

2020 Annual Report

Bangalow Public School



1118

Introduction

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

Bangalow Public School

Byron St

Bangalow, 2479

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

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

6687 1434



Bangalow Public School's heritage building

School vision

A commitment to excellence in providing quality teaching in a positive learning environment where all students aspire to reach their full potential.

School context

Our school is proud to be a part of a supportive and connected community that makes up the historic village of Bangalow. Students are at the centre of decision making and everything we do. The core values of 'Respect', 'Responsibility' and 'Personal Best' underpin our student wellbeing and learning programs.

The school provides a friendly, welcoming environment in which parents and staff work in genuine partnership for the benefit of all students. We have a passionate and dedicated parent community who are actively involved in class and whole school programs to support learning.

Our school prides itself on delivering strong academic, sporting and creative educational opportunities. A student centred learning environment focuses on high expectations, continual improvement in learning and engagement, leadership and building emotional intelligence. Our mission is to foster a lifelong love of learning that best prepares students for a happy and successful future.

Bangalow Public School stands proudly on Arakwal land within the Bundjalung Nation and is a member of the Lighthouse Valley Learning Community.



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>

Strategic Direction 1

Successful Students

Purpose

To deliver a differentiated curriculum that is responsive and reflective to the learning needs of all students and engages active and responsible learners. We share a commitment to high expectations for learning, as well as providing opportunities for students to develop as confident and creative individuals, independent thinkers and problem solvers.

Improvement Measures

Increase proportion of students receiving and using effective feedback and reflection strategies to add improve their personal growth and learning.

Increase the percentage of students in the top 2 bands of NAPLAN by 8% in literacy and numeracy.

Increase the proportion of students demonstrating expected growth for one year's learning in literacy and numeracy.

Progress towards achieving improvement measures

Process 1: Personalised, differentiated learning and data driven practice.

Evaluation	Funds Expended (Resources)
<p>A review of the activities and practices in this area took place at the end of 2020. It confirmed that all staff have developed the data skills and consistent processes to collect, organise and use data to identify student achievement and progress in literacy and numeracy. Professional learning in data literacy and use will continue in the 2021-2024 School Improvement Plan. The school executive and Learning and Support staff are readily using our established consistent data tracking tools to analyse data and identify target students K-6 for 2021, planning interventions for support, enrichment and class placements. The opportunities that these systems provide enable us at a school class and student level to target and meet student needs and support targeted teacher professional learning and selection of pedagogies and programs accordingly. This has resulted in a focus on the explicit and systematic teaching of phonics in K-2 through the planned introduction and implementation of Synthetic Phonics in 2021 paired with a sustained professional learning series on the explicit teaching of reading K-6. The introduction of conceptual, materials based mathematics learning through explicit teaching will be supported through the introduction and roll out of the Top Ten Maths program for K-6.</p>	<p>Purchase of assessment tools and subscriptions including Essential Assessment Mathematics and new PM Benchmark and Probe benchmarking kits</p> <p>School assessment and data timeline tools and tracking spreadsheets for 2020/2021</p> <p>Professional learning schedule - Wednesday afternoons and School Development Days - Nil cost</p> <p>Collaborative Planning Days for every stage every term, funded by Professional Learning funds and RFF / support staffing models</p> <p>Assistant Principal Instructional Leader (part time) and Deputy Principal (principal support) funded by QTSS and Literacy and Numeracy Initiative funds</p> <p>Additional Learning and Support teachers and SLSOs funded by flexible and operational funds, as well as School and Community Funds</p>

Process 2: Building student's self efficacy through access and use of feedback and reflection to promote academic achievement.

Evaluation	Funds Expended (Resources)
<p>A review of the consistent and effective feedback practices across the school</p>	<p>Professional Learning funds - Corwin</p>

Progress towards achieving improvement measures

revealed that it is still inconsistent and needs further support through Professional Learning linked to evidence based practice. Our progress in this process area was also hindered by COVID as the CORWIN school timeline was delayed 6 months through the COVID lockdown period. Concurrent with this is the recommendation of the CORWIN Visible Learning educators on the accurate timing on the focus on feedback to come as a result of well established learner and teacher dispositions; and clear, consistent implementation of Learning Intentions and Success Criteria across classes and subjects over gradual implementation and cultural processes. With this in mind, a focus on quality and effective feedback processes will return once we have well established processes and practices within these two other key Visible Learning aspects in the later stages and processes of the 2021-2024 SIP.

