and practices that engage all stakeholders in relevant decision-making about student learning, school policy and practice and community initiatives.

Evaluation	Funds Expended (Resources)
<p>Aberdeen PS actively seeks feedback from its community using school-based and Tell Them From Me Parent (TTFMP) surveys. The TTFMP survey was completed by approximately 20% of families, a significant increase from previous years.</p> <p>Parent/caregiver responses were above the NSW Government Norm for all seven measures that cover several aspects of parents' perceptions of their children's experiences at home and at school. 89% of participants agreed (33%) or strongly agreed (56%) that they would recommend the school to other parents. 95% of parents were extremely satisfied with school contact during remote learning and 85% agreed or strongly agreed that school support was of a high standard. 83% and 78% respectively, agreed or strongly agreed with the quality of resources and support information, and student learning scored 68%.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Aboriginal background loading (\$22000.00)• Socio-economic background (\$3000.00)

Progress towards achieving improvement measures

Parents and caregivers indicated school reports (82%) and telephone contact (78%) to be the most useful forms of communication when discussing their child. Social media (84%) and school newsletters (72%) were considered the most useful types of communication for finding out news about the school.

Whilst many events were cancelled due to COVID-19, the teachers collaborated with parents and students to develop Personalised Learning Pathways for Aboriginal and Torres Strait Islander (ATSI) students. These students met regularly with an Aboriginal mentor teacher who provided learning assistance, monitored progress towards learning goals and provided feedback to parents on their children's progress. ATSI students participated in online community events, attending a virtual Flag Raising Ceremony organised by the local Lands Council for Reconciliation and NAIDOC Week.

During remote learning temporary systems of practice were quickly established, communicated and implemented. This allowed the school to collect attendance data, deliver lessons simultaneously for those learning from home and those onsite, monitor and assess progress and provide feedback to students. Likewise, systems of communication between home and school were strengthened and these have been maintained post the remote learning phase. Social media was vital for connection to our school community and to share school news and information.

Process 2: Communication

Draw on feedback from school community, proven practice in like schools and research to improve communication between the school and home.

Evaluation	Funds Expended (Resources)
<p>Communication between home and school was strengthened during remote learning and this has been maintained throughout the school by way of the digital app, Seesaw. Social media allowed the school to maintain a connection with our school community and to share school news and updates. The design of social media posts have been refined based on feedback from parents and advice from the Community Engagement team which advocates for a less formal approach to messaging. As a result, parent feedback via the Tell Them From Me survey indicates that social media is the most useful method for sharing school news; followed closely by the school newsletter.</p> <p>Explicit communication of the process for contacting teachers, updating student details, arranging appointments, attendance monitoring procedures and joining Zoom meetings are regularly published in the weekly newsletter as well as the School Information Booklet. Parent/caregiver satisfaction with the school's communication processes is above NSW Government Norms.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">Socio-economic background (\$1000.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$30 759.00) 	<p>Students' knowledge and understanding of the significance of Aboriginal games has contributed to greater appreciation of Aboriginal culture. Students reported enjoying learning words from traditional Aboriginal languages as well as how games were used to teach and share traditions and customs. Students regularly choose to play Indigenous games during break sessions.</p> <p>Having a teacher mentor ATSI students through the goals of their PLP allowed students to talk about their learning, the successes and challenges, and to gain a better understanding of what is required to achieve their goals. Communication to home allowed parents/caregivers to talk to their children about their progress. Unfortunately, the use of GoalHub was not successful due to several issues with the program.</p>
English language proficiency	Funding Sources: <ul style="list-style-type: none"> • English language proficiency (\$1 395.00) 	<p>Eligible students successfully engaged in oral and written literacy activities alongside their peers through in-class support, demonstrating an improved understanding and application of the oral and written English.</p>
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$43 426.00) 	<p>The Learning and Support Teacher (FTE 1.1) and Student Learning Support Officers who worked with individuals and groups of students across classrooms contributed to better outcomes for students with additional needs. Their resourcefulness during remote learning to support students through the online delivery of interventions and assisting teachers to compile and organise remote learning packs, contributed to staff morale and facilitated the continuity of learning for our most at-risk learners.</p>
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$37 956.00) 	<p>The school provided release for staff to engage in regular coaching with the Instructional Leader, collaborate on planning, assessing and reporting to build teacher capacity and support transition programs, i.e. 'The High School Experience' for Stage 3 students and 'Busy Bees' for pre-schoolers enrolling in kindergarten the following year. The end of year handover process provides teachers with relevant information regarding students' additional learning needs, personal information, IEPs, PLPs, successful teaching strategies, learning strengths, wellbeing, academic progress, risk assessments and successful behaviour management strategies. As a result, teachers have a sound understanding of their class profile and can better prepare learning experiences in the initial weeks of a new school year.</p>
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$314 857.00) 	<p>Funding has been utilised to keep class configurations within stage groups and ensure appropriate class sizes. The Assistant Principal off-class position is instrumental to our progress towards a harmonious, positive school climate that puts student wellbeing</p>

Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$314 857.00) 	<p>and learning at the centre. Staffing strategies have resulted in improved student:teacher ratios, learning and support processes, facilitation of wellbeing programs, partnerships with allied health agencies and the enhancement of PBL across the school. There has been a notable reduction in student behaviour incidents. Ancillary positions within the school, including the Community Liaison Officer, SLSOs and Student Wellbeing Officer support the daily operations and core business of the school.</p>
Early action for success	Funding Sources: <ul style="list-style-type: none"> • Early action for success (\$136 000.00) 	<p>The Instructional Leader employed under the Early Action for Success initiative has been instrumental in introducing evidence-based practices in our K-2 classrooms. The ongoing support offered to Stage 2 and 3 to ensure continuity of learning for students as they progress through their schooling has enriched teacher knowledge and skills in developing quality teaching and learning programs. Through a collaborative approach, several documents to support classroom practice at APS have been developed and introduced. These will play a vital role in supporting teachers new to the school as well guiding permanent and long-term temporary teachers to embed evidence-based practices in their delivery of the curriculum.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	112	103	106	105
Girls	115	98	88	86

Student attendance profile

School				
Year	2017	2018	2019	2020
K	91.7	91.5	89	94.7
1	91.9	91.6	89.6	88.1
2	92.4	90.9	89.9	92.6
3	92.4	92.7	90.8	90.4
4	92.3	91.2	91.2	93.5
5	90.9	90.2	86.7	93.9
6	91.3	91	89.1	91.1
All Years	91.9	91.3	89.4	92

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)	2
Classroom Teacher(s)	6.98
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.4
School Counsellor	0.6
School Administration and Support Staff	2.02

*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	425,314
Revenue	2,680,499
Appropriation	2,602,733
Sale of Goods and Services	1,758
Grants and contributions	74,809
Investment income	1,199
Expenses	-2,903,245
Employee related	-2,440,865
Operating expenses	-462,380
Surplus / deficit for the year	-222,746
Closing Balance	202,568

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.

The school spent approximately 99.6% of its resource allocation and carried over \$14842.00. \$6000 of which was held over for return in January for the state swimming scheme which the school did not take up in Term 4, as originally planned. This left the school with a closing balance \$8842.00. The school holds a balance in the School and Community Fund (6300) which is designated for planned projects and initiatives set out in the 2021-2024 School Improvement Plan. These funds are a result of the transition from OASIS to LMBR several years ago and therefore is not considered unspent funds from 2020.

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	83,903
Equity Total	510,759
Equity - Aboriginal	30,759
Equity - Socio-economic	314,857
Equity - Language	1,395
Equity - Disability	163,748
Base Total	1,572,556
Base - Per Capita	46,658
Base - Location	3,554
Base - Other	1,522,344
Other Total	323,784
Grand Total	2,491,002

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

To measure parent/caregiver, student and teacher satisfactions with school operations and our core business, the Tell Them From Me suite of surveys is utilised. This is a 10-point scale in which a score of 0 indicates strong disagreement; 10 indicates strong agreement; and 5 indicates a neutral response (neither agree or disagree). Other sources of data may also be referenced in this report.

Parent/Caregiver

A small percentage of families chose to complete the Tell Them From Me survey as means of providing feedback on seven key elements that cover parents' perception of the school. The school was rated above the NSW Government Norm on all elements. This would suggest that whilst there are areas for improvement, overall our parents/caregivers have a higher level of satisfaction than the state norm. The school results and the NSW Government Norm (in brackets) are reported below:

- Parents feel welcome - 8.1 (7.4)
- Parents are informed - 7.4 (6.6)
- Parents support learning at home - 6.5 (6.3)
- School supports learning - 8.5 (7.3)
- School supports positive behaviour - 8.5 (7.7)
- Safety at school - 7.5 (7.4)
- Inclusive school - 7.8 (6.7)

In the same survey, 82% of parents/caregivers indicated school reports were a useful type of communication when discussing their child at school. This was followed by telephone conversations (78%) and emails (72%). Social media (84%) and the school newsletter (72%) were identified as the most useful types of communication to find out news about the school.

During the remote learning period, 95% of parents/caregivers agreed or strongly agreed that school contact was successfully carried out. 83% agreed or strongly agreed that the resources provided for home learning were appropriate and 78% agreed or strongly agreed that the support information provided to families was beneficial and useful. In a school survey following the return to onsite learning, parents/caregivers were asked to provide feedback to the school on their experience of remote learning and the school's response. The following are on-balance sample responses collected by the survey:

"Technology and internet access caused some difficulty for us. We had difficulty with internet speed and consistency for accessing online learning. Maintaining social connection for our kids was also really tricky. Adjusting to a solo learning environment was a challenge."

"Thank you for all the support provided by teachers and support staff during the learn at home time."

"Home learning was difficult and we can appreciate the task was a huge undertaking for the school and teachers to deliver. On reflection, we feel there was a missed opportunity for the kids to build on fundamental skills that could have assisted with their return to the classroom, rather than the expectation to teach new areas of the curriculum. Our time at home with the kids has highlighted areas of their learning which are well below the expectation of the work that was set for them as independent learning tasks."

