

2020 Annual Report

Abermain Public School



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Introduction

The Annual Report for 2020 is provided to the community of Abermain 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.

School contact details

Abermain Public School

Goulburn St

Abermain, 2326

www.abermain-p.schools.nsw.edu.au

abermain-p.school@det.nsw.edu.au

4930 4210

School vision

As a learning community we know, value and care for every child. We share responsibility to nurture, guide, inspire and challenge students. High quality teaching develops confident and creative individuals with the personal resources for future success and wellbeing.

School context

Abermain Public School is situated in the Cessnock area of the Hunter Valley. The school currently has an enrolment of 275 students and a team of staff committed to improving educational outcomes for students. Our vision is for quality learning in a safe, respectful community. Our school is an active member of the Cessnock Community of Great Public Schools, involving fifteen public schools serving the Cessnock community. Our community predominately speaks English having been born in Australia. With 67% of carers indicating that they have achieved further qualifications after attending school, working mainly in the following employment: machinery operators, hospitality employees and labouring services. 20% of our students acknowledge their Aboriginal background. As a school we actively support all students in their understanding of their own culture and how that is reflected in the school setting.

Positive Behaviours for Learning (PBL) guides student wellbeing strategies across the school learning environment. Universal values of safety, respect and learning are supported by the community. The school is driven by a deep belief that every student is capable of success. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents.

Staff provide quality learning that is stimulating and engaging to ensure all students achieve their full potential. The leadership team and staff actively implement a range of initiatives to support student learning which meets Australian Curriculum expectations, including Reading to Learn, Number Moves, STEM (Science, Technology, Engineering and Maths), Environmental Studies and Project Based Learning as well as intervention and transition programs. Creative Arts learning is enhanced through dancing, singing and cheer-leading as well as the bi-annual musical presentation.

Abermain PS is an active foundation member of the Cessnock Academy of STEM Excellence (CASE) and provides extra-curricular activities such as Lego, STEM Club, karaoke, dance and drama to engage students during lunch and recess breaks.

Hunter Kids Abermain provides before and after school care to support families within our community. Students also have access to *Music Bus* which provides music lessons on-site.

Abermain Public School prides itself on being an inclusive, future focused learning environment.

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1

Transformational Leadership

Purpose

To create a high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high quality teaching

To support a culture of high expectations of staff through instructional leadership resulting in sustained and measurable whole school improvement. Staff have high expectations of all students

Improvement Measures

100% of teacher observations identify that classroom practice reflects integration of school targeted evidence-based teaching practices and growth in teacher practice.

100% of teachers' PDPs will have goals that align with strategic directions outlined in the School Plan, and will demonstrate continuous professional growth through their reflection.

Abermain Public School community assess the school as excelling in the area of educational leadership against the SEF

TTFM teacher data reflects APS school leadership practices score of 9.0 or above

Progress towards achieving improvement measures

Process 1: Developing High Performing Staff

School executive use embedded systems and practices to lead staff in becoming high performing teachers that drive ongoing school-wide improvement in teaching practice resulting in a growth in student learning.

Evaluation	Funds Expended (Resources)
<i>All teaching staff had active and responsive Professional Development Plans that indicated continuous professional growth which linked to the current School Plan. Abermain PS Performance and Development Timeline continues to underpin the process. All systems and processes are underpinned by the accreditation process and teaching standards.</i>	Above establishment Instructional Leadership positions Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$112000.00)

Process 2: Driving Evidence-based Initiatives

Executive adopt a coordinated approach to leading teachers to have expert contemporary content knowledge and deploy effective teaching strategies

Evaluation	Funds Expended (Resources)
<i>Executive analysis indicates that all staff observations throughout 2020 reflect that targeted evidence -based teaching practices are integrated, and staff have demonstrated growth in teaching practices. APS Performance and Development Timeline underpins all processes. Embedded within timeline, is a lesson observation cycle, supervision checklist revisited each Term, and personal PDPs all documents and systems are linked to accreditation. Initial and subsequent lesson observation feedback focused on school targets throughout the year being Classroom management, data informed practice and Reading to Learn.</i>	Above establishment positions to support executive mentoring timetable Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$112000.00)

Next Steps

Ensure Quality Instructional Leadership through the continued refinement of established systems and practices

underpinned by Australian Professional Standards for Teachers.

Maximizing student learning outcomes in reading and numeracy will continue to underpin data driven teaching practices that are responsive to the learning needs of individual students.

School Excellence Framework elements of Data Skills and Use and Assessment will be focuses moving forward.

Strategic Direction 2

Inspired Teaching

Purpose

To create a stimulating and engaging learning environment underpinned by high expectations and teaching practices to accelerate learning with a differentiated curriculum that is flexible, reflective, relevant and dynamic to meet the diverse needs of our students, staff and community.

Improvement Measures

Increase the percentage of students demonstrating expected growth in reading, writing and numeracy. Increased proportion of all students in the top two NAPLAN bands for reading, writing and numeracy.

At least 80% of students are assessed as being sound or above in English and Mathematics when assessed against syllabus outcomes.

