

2020 Annual Report

Annandale Public School



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Introduction

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

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

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Message from the principal

As I reflect on the school year of 2020, there is much to celebrate despite the many challenges due to the global pandemic. I would like to sincerely thank our community for their continued support and positive messages shared with the school during the periods of lock downs, learning from home and phased return to school.

For our students, there were many changes that needed to be made. Performing arts and sporting events needed to be cancelled or modified to maintain physical distancing from others and to maintain high levels of hygiene. I congratulate our students for their resilience and adaptability during this time, many would have been quite disappointed from missing these activities and I commend them for their understanding and acceptance of the necessary changes.

I would also like to thank all the staff at Annandale Public School for the positive way they responded to the frequent and extended changes to routine. In particular, I am proud of the way our staff collaborated, shared resources, jointly developed learning plans (both online and off line) while balancing the task of supervising students at school and being available to students and parents to assist with learning at home. It was a whole new skill set and a terrific effort from all involved.

Congratulations to Mrs Maher and Ms Zec for being recognised in the Iron Cove Schools Network awards for outstanding contributions to Public Education. An additional two members of staff were recognised in the annual Deadly Kids Awards which recognises achievement of Aboriginal and Torres Strait islander students and contributions of staff. Congratulations to Ms Robinson who received the *Aunty Fay Carol Memorial Award* and to Mr Burnell for receiving the *Gamarada Award*.

I would like to acknowledge the contributions of Assistant Principals; Mrs Wolfe, Mrs Maher, Ms Zec, Mrs Derwent and Ms DeAngelis in leading staff to support the learning and wellbeing of our students, and also leading the professional learning of staff in Building Blocks for Numeracy, Additive Strategies, and Effective Reading Strategies; Phonics, Phonological awareness, Vocabulary.

My sincere thanks to our dedicated P&C for their continued outstanding work in supporting our school community. In particular, I thank our P&C for their successful My Community Project funding application, securing an additional \$50,000 to continue with our playground upgrades.

Finally, I congratulate our students on a positive year of learning, even though it was a very different year to what we are used to. I thank our student leaders Olive, Zach, Meika and Allegra for being wonderful ambassadors for our school and I wish all our Year 6 students a successful transition to Secondary School.

Lisa Lupton

Principal

Message from the school community

2020 was an eventful year for all of us in so many ways.

As a community, we had to re-think our approach to engagement and fundraising, pulled together, reached out and supported each other. On behalf of the P&C, we are thankful and grateful to every member of the community who connected, stayed in touch and contributed to our school community in what was otherwise a challenging and unprecedented year.

Throughout the year, we continued to work together with the school, led by our principal Lisa Lupton and the parent/carer community to provide input and carry out our key objectives; to raise funds and provide tools and resources to benefit our school, teachers and students.

Due to the impact of COVID restrictions, we had to shelve or rethink our approach to our favourite fundraising efforts. Our usual Mother's Day and Father's Day breakfast and gifts and the annual, highlight-of-the-calendar Parent Night Out and Art auction were sadly missed. However, we adapted to the circumstances and looked for alternate ways to raise funds to support the school. A perfect example was our collaboration with the school to deliver a different annual Showcase, which turned out to be a fantastic success. Thank you in particular to Bin Li, Brendon Carmody and Tom Gleeson for volunteering their valuable time to film, edit and produce the Showcase video and also for the wonderful staff for planning, coaching and ensuring the students were ready for their time in the spotlight! The beautifully filmed video is testament to their hard work and was wonderful viewing for us at home.

Alternate fundraisers also included Pop up stalls for our apron, calico shopping bag or coffee mug sets, Christmas tree and pudding sales. I would like to thank Rosemary Donald, Hannah Richardson and team for coordinating these projects.

I would like to thank our Uniform Shop volunteers; Georgina Moore, Max Joscelyne, Di Eklund and Helen O'Riordan for their contributions to the school. We also thank and farewell School Administration manager Helen Bowling and wish her all the very best wishes for her retirement.