"I was extremely happy with how my child's work was set out everyday on One Note & with timetables to keep her on track. Great work by all the teachers involved."

"Time was a massive factor as schoolwork had to be woven in with my work and I was unable to focus my attention on my child's learning as well as work -impossible. Note, the school was extremely understanding and helpful and tried to assist me in anyway possible."

"I think the workload parents were given was too much; there was never a day where it took under 6 hours to complete because of frustration, keeping up with house hold duties, work or the child's lack of concentration. We would have to just stop, being left with the feeling of disappointment of not finishing it all. Home schooling for us wasn't the best experience I was hoping for. I think things would have been different and more enjoyable if I was a stay at home parent."

"Thank you to all of the wonderful teachers who put in hours of time and effort to create the learning packs and daily lessons for the children to continue learning from home."

"I would like to thank the teachers of this wonderful school, for their time and effort in providing the necessary education under the COVID situation."

"Congratulations to everyone who put together all learning packages in the short time frame you had. Your support was

amazing for parents and children."

"My child was quite confident in most of the school work, especially in maths; he just lacked the motivation to start because of being at home with too many other distractions."

"It was hard some days trying to be present and understand what work needed to be done because I was at work most days so some days my child felt overwhelmed because he didn't have any help from me."

"Overall a good experience. Also very grateful to staff at APS for putting together such a cohesive system at short notice."

Student

The disconnect many felt during the period of remote learning was particularly evident in our senior students upon the return to school. This was reflected in their responses to the Tell Them From Me survey which was conducted less than a term after the return to onsite learning. Less than half of our Year 6 students reported feeling accepted and valued by their peers and others at school. This correlates with an increase in the percentage of Year 6 students who identified themselves as victims of bullying; an outcome which was below the state norm for other cohorts. Our most senior students were also the only cohort whose responses indicated positive behaviour at school to be less than the NSW Government Norm. All cohorts indicated their interest and motivation in learning to be lower than the state norm. Interestingly, in contrast to decreased levels of interest and motivation, 91% of students indicated medium to high levels of perseverance in pursuit of their goals, even when faced with obstacles.

In relation to the school environment, students indicated the following:

- 68% of students agreed or strongly agreed that everything in their classroom works.
- 79% agreed or strongly agreed that classrooms are clean and well looked after with space for all students in the class.
- 69% agreed or strongly agreed that the toilet areas are clean and well looked after.
- 79% agreed or strongly agreed that the playgrounds are clean and well looked after.
- 85% agreed or strongly agreed that the library is clean and well looked after.
- 84% agreed or strongly agreed that the canteen area is clean and well looked after.
- 70% agreed or strongly agreed that there are enough covered areas to go to when it gets hot or rains.

In evaluating the learning from home experience, the students agreed or strongly agreed the following aspects were of sound quality:

- Student learning - 58%
- Resources - 63%
- Feedback on learning - 61%
- Feeling connected - 53%
- Clear instructions - 58%

Students who identify as Aboriginal or Torres Strait Islander reported the following:

- 57% feel good about their culture when at school. 36% neither agree nor disagree.
- 43% believe their teachers have a good understanding of their culture. 29% neither agree or disagree.
- 76% of students feel proud of their school. 17% neither agree or disagree.

Overall, student satisfaction is slightly less positive than that reported in previous years. At this point in time, it is difficult to conclude if these results are indicative of a change in school climate or the result of the disruption to school life imposed by the remote learning period.

Teacher

According to the Tell Them From Me Teacher survey, school satisfaction is higher across all drivers of student learning. The school's results for each driver is stated below and the NSW Government Norm is bracketed. The drivers are:

1. Leadership 7.4 (7.1)
2. Collaboration 8.1 (7.8)
3. Learning Culture 8.2 (8.0)
4. Data Informs Practice 8.3 (7.8)
5. Teaching Strategies 8.3 (7.9)
6. Technology 7.1 (6.7)
7. Inclusive School 8.9 (8.2)
8. Parent Involvement 7.9 (6.8)

The People Matters Survey was also completed by 100% of staff members. In terms of the key topics, the highest performing of those indicated by the survey are:

- Inclusion and diversity - 89%
- Risk and Innovation - 86%
- Customer Service - 86%

- Senior Managers - 80%
- Wellbeing, Health and Safety - 78%

The most notable decreases in satisfactions are reported as:

- Flexible Working Conditions (-24%)
- Role Clarity and Support (-15%)
- Autonomy and Employee Voice (-14%)
- Recruitment -(13%)
- Communication and Change Management (- 12%)

The top favourable increases (between 13-24%) indicated by the survey are:

- I am paid fairly for the work I do (+24%)
- Senior managers model the values of my organisation (+16%)
- Senior managers communicate the importance of customers in our work (+16%)
- I am confident my organisation will act on the results of this survey (+13%)
- I have confidence in the ways my organisations resolves grievances (+13%)

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.