100% of staff teaching /learning programs reflect data analysis practices to inform teaching and learning cycle as observed by executive.

TTFM teacher "Data Informed practice" data sits above state norm

Tell Them From Me (TTFM) data reflects that 85% of students surveyed feel confident and challenged in English and Mathematics subjects, TTFM data reflects that 85% of students are interested and motivated in their learning (above state norm)

Progress towards achieving improvement measures

Process 1: Using Data in Teaching

Teachers have the capacity to gather, analyse and utilise data to create programs that meet the needs of all learners and measure their own impact.

Evaluation	Funds Expended (Resources)
Executive conduct "Program Check-ins" at the beginning of each term. All teachers have been observed to have integrated evidence-based practices in line with the school's strategic directions. All teachers are gathering formative assessment data using a tracking folder. Tracking folders are being used to record learning intentions across English and Mathematics and break down the skills that will be explicitly taught and then observed in students who are achieving learning outcomes. Teachers are using process to collate anecdotal evidence and formative assessment data that in turn informs the teaching and learning cycle along with reporting.	executive weekly mentoring timetable (above establishment) Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$112000.00)

Process 2: Providing Rich Learning Experiences

Collaborative Planning processes ensure , lessons and learning opportunities are engaging and teaching strategies are evidence-based

Evaluation	Funds Expended (Resources)
TTFM data reflects that only 48% of our students feel confident and challenged in English and Mathematics as compared to the state norm of 53%. The data also shows that only 69% of our students are interested and motivated in their learning, well below the state norm of 78%. In response to this data we have begun stage based training and development around Effective Feedback and High Expectations in line with the Department's What Works Best document. Teachers will be guided in using Success Criteria to promote a culture of high expectations in their classrooms. The use of exemplars alongside the success criteria particularly in English and Mathematics will aim to build clear and differentiated learning pathways for all	PL conducted using MS teams throughout the year

Progress towards achieving improvement measures

students and promote learning culture where students are motivated to strive for personal success.

Next Steps

Continue to build staff knowledge and skill as measured by School Excellence Framework against Data Skills and Use ensuring programs are meeting the needs of all learners.

Ensure all teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

Ensuring quality feedback as a part of Effective Classroom Practices.

Effective Classroom Practices will drive Professional Learning throughout 2021 (2021-20214 School Improvement Plan Direction 2)

Strategic Direction 3

Productive Partnership

Purpose

To engage whole school community in delivering students who connect, succeed, thrive and learn.

Improvement Measures

TTFM data reflects that 90% of students surveyed feel that they demonstrate positive behaviour at school while also measuring an above NSW Govt. Norm against a positive sense of belonging, positive relationships and valuing school outcomes.

Whole School PBL data reflects an increase in students who consistently demonstrate positive behaviours for learning. (Sentral)

TTFM data reflects an increase to a mean of 8.0 in parents feeling informed about their child's progress and future opportunities.

Abermain Public School community assess the school as excelling in the area of community engagement as the school regularly solicits and addresses feedback from community, embedding a culture of high expectations while effectively catering for a range of equity issues.

Progress towards achieving improvement measures

Process 1: Redevelop Reporting Systems

Student reports are personalised and comprehensive, providing detailed clear and specific information about student learning, growth, next steps and improvement measures (student goal setting).

Evaluation	Funds Expended (Resources)
<p><i>There is a school wide collective responsibility for student learning and success, shared by staff, parents and students.</i></p> <p><i>Need to enhance the current reporting process through the development of student voice and the development of a culture of high expectations.</i></p> <p><i>Planning for learning is informed by sound, holistic information about each student's well-being and learning needs in consultation with parents / carers.</i></p> <p><i>Learning Support Team systems /practices and reporting processes to continue with adjustments recognised through school reflection.</i></p>	

Process 2: Developing Community Partnerships

Wider school community is informed and works actively in partnership to support student learning and wellbeing:

- increase opportunities to access community skill and knowledge in the classroom setting
- AECG with DET provides opportunity for staff to access "Connecting to Country". A local Aboriginal perspective is embedded in classroom practice.
- Newcastle Children's University opportunity is embedded
- Cessnock Academy of STEM Excellence (CASE) / partnership with CHS

Evaluation	Funds Expended (Resources)
<p>Due to COVID-19 restrictions opportunities were limited. As a school we used online platforms to continue to share student learning throughout 2020 where possible.</p>	

Process 3: Maintain and Refine Positive Behaviours for Learning (PBL) Practices

Progress towards achieving improvement measures

Process 3: Positive, respectful relationships are evident and widespread among whole school community as a result of a collaborative approach to wellbeing.