Visible Learning costs and 10 x executive release days

School funds - CORWIN Capability Assessment costs

Professional learning schedule - Wednesday afternoons and School Development Days - Nil cost

Assistant Principal Instructional Leader (part time) and Deputy Principal (principal support) funded by QTSS and Literacy and Numeracy Initiative funds

VL impact cycle planning mechanisms.



Strategic Direction 2

Leaders in Learning

Purpose

To effectively build the capacity of all teachers within a collaborative learning community focused on high expectations and continual improvement. A shared sense of responsibility for student engagement, learning, development and success.

Improvement Measures

All teaching and learning programs provide opportunities for students to develop collaboration, critical thinking, creativity, problem solving and communication skills.

The leadership team maintains and develops a focus on distributed and instructional leadership to sustain a culture of effective evidence based teaching and ongoing improvement.

All teaching and learning programs reflect current research, innovative practice and include Aboriginal language perspectives.

Professional learning goals show improvement, as measured against the Australian Professional Teaching Standards.

Progress towards achieving improvement measures

Process 1: Future Focused Learning pedagogy, including inquiry based learning and STEM.

Evaluation	Funds Expended (Resources)
<p>A review of the practices and pedagogies demonstrated an increased and more consistent use of digital platform and sharing mechanisms to enable community engagement, particularly due to COVID restrictions, with school learning and initiatives such as musical production and performance and Presentation Day, Google Classroom and Microsoft 365 to maintain skills and interfaces developed for Remote Learning. The upskilling of staff in these areas will remain a focus to ensure readiness and applicability of future focused learning pedagogy and platforms.</p> <p>Evaluation across school programs indicated that the majority of specific future-focused learning pedagogy was delivered predominantly through the STEM/ Digital Technologies RFF program which integrated across the curriculum K-6 building core skills and applying knowledge. This RFF program will continue in 2021 due to its value and impact on student learning and will be embedded in the processes of the next school planning cycle.</p> <p>Evaluation indicated that established project based learning initiatives continued in modified form in 2020, with some stages moving to online showcases in order to include the community. The design based thinking Game Changer Challenge was paused in 2020 but will be taken up in 2021. Years 3-6 will aim to embed this way of thinking and learning through problem solving in other units and activities.</p> <p>The integration of Visible learner dispositions within the framework of 21st century assessment capable learners will assist in future focused pedagogy aligning to learner skills and capabilities, ensuring we continue to develop our learning culture (SEF) focus, and will be supported by our visible learning impact cycles.</p>	<p>Current school technology and additional purchases funded by school funds to support remote teaching and learning</p> <p>Funding for filming and producing of school performance and Presentation Days for presentation to the community, in lieu of in person audience</p> <p>Staffing model - RFF - teacher of STEM and Digital Technologies</p> <p>DoE STEM kits</p>

Process 2: Building collective teacher efficacy. Quality teaching systems underpinned by evidence, research and continuous improvement .

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

Evaluation and review of the existing structures and processes for developing collective teacher efficacy through quality teaching showed that the focus through the end of this school planning cycle was aligned to the Visible Learning framework in order to build a strong foundation of consistent background knowledge and language, spend time working through the processes of school evidence collection and capability in preparation for impact cycles in the coming school plan period to demonstrate growth and impact in this area..

Aligned with this is a more structured Instructional Leader role determined in terms of model and routines for classes and teachers linked to both target pedagogy areas for explicit and differentiated teaching (Reading, Phonics, Writing, Numeracy) and visible learning walkthroughs within the 2021-2024 SIP.

In 2021, the IL format will be planned to align with 6 week PL cycles focused on a key pedagogy area where each fortnight there will be delivery of whole school PL, a follow up week of team planning time with the key ideas and strategies and then individual teacher collaboration with the IL to identify strengths and opportunities in that same focus area, supported by demonstration or team teaching lessons and resourcing/observations of other teachers with expertise followed by implementation/trial or demonstration of strong teaching practice within the focus area. To build collective efficacy the instructional leader will then share quality practices and pedagogy as a result of the PL cycle with the whole staff.

