

2020 Annual Report

Arcadia Public School

Arcadia PUBLIC School *Be Outstanding, Be Inspired*

1048

Introduction

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

Arcadia Public School is committed to developing each of our students holistically, as resilient, self regulated learners who think and relate well to others, strive for excellence and achieve success and happiness in learning and life.

School context

Arcadia Public School is a thriving, vibrant learning community and an active participant in the Galston Community of Schools. Set in a semi-rural location, environmental education, student leadership, self-direction and public speaking are strong features of the school. The school is robustly supported by the wider school community and enjoys strong links to the history and cultural traditions of the area.

Being part of Arcadia Public School is being part of a family. At our school lifelong friendships are forged, families connect and the community grows together.

The motto for our school is 'Be Outstanding, Be Inspired'. We stand by this by striving to build a great school that promotes a passion for learning in our students and the confidence and knowledge to take responsibility and be actively involved in their own learning.

Our school's educational philosophy is underpinned by the timeless values of respect, responsibility and personal best.

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	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
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

Quality Teaching, Successful Students

Purpose

A differentiated, challenging curriculum underpinned by quality teaching practices and successful, self-directed learners.

Improvement Measures

Increase the number of students demonstrating expected growth and above in Literacy and Numeracy.

To better State growth from Years 3 to 5 in NAPLAN Writing and Numeracy.

100% of teaching staff participate in lesson study observations.

Literacy progressions familiarised and PLAN2 software explored.

Students are able to articulate what it is they are learning and how they know if they are successful.

Teacher responses on the *Tell Them From Me and school based* surveys demonstrate high levels of collaboration as well as increased opportunities for classroom observations and provision of quality feedback on teaching practice.

Progress towards achieving improvement measures

Process 1: Collaboration and Consistent Judgement Project

The Literacy Progressions used to assist the school to determine students' learning achievements and understand what needs to be learnt next.

The development of systems for teachers and leaders to learn from each other, creating a culture of continual professional development; collaborative teamwork; shared purpose; and high expectations.

Evaluation	Funds Expended (Resources)
<p>Q - How effectively were the literacy progressions used to assist the school to determine student learning achievements and understand what needs to be learnt next?</p> <p>Data - Teacher confidence. was surveyed. Best start data was used in teacher program. Stage 2 spelling achievement was plotted on progressions.</p> <p>Analysis - end of year data sets</p> <p>Implications - Teacher confidence in using the progressions is not high. Further professional learning needs to be carried out.</p>	<p>Professional learning was carried out with colleagues from the Small School Learning Alliance on the Staff Development Day and subsequent after school sessions, therefore school funds were not expended.</p>

Process 2: Visible learning project

Commitment to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching and learning strategies.

Develop knowledge of the learning process and purpose through the implementation of 'Visible Learning' and Creative and Critical Thinking (CCT) skills and strategies.

Evaluation	Funds Expended (Resources)
<p>Q - How successful were teachers in identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching and learning strategies. ?Data - Updated technology scope and sequence. Exit slips from teacher led professional learning, pre and post assessments surveying teacher</p>	<p>\$800 - conference</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$800.00)

Progress towards achieving improvement measures

knowledge and confidence.

Analysis - teachers reported increased knowledge of visible learning strategies.

Implications - Effective teacher practice evident in classrooms - learning intentions, goal setting and explicit feedback. Further learning and support required.

Strategic Direction 2

An engaged learning community

Purpose

To inspire and support a sustainable culture of shared commitment, high expectations, resilience and well-being, respect and a love of learning.

Improvement Measures

Effective PBEL data, systems and practices in are action. The school has in place a comprehensive and inclusive framework to support well-being of all students.

Tell them From Me parent survey results indicate high levels of engagement, being well informed of student learning, school directions and school events and high levels of school satisfaction.

Tell them From Me student survey results indicate high levels of student engagement, belonging and positive social-emotional outcomes.

Increased student enrolments.

Progress towards achieving improvement measures

Process 1: Learning Communities

Participate in Professional Learning communities that enable teachers and leaders to collaborate, share best practices and integrate skills into classroom practice.

