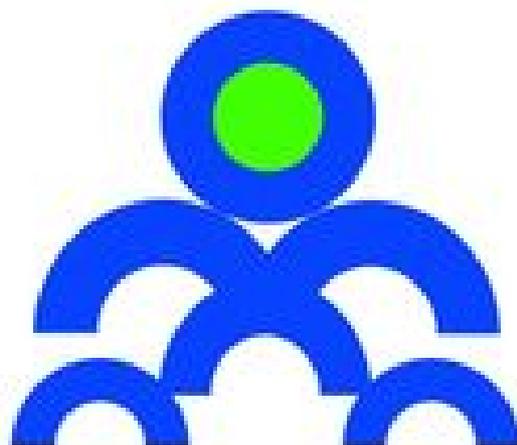


2020 Annual Report

Bega Valley Public School



Bega Valley
PUBLIC SCHOOL

1168

Introduction

The Annual Report for 2020 is provided to the community of Bega Valley 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

Bega Valley Public School's School vision is this motto:

Great Expectations

Great Attitudes

Great Opportunities

School context

Bega Valley Public School, a proud member of the Sapphire Coast Learning Community (SCLC), is the only public primary school in Bega. The current enrolment of approximately 310 students includes 12 mainstream classes K- 6 and a Creative Learning Centre comprising of four multi categorical classes. 16% of Bega Valley Public School students have Aboriginal heritage.

Targeted funding support is received for students who require high, moderate or low level adjustment for disability, or who require specific support. Equity loadings provide funds to support Aboriginal students and students from low socio-economic backgrounds, as well as a rural and remote component.

Our school is an Early Action for Success school, receiving additional staffing to access the highest quality instructional leadership support aimed at improving Literacy and Numeracy performance of our students K-6. Student progress is continually monitored and achievement data is analysed regularly, informing teaching programs and ensuring that teaching and learning activities meet individual student needs.

Bega Valley Public School has a strong sporting culture with outstanding performances by teams and individuals being a highlight of each year.

Extra-curricular engagement programs operate weekly including bike, choir, band, gardening, ICT & robotics, Debating and Public Speaking Challenges, Guitar group and brass instrumental group.

Our school is strengthening its links within our community. Student leadership opportunities, celebrating Education Week, The Aboriginal Cultural Program, engagement in remembrance services, links with University of Wollongong, local Pre Schools, Bega High School, Bega Valley Shire Library and Arts' programs all contribute to a healthy sense of community and school spirit.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

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

Strategic Direction 1

Teaching and Learning

Purpose

In order to meet the diverse needs of our students, staff and students are provided with opportunities for continuous growth in learning. Teachers deliver flexible needs-based, learning programs to ensure positive student growth.

Improvement Measures

Increase the proportion of teaching staff employing effective, evidence based teaching strategies in daily teaching practice.

Teachers utilise a broader range of assessment strategies to inform their teaching of literacy and numeracy.

Staff satisfaction surveys indicate an improved understanding and application of reflective practice leading to improved teacher performance.

An average of 25% of students in Yrs 3 and 5 will be achieving proficiency (top 2 bands) of NAPLAN in Numeracy.

Progress towards achieving improvement measures

Process 1: The development of an integrated, mapped structure that facilitates the amalgamation of the elements of reflective practice enabling staff to collaboratively address and develop performance goals.

Evaluation	Funds Expended (Resources)
Streamlined and consistent approach to the Performance and Development Plan (PDP) process and lesson observations. Greater understanding of AITSL teaching standards and knowledge and application of observation and feedback strategies.	SD1PT

Process 2: The development of a research based assessment package that enables teachers to inform and evaluate student learning over time.

Evaluation	Funds Expended (Resources)
Some Key Learning Area (KLA) teams have made progress on summative assessments linked to Learning Sprints. A draft document (Annual Assessment Schedule) streamlining summative assessments across K-6 has been developed.	Assessment Team

Process 3: A coordinated whole-school approach which enables teachers to identify, understand and implement the most effective teaching pedagogy.

Evaluation	Funds Expended (Resources)
BVPS teacher learning programs reflect implementation of How2Learn framework into classroom practice as noted by supervising executive staff. Analysis of teacher self reflection tool provided in 2020 Annual School Report.	BVPS Facilitators

Process 4: A review of Stage 2 and Stage 3 student achievement in Mathematics leading to the identification, understanding and implementation of highly effective classroom teaching and learning.

Evaluation	Funds Expended (Resources)
All teachers K-6 implementing 'Learning Sprints' in target areas of Mathematics-Additive Strategies reflecting effective, evidence based teaching strategies in daily teaching practice.	IL-Provide PL on Learning Sprints and PLAN 2 Data Maintenance Planning Days-Mathematics KLA

Progress towards achieving improvement measures

Quick assessments used to track and monitor student progress and measure effectiveness of teaching practice

PLAN2 Data updated to track and monitor student progress K-6.

NAPLAN data not available in 2020. 2019 Target was achieved for Year 3 with greater than 25% achieving in the top two bands-Writing 33%, Reading 45% and Numeracy 30%

Year 5 data indicates more work is needed in Literacy in order to meet the targets Reading 16% and writing 2%. Numeracy data reflected 31% of students in the top two bands.

Team- 4 Casual days

Strategic Direction 2

Health and Well-Being

Purpose

In order to ensure optimum conditions to meet the personal, social and learning needs of all, positive and respectful relationships are evident and widespread amongst students and staff promoting well-being.

Improvement Measures

Data indicates a decrease in reported unproductive and challenging behaviours within the school environment.

Student Tell Them from Me (TTFM) surveys indicate an increased number of students acknowledging a positive teacher and student relationship.