Professional Learning funds -
CORWIN visible learning costs

CORWIN school capability
assessment funded by school funds

Professional Learning funds - 10 x
executive release days for CORWIN
Impact Coaching days

Professional learning schedule -
Wednesday afternoons and School
Development Days - Nil cost

Impact cycle plans for VL

Assistant Principal Instructional
Leader (part time) and Deputy
Principal (principal support) funded by
QTSS and Literacy and Numeracy
Initiative funds

Strategic Direction 3

Wellbeing

Purpose

An integrated and shared approach to wellbeing that supports all students to connect, succeed, thrive and learn. Positive and respectful relationships ensure a connected school community.

Improvement Measures

An increased proportion of students demonstrating positive behaviour, a growth mindset and a greater understanding of social and emotional intelligence.

An increase in parent engagement and understanding of their child's learning needs as a result of open communication with the school.

An increased proportion of students staff and parents feel respected, valued and supported to succeed.

Progress towards achieving improvement measures

Process 1: Embedded wellbeing strategies enable students to connect, communicate and develop positive mindsets and capabilities.

Evaluation	Funds Expended (Resources)
<p>Review and evaluation of the wellbeing strategies across the school demonstrated variety and continuity in targeted wellbeing initiatives across the school including You Can Do it, Positive Behaviors for Learning, LifeSkills, Smiling Mind, Buddies and Peer Support across the three years.</p> <p>Feedback from staff and students regarding Peer Support was positive from all stakeholders. Peer leaders particularly enjoyed the leadership opportunity given to them and the ability to run special event days such as NAIDOC Celebrations and kindy transitions. Students from Years K-5 enjoyed the ability to learn from other students, and interact with students from across the school. The program did not operate in 2020 due to COVID restrictions, but will continue to operate in the next school planning cycle with greater opportunities within COVID guidelines.</p> <p>Lifeskills was a positive new program that addressed key wellbeing and personal skills and this program will be rolled out again in the next school plan cycle K-6 as well as our transition to becoming a recognised 'Be You' school.</p>	<p>LifeSkills program - 50% funded by P&C, 25% funded by school funds, 25% funded by parent contribution</p> <p>Professional learning schedule - Wednesday afternoons and School Development Days -Nil cost</p>

Process 2: Family and Community Partnerships in learning.

Evaluation	Funds Expended (Resources)
<p>The evaluation of our family and community partnerships in learning indicated strong community involvement in terms of events and community connections but also indicated a stronger parent desire for more regular communication of student learning from the TTFM survey in 2020. However, community engagement, connection, participation and communication was limited in the final year of this plan cycle due to COVID restrictions and the pressure associated for schools and households. Within these limitations, our school's use of phone and internet technology to stay connected to support student learning, wellbeing and partnership was highlighted in our home learning delivery, weekly check ins to families via phone for wellbeing, digital connection through sharing and celebration of student work such as our Digital Showcase in place of Open Days in Education Weeks and three way zoom interviews to discuss and celebrate student learning in 2020. Our commitment to community and cultural engagement through key Aboriginal</p>	<p>Digital platforms including SeeSaw, Google Classroom, Microsoft 365, School Interviews, SchoolStream, website, SENTRAL, ZOOM, etc</p> <p>TTFM surveys (parent, student, staff)</p> <p>Other surveys conducted via Survey Monkey, Google Forms, student data collection, etc.</p> <p>Time allocated for phone calls to check in, particularly during Remote Teaching and Learning</p>

Progress towards achieving improvement measures

and local cultural opportunities that enriches learning across the school and curriculum has been maintained and this will continue to remain a priority in the next SIP.

Process 3: Whole school practices and support structures reflect the wellbeing framework and enhance a positive and collaborative school culture.