Evaluation	Funds Expended (Resources)
<p>Q - How effectively Participate in Professional Learning communities that enable teachers and leaders to collaborate, share best practices and integrate skills into classroom practice. ?</p> <p>Data - Teacher confidence. was surveyed. Best start data was used in teacher program. Stage 2 spelling achievement was plotted on progressions.</p> <p>Analysis - end of year data sets</p> <p>Implications - Teacher confidence in using the progressions is not high. Further professional learning needs to be carried out.</p>	

Process 2: Parents school and community as partners

Enhance educational, and extra curricular opportunities for students and teachers through purposeful community partnerships within and beyond the school community.

Evaluation	Funds Expended (Resources)
<p>Q - How effectively were educational, and extra curricular opportunities enhanced for students and teachers through purposeful community partnerships within and beyond the school community?</p> <p>Data - Tell Them From Me data indicated that 7.8 parents feel welcome compared to 7.4 in the State. 22% of parents surveyed participate in parent committees. The majority of parents reported that they would recommend this school to other parents.</p> <p>Analysis - COVID 19 impacted on extra curricular activities such as public speaking, choir performances and pre school visits.</p> <p>Implications - Within changing COVID restrictions, the school will continue to</p>	<p>Due to COVID 19, activities were restricted and funds were not used in this area.</p>

Progress towards achieving improvement measures

raise its profile through purposeful community partnerships.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: • Aboriginal background loading (\$1 494.00)	The learning support officer supported identified students in classroom lessons.
English language proficiency	Funding Sources: • English language proficiency (\$2 737.00)	The learning support officer supported identified students in classroom lessons.
Low level adjustment for disability	Funding Sources: • Low level adjustment for disability (\$16 977.00)	The learning support officer supported identified students in classroom lessons. Stage 2 students successfully completed Macqlit program with progress mapped in reading fluency and spelling.
Quality Teaching, Successful Students (QTSS)	Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$14 876.00)	Stage 3 students have had access to one classroom teacher, teachers have collaborated with a focus on Visible learning strategies and observations have been carried out.
Socio-economic background	Funding Sources: • Socio-economic background (\$4 568.00)	The learning support officer supported identified students in classroom lessons.
Support for beginning teachers	Funding Sources: • Support for beginning teachers (\$14 481.00)	The beginning teacher program was extremely successful with the mentor and teacher reporting excellent growth in confidence, skill and knowledge.
Literacy and numeracy	Funding Sources: • Literacy and numeracy (\$11 485.00)	Students progressed an average of 15 reading levels to bring them inline with expected outcomes.
Professional learning	Due to COVID 19 all 2020 professional learning funds were not expended. Funding Sources: • Professional learning (\$8 068.00)	All students were able to successfully access learning at home.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	43	44	44	47
Girls	37	41	45	39

Student attendance profile

School				
Year	2017	2018	2019	2020
K	92	95.4	92.1	93.6
1	95.3	93.3	93.5	96.6
2	94.4	94.8	91.6	94.8
3	93.1	95.2	94.6	94
4	92.6	93.2	94.7	96.6
5	95.9	95.7	90.3	96.1
6	95.2	93.4	94.5	86.6
All Years	94.1	94.5	93.2	94
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
Classroom Teacher(s)	3.47
Literacy and Numeracy Intervention	0.11
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.2
School Administration and Support Staff	1.41

*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	239,148
Revenue	963,359
Appropriation	896,513
Sale of Goods and Services	327
Grants and contributions	65,663
Investment income	656
Other revenue	200
Expenses	-903,461
Employee related	-796,360
Operating expenses	-107,101
Surplus / deficit for the year	59,898
Closing Balance	299,046

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	0
Equity Total	25,777
Equity - Aboriginal	1,494
Equity - Socio-economic	4,568
Equity - Language	2,737
Equity - Disability	16,977
Base Total	797,616
Base - Per Capita	21,405
Base - Location	1,242
Base - Other	774,969
Other Total	49,025
Grand Total	872,417

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 data and feedback from students, teachers and parents was very positive. Parents reported that they feel welcome at the school and they are well informed about school activities. They feel that it is a very inclusive school (7.1 compared to 6.7 State). *'Arcadia PS is a great school with wonderfully dedicated teachers. It is a very caring school and has many wonderful programs in place for the kids.'* 89% of students reported that they have friends at school they can trust and who encourage them to make positive choices compared to 85% State. 92% reported that they do not get in trouble at school for disruptive or inappropriate behaviour compared to 83% State. Teachers reported a very high level of collaboration, 8.8 compared to 7.8 in the State. this was extremely evident in the learning From Home period when the teachers worked a team to ensure continuity of learning for all students.

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.