Evaluation	Funds Expended (Resources)
<p><i>2020 data</i></p> <p><i>82 vs 83 state norm (students surveyed feel that they demonstrate positive behaviour at school)</i></p> <p><i>79 vs 81 state norm (positive relationships and valuing school outcomes)</i></p> <p>Sentral Positive Behaviour for Learning DATA 91% to 95.6% students demonstrating positive behaviours</p> <p><i>A focus on (WWB pedagogy) High Expectations across the whole school community, starting within the classroom space with both staff and students. Revisit and embed PBL expectations through deep understanding of contract process, continual revisiting of data to drive lesson sequence.</i></p> <p><i>Positive, respectful relationships are evident and widespread among whole school community as a result of a collaborative approach to wellb-eing.</i></p>	

Next Steps

Embed a strategic and planned approach to developing whole school processes that support the well-being of all students so that they can connect, succeed, thrive and learn.

Well-being and Engagement will drive Direction 3 of the School Improvement Plan for 2021, the school will complete self assessment of Well-being strategies and then action recommendations.

Trauma Informed Practice will continue to drive future directions.

Positive Behaviours for Learning Framework will continue to drive well-being and engagement.

Learning Support Team structures will be refined.

Attendance will continue to be monitored and school will actively support and encourage student attendance through current systems and practices.

AECG partnership will be a focus moving forward and the development of school community knowledge of Aboriginal Culture.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading		Aboriginal student data has been regularly reviewed and used to drive the next teaching cycles for our students. Aboriginal families engaged with term 1 report catch ups. COVID -19 interruption saw families engage with school's online platform to maintain communication. All Aboriginal students have demonstrated some growth across literacy and numeracy each term.
English language proficiency		All students have made progress each term.
Low level adjustment for disability		Funding supported the implementation of small group intervention programs throughout the year, due to COVID -19 support staff formed a part of our response and support through learning at home.
Quality Teaching, Successful Students (QTSS)		Reflection of systems and practices by staff as a part of situational analysis will see continuation of current staff mentoring and instructional leadership systems.
Socio-economic background		The employment of additional Instructional Leaders, teaching staff and School Learning Support Officers saw students access teachers in small group interventions. Staff were supported by additional instructional leadership.
Support for beginning teachers		School mentoring systems will continue to drive individualised Professional Learning for Beginning Teachers. Staff reflected and scored current leadership practices 9.0 in Tell Them From Me Survey.
Early Action for Success		Abermain PS Instructional Leader gained a Principal position in 2020. As a result of the embedded practices K_2 students continued to meet their learning goals through out the year.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	136	150	138	139
Girls	128	150	141	131

Student attendance profile

School				
Year	2017	2018	2019	2020
K	93.6	91.7	93.9	95.2
1	93.7	90.1	91.7	94.5
2	94.7	91.8	92	93.8
3	92.1	92	88.3	94.8
4	91.3	91.5	91	92.4
5	91.6	90.5	88.5	93.2
6	93.2	90.4	90.3	92.1
All Years	92.9	91.1	90.8	93.7
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	9.72
Literacy and Numeracy Intervention	0.2
Learning and Support Teacher(s)	1
Teacher Librarian	0.6
School Administration and Support Staff	2.72

*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	384,485
Revenue	3,354,519
Appropriation	3,320,669
Sale of Goods and Services	345
Grants and contributions	32,918
Investment income	587
Expenses	-3,388,703
Employee related	-3,031,622
Operating expenses	-357,081
Surplus / deficit for the year	-34,184
Closing Balance	350,301

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

Financial summary - Equity loadings

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

	2020 Approved SBA (\$)
Targeted Total	125,367
Equity Total	721,025
Equity - Aboriginal	83,645
Equity - Socio-economic	458,912
Equity - Language	3,123
Equity - Disability	175,344
Base Total	2,102,363
Base - Per Capita	67,101
Base - Location	0
Base - Other	2,035,263
Other Total	298,397
Grand Total	3,247,153

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

2020 saw the Abermain PS Community manage the impact of COVID -19 restrictions while ensuring our students, families and staff felt safe and protected. Students continued to access learning through the dedication of an extremely skilled staff and committed parents/ carers. Staff were thanked and acknowledged publicly for going above and beyond throughout the year as they moved from learning at home model to ensuring students were back in the classroom working towards their own goals for the remainder of the year.

Student, staff and parents/carers we given the opportunity throughout the year to reflect on current systems and practices through the Tell Them From Me (TTFM) surveying tool.

"Partners in Learning Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and at school". As a school we will continue to foster communication with parents while encouraging parental involvement in their child's learning. In 2020, parents reflected positively on the school's ability to promote a safe and inclusive learning environment. and indicated that they aim to support their child's learning at home while feeling welcome and informed.

Teaching staff reflected on the Eight Drivers of Student Learning and the Four Dimensions of Classroom and School Practices through the TTFM survey. Within the Eight Drivers of Student Learning they scored Leadership at 9.2 against NSW Gov Norm of 7.1 and Collaboration at 8.9 against NSW Gov Norm of 7.8. Teachers assessed five out of Eight Drivers at or above NSW Gov Norms. All Four Dimensions of Classroom Practice were also scored at or above NSW Gov Norms.

The student survey reflects on Social- Emotional Outcomes and the Drivers of Student Outcomes . The School Mean was at or above NSW Gov Norm across all Student Driver elements.

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.