Evaluation	Funds Expended (Resources)
<p>Review and evaluation of the wellbeing strategies across the school demonstrated considerable progress in establishing and implementing whole school practices and support structures particularly through our transition to Positive Behaviours for Learning across the school in 2020.</p> <p>Positive Behaviour for Learning was officially launched, with a focus on including student, staff and community opinions to ensure a consistent and shared approach to new school values, mascots and expectations for behaviour. Lessons were rolled out to ensure consistent approach to expectations.</p> <p>The three tiers of behaviour support and intervention enable clear processes for teachers and students in all school settings and allow recording systems and reflection practices to support behaviour conducive to learning and positive wellbeing remains a focus for all stakeholders in the school. Consistent and ongoing implementation of the program will be sustained in the 2021-2024 SIP, including analysis of current school Discipline and Wellbeing Procedures in order to revise.</p> <p>The school also plans to transition to becoming a recognised 'Be You' school, with a whole school program which supports us to to promote mental health and wellbeing from K-6. Our teachers will gain further skills, helping them to develop valuable mental health skills and knowledge, while also providing an effective model for implementing a whole-learning community approach to mental health and wellbeing.</p>	<p>Executive release days x 6 - PBL training and organisation - school operational costs</p> <p>Professional learning schedule - Wednesday afternoons and School Development Days -Nil cost</p> <p>Sentral wellbeing data</p> <p>Surveys of staff, students and community</p>

Key Initiatives	Resources (annual)	Impact achieved this year
Integration funding support	Funding Sources: <ul style="list-style-type: none"> Integration funding support (\$130 000.00) School funds (\$40 000.00) 	<p>Integration Funding Support was subsidised by the school to employ three SLSO staff. The SLSOs supported funded students, as well as other students identified across the school by the Learning and Support team. They assisted the academic, emotional, behavioural and social goals of students, both within the classroom and in the playground.</p>
Literacy and numeracy	Funding Sources: <ul style="list-style-type: none"> Literacy and numeracy (\$45 941.00) Literacy and numeracy (\$5 627.00) 	<p>Literacy and Numeracy staffing allocation was used to release one AP off class part time to act as Instructional Leader across the school (along with QTSS allocation), as well as to employ a DP (Principal Support) part time. The APIL and DP Principal Support collaborated with other executive, as well as classroom teachers to map out a cohesive and collaborative approach to the collection and analysis of literacy and numeracy data, and to ensure a best practice approach to literacy and numeracy instruction via professional learning, research, professional discourse, demonstration lessons, team teaching and collaborative planning.</p> <p>Funds were also used and subsidised to purchase a range of literacy and numeracy resources including the Get Reading Right synthetic phonics program, new decodable texts to support the implementation of Get Reading Right, and maths kits with hands-on equipment for each classroom.</p>
Professional learning	Funding Sources: <ul style="list-style-type: none"> Professional learning (\$19 096.00) 	<p>The Professional Learning allocation was used to fund the first year of our Corwin Visible Learning journey. Every staff member undertook Foundation Day training during a School Development Day in Term 3. Additionally our school executive staff took part in two Evidence into Actions days. Additional funds were utilised to undergo an initial Corwin School Capability Assessment as a benchmark for mapping out our Visible Learning Professional Learning journey.</p> <p>Professional Learning funds were also used to support PL in other school priority areas, including Synthetic Phonics, mathematics, STEM education, Road Safety, ARCO training. Additionally PL funds were used to release staff to collaborate and upskill when learning how to adjust to remote teaching and learning during COVID lockdown periods.</p>
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$3 852.00) 	<p>Personalised Learning Plans were written for students, and consultation with parents occurred regularly to ensure that students were working towards outlined goals.</p> <p>Funds were utilised to employ additional Learning and Support teacher days to support the Personalised Learning Plans for our students, ensuring that student wellbeing and education was valued, and that students continued to thrive. Additionally our school</p>

