

2020 Annual Report

Alstonville Public School



1030

Introduction

The Annual Report for 2020 is provided to the community of Alstonville 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

Alstonville Public School

Main St

Alstonville, 2477

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

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

02 6628 0775

School vision

Alstonville Public School's motto is *Effort Earns Success*. Students are self-directed learners able to learn anywhere, anytime. Alstonville Public School values and visibly promotes critical and creative thinking to aid in the development of deep knowledge, skills and understanding.

School context

Alstonville Public School has an enrolment of 375 students, including 11% Aboriginal students. The school has 15 classes, including an opportunity class for high performing students. The school actively focuses on providing students with a balanced, progressive curriculum. Varied and extensive extra-curricular activities are offered to students resulting in learners that make independent and informed choices. These include; concert band, choir, public speaking, debating, and sports. Student leadership is promoted through active involvement in Student Parliament.

At Alstonville Public School teaching and learning is developed using Project Based Learning pedagogy to develop student agency in their learning through authentic projects that engage students. Students develop skills in collaboration, communication, creativity and critical thinking.

The school has a wide breadth of experience in its teaching and support staff. All input is valued. The school has a culture of enthusiasm, collaboration, sharing and support which produces a stimulating, innovative and rigorous 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	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

Creating a Culture of Thinking

Purpose

To develop deep understanding of the 'Cultures of Thinking' and create a school wide ethos where deep thinking is valued and visible.

Improvement Measures

80% of teachers self assess on protocol above 100/160 upon the completion of professional learning.

Increase in reference to student agency and student leadership throughout the school.

2020 learning walks show an increase in teachers demonstrating the use of cultural forces.

Progress towards achieving improvement measures

Process 1: Cultures of Thinking:

Develop a school-wide approach to deepen student understanding.

Evaluation	Funds Expended (Resources)
Due to COVID-19 disruptions the focus of this process moved from in school deep learning to learning from home and students being engaged in quality learning. COVID-19 Learning from home processes were developed by the school to ensure consistency across all classes. Teachers used the See Saw application to deliver learning and provide feedback. These processes kept students connected to the school, their teacher and learning. Feedback from the school community about the way the learning was delivered was positive.	

Process 2: Developing student agency.

Students contribute to school-wide culture through leadership, self efficacy and building an enhanced sense of belonging.

Evaluation	Funds Expended (Resources)
The social enterprise project that ran in semester 2 provided years 5 & 6 students with the opportunity to develop leadership and self-efficacy in their learning. Students held a successful market day where they demonstrated their skills to the wider community. Forward planning for the next planning cycle should include considerations on how to improve student leadership across the whole school.	

Strategic Direction 2

Making Thinking Valued

Purpose

To ensure all learners have opportunities to explore their thinking, to make their thinking visible and to reflect and discuss their learning.

Improvement Measures

Visible thinking routines are explicitly planned for in teaching and learning programs.

Students show improved ability to think deeply and articulate their thoughts clearly.

Improvement in student knowledge and understanding of content is visible.

Progress towards achieving improvement measures

Process 1: Visible Thinking Routines

- Teachers integrate Visible Thinking Routines flexibly throughout all KLAs to develop students' thinking
- Students' thinking is visible in classrooms

Evaluation	Funds Expended (Resources)
Visible thinking routines are evident in some learning programs. During COVID-19 learning from home period visible thinking routines were not used in explicit instruction as lessons were simplified so students could complete tasks independently. Student learning from home was shared with teachers via the 'See Saw' application, where teachers provided feedback on learning.	

Process 2: Positive Learning Environment and Culture

Evaluation	Funds Expended (Resources)
The data analysis has indicated that we have been successful in implementing a positive learning environment for our students. Streamlining of the Learning and Support process has increased the funding support provided to students which has benefited the learning culture within classrooms as more students are able to have a successful experience while at school. The library and playground upgrades offer a positive learning environment for students where they can feel safe and supported in their learning and social and emotional well-being. These areas provide new and engaging spaces for students to learn and play.	

Strategic Direction 3

Rigour in Teaching and Learning

Purpose

To improve learning outcomes in literacy and numeracy and meet the needs of all learners by having high expectations and applying evidence-based pedagogy, including STEM and Project based learning.

Improvement Measures

Value added is 80% of students achieving in the top two NAPLAN bands for reading and numeracy; and 60% in writing.

In NAPLAN, over 90% of cohort reach student growth scores in all aspects.

Teachers have engaged in professional learning and are embedding new practices in their teaching routines. Project Based learning and STEM pedagogy evident in all teachers' programs and in all classrooms.

Differentiated lessons are evident in every classroom and data collection systems are in place. (PLAN, PLAN2, NAPLAN, school based assessments)

Progress towards achieving improvement measures

Process 1: Literacy and Numeracy:

- Implement school-wide processes whereby distributed instructional leadership drives improvement in teaching practice; underpinned by the effective use of data.