Finally, I would like to thank Minh Huynh, past President, for all of her efforts and also to all members of the P&C Executive; Tanya Franic, Bec Wainscoat, Rosemary Donald and Peter Bestel for their continued support, as well as all P&C members who continue to give up their time to help with the work of the P&C. I would also like to thank Lisa Lupton and the staff at APS for their continued support. We have big plans for re-engaging with the community and to pick up where we left on the fundraising front and look forward to what can be done in 2021.

Stephanie Wee

P&C President

Message from the students

Being part of the Student Representative Council (the SRC) was a lot of fun in 2020, although it was quite a different experience to what previous student leaders have been through. I remember our first SRC meeting was about the Easter Show, all of the SRC were really excited to take part and contribute into the school's Easter Show, but then Covid hit, suddenly we had to find ways to do school work from home but still find ways to connect with our peers and teachers. Luckily before we had to work from home, other members of the SRC and I had the opportunity to attend National Young Leaders Day, which was definitely one of the highlights of my year. In the year overall we didn't have many SRC meetings because of Covid but the ones we had were always very fun for planning activities we hosted for the school, such as Wear it Purple day, where we created posters that we stuck around the school. We also collected non-perishable food items for Sydney Basket Brigade.

Overall I would like to thank all of the house captains, class reps, the executive team and all of our brilliant teachers for making our final year at Annandale Public School special and unforgettable.

Olive

SRC President

School vision

As a community, we are committed to ongoing growth in learning and the wellbeing of every student. We provide an inclusive environment dedicated to nurturing resilient, creative and active learners.

School context

Annandale Public School is located in the inner western suburbs of Sydney and serves socially and linguistically diverse community of learners from preschool to year 6 including an Early Intervention Unit. It has a long and proud tradition of providing public education since 1886. The site comprises heritage and modern buildings, a before and after school care facility, as well as a well-equipped Learning Garden and Kitchen.

We are a growing and vibrant school with a population of over 470 students. At Annandale Public School we are committed to developing confident and independent lifelong learners by providing all students with a range of varied and effective teaching and learning programs in an inclusive, creative and supportive environment. Each child is given opportunities to maximise their academic, emotional and social potential. Student learning is supported by Reading Recovery, Pre-Lit, Mini-Lit and MACQLIT, EAL/D and G&T support. The school offers a range of extracurricular activities including music, drama, dance, public speaking and Maths Olympiad. A range of after-hours activities are also offered including music tuition, language classes and visual art lessons.

The teaching staff at Annandale Public school are committed to ongoing professional learning to improve their practice and improve outcomes for students. The teaching and learning programs are based on NSW Department of Education Syllabus documents with a focus on students taking control of their learning through self-regulation supported by Visible Learning pedagogy.

The dedicated and committed staff at Annandale Public School value a close partnership with the parents and wider community to develop confident and independent lifelong learners.

We acknowledge the, Gadigal people of the Eora nation as the traditional custodians of the land on which our school is situated.

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>

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	Delivering
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	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Value added growth P-7

Purpose

More than 35% of students achieve in the top 2 NAPLAN bands. The school aims to increase the percentage of Year 3 and Year 5 students achieving in the top two bands in NAPLAN Reading and Numeracy.

Students will be active and successful learners as they will be able to articulate: how they learn, what they are learning and why they are learning it. Evidence of learning will be visible in classrooms and a consistent language and practice in growth mindset will further support all learners to succeed.

We are committed to ensuring that for every year of teaching there is a year of learning occurring for every child.

Improvement Measures

Increased proportion of students achieving expected growth in literacy and numeracy.

Student data collection in literacy and numeracy (K-6), portfolios (preschool), attainment of ILP/PLP targets (EIU).

Evaluation- ongoing student feedback, portfolios (preschool), attainment of ILP/PLP targets (EI preschool).

Progress towards achieving improvement measures

Process 1: Literacy

Implement a whole school approach to supporting students' development in literacy.