Aboriginal background loading	Funding Sources: • Aboriginal background loading (\$3 852.00)	SLSOs provided support for students as deemed appropriate.
English language proficiency	Funding Sources: • English language proficiency (\$5 747.00)	Funds were utilised to employ additional Learning and Support teacher days to support the student learning in class, as well as for specific withdrawal programs. Class programs were adjusted by the teacher, and the EAL/D Learning Progressions were utilised to track student progress and plan future learning.
Low level adjustment for disability	Funding Sources: • Low level adjustment for disability (\$65 630.00) • Low level adjustment for disability (\$25 976.00)	<p>These funds were used to employ a Learning and Support teacher 3 days per week (as per staffing entitlement). During 2020 the LaST role was filled permanently. Further the funds contributed to employing an additional two days per week Learning and Support teacher. The LaS teachers provided additional support for identified students (including extension students) across the school in literacy, numeracy and wellbeing programs. Students benefited from explicit and differentiated instruction, with in class and withdrawal support provided.</p> <p>Flexible funds were used to release staff in order to write support plans and meet with parents, caregivers and other stakeholders, enabling all parties to work towards goals outlined in plans. Supported students showed progress against academic, emotional, social and behavioral goals.</p>
Quality Teaching, Successful Students (QTSS)	Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$50 754.00)	<p>QTSS allocation was used to release one AP off class part time to act as Instructional Leader across the school. The role of the APIL was to work with all other APs and classroom teachers to ensure consistency in programs and assessment practices across the school. The APIL worked with the DP Principal Support (employed through Literacy and Numeracy funds) to plan a cohesive approach to assessment and data collection and analysis, which then correlated to our improved Learning and Support practices. They worked on developing an effective TPL plan, aligned to school and Department priorities and What Works Best to improve explicit instruction and student outcomes. They worked with class teachers and stage APs through Collaborative Planning Days on PDPs and class program supervision. Additionally both the APIL and DP Principal Support were utilised for team teaching, observations, demonstration lessons and reflection in line with staff PDP goals. Feedback indicated that staff appreciated the consistent approach the school had implemented, and felt supported in their improvement journeys.</p>
Socio-economic background	Funding Sources: • Socio-economic background (\$8 161.00)	Funding was used to additional Learning and Support teacher days to support student learning and wellbeing across the school. Support was provided in class, and via withdrawal groups.

<p>Socio-economic background</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$8 161.00) 	<p>The assistance was provided to identified students and was seen as invaluable by all stakeholders.</p> <p>Learning and financial support was also provided to identified families and students to ensure participation in the full range of educational programs available to all families, particularly as some families were greatly affected due to COVID.</p>
---	---	--

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	155	162	154	131
Girls	133	131	128	111

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95	92.9	92.7	92.2
1	94.7	92.9	91.2	92.4
2	92.9	94.2	93.7	91.2
3	94	92.7	93.5	92.6
4	92.3	93	93.3	91.1
5	93	93	91.1	93.7
6	93.6	91.3	92.5	92.2
All Years	93.5	92.9	92.6	92.2
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)	3
Classroom Teacher(s)	8.28
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
School Administration and Support Staff	2.52

*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	501,668
Revenue	2,481,624
Appropriation	2,402,244
Sale of Goods and Services	23,596
Grants and contributions	54,730
Investment income	604
Other revenue	450
Expenses	-2,589,746
Employee related	-2,331,214
Operating expenses	-258,531
Surplus / deficit for the year	-108,122
Closing Balance	393,546

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	135,027
Equity Total	109,367
Equity - Aboriginal	3,852
Equity - Socio-economic	8,161
Equity - Language	5,747
Equity - Disability	91,607
Base Total	1,944,681
Base - Per Capita	67,822
Base - Location	6,325
Base - Other	1,870,534
Other Total	159,422
Grand Total	2,348,497

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

Each year schools are required to seek the opinions of parents, students and teachers about the school. However, due to COVID and ongoing restrictions, 2020 was a difficult year to interact with the greater community and seek opinions.

Despite the interruptions, in 2020 Bangalow Public School sought feedback from parents, students and staff using various informal and formal methods, including:- phone call surveys, exit slips, P&C, verbal and written feedback and online platforms such as Tell Them from Me, Google Forms and Survey Monkey.

Parents, staff and student survey results reflected the challenges to opportunities during the year due to restrictions. Most parents would recommend the school to others, and felt welcomed at the school.

Staff feedback indicated that staff feel positively about their school, and are proud to be part of a wonderful school community. They felt that the leadership team were leading improvement and change, which is having a positive effect on the learning culture of the school.

Students enjoyed the launch of the Positive Behaviour for Learning framework, and having the opportunity to contribute to the structure of the program. They also indicated that they were finding the Smiling Mind and LifeSkills programs very beneficial with assisting them to learn strategies to deal with various emotions and stresses.

All stakeholders indicated a growing confidence that the school would continue to provide strong educational, emotional and social support for students, and look forward to being able to contribute with more interaction in 2021 as restrictions continue to subside.



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.