Evaluation	Funds Expended (Resources)
Following COVID-19 restrictions, the school implemented a school wide approach to literacy learning. Teachers developed a deeper understanding of structured literacy learning. Student data showed that 96% students displayed expected growth in phonics and word recognition. The results demonstrated that this approach to teaching and learning increased students' depth of understanding.	

Process 2: Future Focused Learning:

- Embed a whole school approach to Project Based Learning pedagogy and a STEM integrated curriculum, to engage all learners.
- Support teachers to effectively use formative assessment, feedback, reflection on learning / teaching to improve student outcomes.

Evaluation	Funds Expended (Resources)
Data analysis shows that staff are implementing engaging PBL and STEM into their teaching and learning. Student participation and engagement in the Social Enterprise and Game Changer project was positive and developed students' skills and knowledge in these areas. Students are provided with opportunities to engage in PBL and STEM. Data has shown we have successfully implemented this strategic direction.	

Process 3: Student agency:

- Explicitly teach students how to use data and feedback to track their progress, be reflective learners and determine where they need to focus their learning next.

Evaluation	Funds Expended (Resources)
Due to the COVID-19 disruption this process focused on developing student agency as self directed learners learning from home. This was developed through the use of self-paced tasks provided via See Saw, where students needed to plan and motivate themselves to complete work. Parents and	

Progress towards achieving improvement measures

students were supported in this by videos, phone calls and emails from their teacher. Feedback from students and parents was positive.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	School Learning Support Officer Funding Sources: • Aboriginal background loading (\$34 879.00)	Additional SLSO time was funded to support Aboriginal and Torres Strait Islander students in Literacy and Numeracy. End of year assessment of student phonics achievement showed that 91% students exceeded expected growth, 6% students achieved come growth and 3 % students demonstrated expected growth.
Low level adjustment for disability	1.1 FTE Learning and Support Teachers Additional SLSO support Funding Sources: • Low level adjustment for disability (\$120 322.00)	Additional SLSO employed to work with students identified through Learning and Support process. Purchase of laptops to support engagement of students with disabilities and LaST leading professional learning in using technology to support student learning. Purchase of specialised/adaptive furniture. LaSTs provided differentiated support to teachers in developing adjustments to support individual student needs, as guided by Learning and Support Team processes.
Quality Teaching, Successful Students (QTSS)	0.685 Assistant Principal Instructional Leader Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$74 928.00)	Student phonics assessments show that 85.71% students have demonstrated above average growth, 9.63% students made expected growth, 2.67% students demonstrated some growth, and 1.99% students shown limited growth. This program will continue in 2021 with Instructional Leaders working with all classes K-6.
Socio-economic background	Technology Support Officer Ipad accessories Application subscriptions for students K-6 Licences for iPad Apps Purchase 14 iPads, webcam and headsets. Funding Sources: • Socio-economic background (\$38 798.00)	The addition of a Technology Support Officer, enabled the school to have a fleet of fully operational devices that are ready for students and staff to use every day. The officer provided high level knowledge of technology platforms and assisted the school in developing a renewal program for devices. Hardware purchased to replace and increase supply of devices. Subscriptions to Reading Eggs and Mathletics purchase to support student learning.
Support for beginning teachers	Funding Sources: • Support for beginning teachers (\$0.00)	There were no beginning teachers at Alstonville Public School in 2020.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	284	257	215	189
Girls	244	226	192	186

Student attendance profile

School				
Year	2017	2018	2019	2020
K	93	92.5	94.8	93.9
1	93.5	91.9	91.8	90.1
2	92.9	93	93.2	90.9
3	93.6	93.3	93	88.9
4	93.1	92.4	92.9	91.3
5	92.7	93.9	92.6	87.3
6	92.2	92.9	93	90.9
All Years	93	92.9	93	90.2
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	12.87
Literacy and Numeracy Intervention	0.63
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.8
School Administration and Support Staff	2.92

*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	714,778
Revenue	3,650,289
Appropriation	3,503,954
Sale of Goods and Services	95,220
Grants and contributions	49,529
Investment income	1,386
Other revenue	200
Expenses	-3,913,706
Employee related	-3,221,455
Operating expenses	-692,251
Surplus / deficit for the year	-263,417
Closing Balance	451,360

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	202,720
Equity Total	293,583
Equity - Aboriginal	34,879
Equity - Socio-economic	55,738
Equity - Language	1,127
Equity - Disability	201,840
Base Total	2,602,011
Base - Per Capita	97,885
Base - Location	5,161
Base - Other	2,498,965
Other Total	332,898
Grand Total	3,431,213

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

Parents and students were surveyed on their experiences of learning from home during the COVID-19 period in 2020. Responses from each group were positive as outlined:

- School support provided to families in accessing resources and content: 86% parents agree
- Support information and instructions accessible (videos): 60% parents and 83% students agree
- Student learning: 84% parents and 81% students agreed about the quality of learning tasks
- Students received feedback: 88% agree
- School contact with families: 68% parents
- Resources: 87% parents and 81% students agree
- Students feel connected: 65% students agree.

This feedback has been used by the school to review the learning from home processes, in preparation for any future events.

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.