Evaluation	Funds Expended (Resources)
Current scope and sequence documents analysed and teachers surveyed regarding current literacy scope and sequence. Findings were used to develop future targets to meet literacy goals K-6.	Literacy team released concurrently to discuss/develop draft scope and sequence: \$2,324
Teachers engaged in professional learning in Effective Reading Strategies: Phonics, Phonological Awareness and Vocabulary. Further staff will complete training in 2021.	Literacy resources: \$8466 Guided readers: \$2,411
Year 1 students participated in the Phonics Screening Check Trial and staff engaged in associated professional learning.	Decodable readers: \$ \$6,778
Completed audit of K-6 classroom literacy resources, home and guided readers to remain updated Purchased K-2 classroom resources - mini whiteboards, magnetic letters, letter beads, Yellow/Blue Box Purchased guided Dandelion Reader sets and guided InitialLit sets for Learning Support rooms	

Process 2: Numeracy

Implement a whole school approach to enrich the quality of numeracy learning for every student. Develop engaged students with high-level numeracy skills that can be applied across all curriculum areas.

Evaluation	Funds Expended (Resources)
Staff professional learning in Additive Strategies and Building Blocks for Numeracy which was embedded across K-6 through an instructional leadership model implemented by Assistant Principals.	Teacher release to engage in professional learning: \$12,000 Mathematics resources: \$1486
Anecdotal information regarding familiarisation with Additive Strategies and use of PLAN2 and Best Start Kindergarten to track student progress was gathered and synthesised from K-6 staff. Findings pointed towards increased	STEM resources:

Progress towards achieving improvement measures

consistent use of the learning progressions, assessment tools and data collection software, however, there is more work to be done to ensure greater consistency across K-6.

Blue Bots: \$4388

Lego Robotics: \$5000

3D Printer supplies: \$500

Process 3: Visible Learning

Implement a whole school approach to supporting students' development in Visible Learning skills.

Evaluation	Funds Expended (Resources)
Quality Teaching rounds professional learning postponed to 2022 due to pandemic. Instructional leadership provided through Quality Teaching Successful Students resource. Assistant Principals led team teaching, demonstration lessons, observation and feedback session for classroom teachers focused on Visible learning strategies.	Quality Teaching Successful Student funding FTE 0.755 CRT = \$84,773

Strategic Direction 2

Team Improvement

Purpose

We believe in our collective efficacy as a team, and in leveraging high stakes evidence-based teaching strategies to raise student learning outcomes.

Visible leadership will drive research-based practice across the school so that all students have every opportunity to become successful learners.

We are committed to improvement of student learning outcomes through setting specific targets and goals across the school in literacy and numeracy. Teacher observations, professional readings and research will inform data conversations and our collaborative practice to improve student learning outcomes.

Improvement Measures

Preschool teachers recognise themselves as an expert teaching team on the National School Improvement tool.

Increase in the number of P-6 staff who feel confident in the area of Effective Classroom Practice - (Lesson Planning) on the SEF.

In 2020, staff will reflect positive growth in their practice due to targeted professional development.

Progress towards achieving improvement measures

Process 1: Negotiated high expectations (K-6)

A corporate program will be built that will unpack all syllabus documents, develop missing scope and sequences and embed Visible Learning and formative assessment strategies aligned to literacy and numeracy progressions.

Evaluation	Funds Expended (Resources)
PDHPE scope and sequence finalised and informing teaching programs K-6. Some professional learning activities have been postponed due to the global pandemic. The school learning and support team processes have been reviewed and enhanced to support teachers in identifying and responding to the additional learning needs of students through collaborative partnerships with the school, parents and carers and other professionals and coordinated planning processes and resourcing for students with disability and additional learning and support needs.	Teacher release for professional learning \$1872

Process 2: Negotiated high expectations (Preschool)

A collaboratively developed cohesive process will be built that reflects high quality planning, documenting, reflecting, evaluating and forward thinking.

Evaluation	Funds Expended (Resources)
Preschool classrooms reflect current practice informed by professional learning in Quality Preschool Practice. Preschool educators and teaching staff have collaborated with P-2 Initiatives officers to develop the Quality Improvement Plan aligned with the Early Years Learning Framework with a view towards achievement of 'Exceeding' of National Quality Standards.	Professional learning for educators and teachers: \$4,185

Strategic Direction 3

Strengthened Service Delivery

Purpose

There are high expectations across all stakeholders and we believe there could be more opportunities for three way collaboration and communication between students, teachers and parents so that learning outcomes are maximised.

We are committed to providing explicit feedback and to forging genuine learning partnerships with our community.

Our system leadership in evidence-based practice and formative assessment will strengthen our connection to our learning community and establish our identity as a lighthouse school for Visible Learning.

Improvement Measures

In preschool, indoor and outdoor learning environments are established in such a way that when educators critically reflect on them in relation to EYLF outcomes 4 and 5, they show considerable growth.

There is improvement in parent satisfaction levels regarding the process of meeting with teachers and gathering feedback on their child/ren's performance and outcome attainment.

Parents indicate that they are more satisfied with information contained within mid year and annual reports.

Positive behaviour for learning (PBL) is recognised by the school community as the overarching approach to student welfare and wellbeing.

Progress towards achieving improvement measures

Process 1: Communication of Learning P-6

Procedures will be developed whereby teaching staff work collaboratively with the parent community to improve communication on individual student progress allowing students to take an active role in identifying learning needs.

Evaluation	Funds Expended (Resources)
Administration team and teaching staff received professional learning on Sentral. The program is being utilised consistently for attendance monitoring, record keeping and reporting.	Software licence: \$12,770

Process 2: School Wide Welfare and Wellbeing

A systemic focus on student welfare and wellbeing will be implemented underpinned by the adoption of Positive Behaviour for Learning (PBL).

Evaluation	Funds Expended (Resources)
<p>The Second Step program was successfully introduced and implemented across the school. Teachers provided anecdotal feedback that the program was easy to implement and that they observed their students displaying the behaviours taught within the program.</p> <p>The Sentral welfare module is now being used by all staff to record and analyse student behaviour data trends. The PBL team will continue to use this data to summarise issues within classroom and non-classroom settings during 2021 and determine areas for additional focus and teaching.</p> <p>The PBL team successfully introduced a number of features of universal prevention within the framework with a high level of staff buy in. Staff regularly use the language of PBL in their interactions with students and the new reward system has been a success.</p>	Teacher release \$1840

Progress towards achieving improvement measures

Successful implementation by the team has been evident through the significant improvement in the Tiered Fidelity Inventory evaluation which was conducted externally by the DoE's PBL Coach Mentor. The team will continue with universal (tier 1) implementation in 2021 with a view to focus on classroom settings in the latter part of the year.

Process 3: Re-imagined Learning Spaces Preschool

In the preschool both the indoor and outdoor learning environments will be modified to support the improvement of learning outcomes against the *Early Years Learning Framework* and to provide fluid and flexible learning environment opportunities.

Evaluation	Funds Expended (Resources)
New areas incorporated into the program via playground renovation: deck for music, creek bed for water play: EYLF Outcomes 3, 4 and 5. Families invited to add new plants to the outdoor environment. EYLF Outcome 2 and Principle 2: Partnerships with families.	Resources for outdoor play: \$4485

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Equity loadings: Aboriginal Background: \$9192	<p>Individualised and differentiated learning plans formulated to ensure the achievements of Aboriginal students match or better the outcomes of all students.</p> <p>Cultural excursion for Aboriginal and Torres Strait Islander students and friends, including parents/carers planned, to build relationships and strengthen learning about Aboriginal culture, histories and experiences.</p> <p>Annual NAIDOC Week celebrations postponed due to global pandemic.</p>
English language proficiency	Equity loadings: English language proficiency: \$34,961	EAL/D and class teachers, along with other support staff, work with small groups within the classroom implementing collaboratively planned teaching and assessment programs, to support English language acquisition. Newly arrived EAL/D students receive intensive English language instruction
Low level adjustment for disability	<p>Equity loadings: Low level adjustment for disability: Staffing \$65,630 = FTE 0.6 CRT</p> <p>Flexible \$35,921</p>	Employment of a learning and support teacher to work with individual students in a case management role within classrooms to support teachers in meeting the learning needs of identified students. Provision of support for targeted students within the classroom and playground through employments of SLSOs. Use of flexible funds to employ SLSOs to support the delivery of targeted literacy and numeracy programs for identified students.
Quality Teaching, Successful Students (QTSS)	Quality Teaching Successful Student funding (QTSS) FTE 0.775 CRT = \$ 84,773	QTSS release provide to each Stage team leader to enable shoulder to shoulder instructional leadership in classrooms. Release time was utilised for team teaching, classroom teaching observation and feedback, demonstration lessons and supported application of professional learning initiatives.
Socio-economic background	Equity loadings: Socio-economic background: \$9303	Funding used to employ SLSOs to support student learning in literacy programs and to support student engagement in learning.
Support for beginning teachers	\$62,299	Funds were used to provide additional professional learning, reduced teaching loads and an hour per week of mentorship between beginning teachers and experienced colleagues.
Targeted student support for refugees and new arrivals	\$708	Funds used to purchase resources to assist refugee students.

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	205	213	222	211
Girls	187	187	180	199

Student attendance profile

School				
Year	2017	2018	2019	2020
K	96.6	95.3	95.9	97.4
1	95	96.5	95	96.4
2	95.4	94.4	95.8	96.2
3	95.5	95.5	93.3	96.1
4	95.7	94.9	95.6	94.5
5	94.1	94.8	94.8	96.4
6	94.1	93	94.2	96.2
All Years	95.3	95	95	96.2
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)	20.36
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	6.42

*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	671,278
Revenue	4,958,276
Appropriation	4,615,706
Sale of Goods and Services	-25,363
Grants and contributions	335,872
Investment income	2,062
Other revenue	30,000
Expenses	-5,078,272
Employee related	-4,468,740
Operating expenses	-609,532
Surplus / deficit for the year	-119,996
Closing Balance	551,282

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	109,908
Equity Total	155,007
Equity - Aboriginal	9,192
Equity - Socio-economic	9,303
Equity - Language	34,961
Equity - Disability	101,551
Base Total	3,317,122
Base - Per Capita	100,483
Base - Location	0
Base - Other	3,216,639
Other Total	831,652
Grand Total	4,413,689

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

Tell Them From Me Survey

Student responses

This report provides results based on data from 120 students in Year 4, Year 5 and Year 6 who completed the survey between 15 Sep 2019 and 20 Sep 2019.

Students with positive relationships: 88% (NSW Government norm 85%)

Students with positive behaviour at school: 90% (NSW Government norm is 83%)

Students that value schooling outcomes: 96% (NSW Government norm is 91%)

Students who are interested and motivated: 66% (NSW Government norm is 78%)

Effort: 8.7 (NSW Government norm 8.8)

Perspectives of Parents

The '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 school. It is based primarily on Joyce Epstein's framework for fostering positive relations between the school and the community.

This report provides results based on data from 66 respondents in this school who completed the Parent Survey between September 2019 and September 2020.

Parents feel welcome: 7.1 (increase of 0.4 from 2019)

Parents are informed: 5.9 (increase of 0.1 from 2019)

Parents support learning at home: 6.0 (decrease of 0.1 from 2019)

School supports learning: 6.7 (increase of 0.4 from 2019)

School supports positive behaviour: 7.7 (increase of 0.1 from 2019)

Safety at school: 7.2 (increase of 0.2 from 2019)

Inclusive school: 6.6 (increase of 0.3 from 2019)

Focus on Learning Survey Self evaluation tool for teachers and schools

Leadership: 7.0 (NSW Government norm is 7.1)

Collaboration: 7.6 (NSW Government norm is 7.8)

Learning Culture 7.9 (NSW Government norm is 8.0)

Data informs practice: 7.6 (NSW Government norm is 7.8)

Teaching strategies: 7.8 (NSW Government norm is 7.9)

Technology: 6.4 (NSW Government norm is 6.7)

Inclusive school: 8.2 (NSW Government norm is 8.2)

Parent Involvement 7.3 (NSW Government norm is 6.8)

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.