Progress towards achieving improvement measures

Process 1: The implementation of high quality professional learning that enable staff to develop a flexible repertoire of strategies for classroom management and promotion of student engagement.

Evaluation	Funds Expended (Resources)
Positive Behaviour for Learning (PBL) data indicates a decrease in reported unproductive and challenging behaviours within the school environment including a 70% drop in suspension throughout 2020.	Due to COVID restrictions and data indicating a reduced need in this area, a summary of PBL classroom modules will be provided by the Wellbeing team in place of ongoing staff training.

Process 2: The investigation, analysis and implementation of current research which identifies successful methods to develop effective student and teacher relationships.

Evaluation	Funds Expended (Resources)
COVID impacted on delivering resources face to face as workshops were conducted through zoom which made it more difficult to have discussions and clarifications with school staff at point of delivery. Staff were able to trial the the online curriculum with their classes in Term 4. Plan to engage parents and carers with the program in 2021 with more options of utilising mindfulness for children with trauma, ADHD and anxiety.	Online zoom meetings for staff Use of Mindfulness Curriculum within classrooms with students and personal use by staff Scope and Sequence K-6 written ready for use in 2021

Strategic Direction 3

Partnerships and Connections

Purpose

In order to improve students' opportunities and learning outcomes the school engages in strong collaboration between parents, students and the community.

Improvement Measures

EBS Central data entered identifying health, behaviour and support needs of students.

100% of teaching staff engaging in the learning and support referral system.

Attendance at Cultural Program is 80-100% on a weekly basis.

Growth in involvement of parents and community members in supporting school programs and initiatives.

Progress towards achieving improvement measures

Process 1: Implement a school wide approach to ensure all students needs are identified and met through collaboration with all stakeholders.

Evaluation	Funds Expended (Resources)
All staff participating in Learning & Support referral system with current paper template moving to digital form. Learning & Support Team strengthened to include Aboriginal Community Liaison Officer, Family Referral Service Rep (FRS), School Counsellor, Assistant Principal L&S, Principal and Assistant Principal Special ED. FRS continuing for 2021- High uptake from at risk families resulting in families and school having greater access to external services.	FRS funded for 2021

Process 2: A coordinated approach in conjunction with the BVPS P&C to further promote the BVPS profile within the local and wider community.

Evaluation	Funds Expended (Resources)
Covid-19 impacts on Parents & Community Group (P&C) and families ability to engage with school. School funded promotion continues highlighting school programs and achievements. Plan for growth in 2021 with community and parent engagement as Covid restrictions are eased. High uptake of support during Covid Home Learning with the sharing of school resources and strengthened online communication through Class Dojo and Google Classroom.	Computers and iPads provided to families to access at home learning

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal background funding covered the wages for 0.8FTE AEO.	AEO working across the school supporting literacy, numeracy and cultural goals as identified in PLP of Aboriginal students.
English language proficiency	EALD funding	Identified students receiving language based interventions for reading and numeracy.
Low level adjustment for disability	SLSO to support Speech program Top up salary for AP L&S	Low level adjustment for disability funding was expended on a dynamic and highly successful speech support program, involving student speech assessment from a Speech Pathologist, training a School Learning and Support Officer in delivering an individualised speech program for identified and assessed students.
Quality Teaching, Successful Students (QTSS)	Funding for AP QTSS salary top up	Fund for QTSS supported the engagement of a full time Assistant Principal, QTSS. This position coordinated all professional learning, managed the implementation of Quality Teaching rounds and embedded effective peer observation and collaborative teaching practices which is resulting in improved teaching and learning.
Socio-economic background	Staffing and resources attached to all initiatives	Expenditure of the Equity Low socio-Economic budget enabled the following programs/initiatives: engagement of a Computer Coordinator, an Early Action for Success Interventionist, a specialist ICT teacher, a specialist QTSS teacher, additional School Administration Officer time for the Library and a Transition to Kindergarten two term program - SmoothStart.
Support for beginning teachers	N/A	N/A
Flexible Funding for Wellbeing Services	Engagement of additional Learning and Support teacher 0.4 FTE	Flexible Wellbeing Funding enabled the additional engagement of a part time learning and support teacher to provide intervention programs and track student progress.
School Support allocation (Principal Support)	Engage additional School Administration Officer hours	School Support Allocation (Principal Support) funding contributed towards extending the contract for the School Administration Officer by the equivalent of 0.62 FTE.
Early Action for Success	Funding for 1.2 FTE Instructional Leaders	Early Action for Success funding covered the wages for 1.2FTE Instructional Leaders.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	194	182	174	161
Girls	142	139	142	137

Student attendance profile

School				
Year	2017	2018	2019	2020
K	93.6	89.1	88.7	90.6
1	90.1	90.6	91.6	91.7
2	93.4	91.1	90.6	92.8
3	91.2	93.4	87.2	91.3
4	92.6	88.8	91.4	88.9
5	89.8	91.7	88.8	93.2
6	90.2	90.4	87.7	89.1
All Years	91.5	90.8	89.5	91.2
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)	13.3
Literacy and Numeracy Intervention	0.53
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.8
School Counsellor	2
School Administration and Support Staff	6.12

*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	168,598
Revenue	4,695,856
Appropriation	4,623,247
Sale of Goods and Services	1,338
Grants and contributions	70,976
Investment income	295
Expenses	-4,547,085
Employee related	-4,249,431
Operating expenses	-297,654
Surplus / deficit for the year	148,771
Closing Balance	317,369

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	312,838
Equity Total	603,904
Equity - Aboriginal	48,539
Equity - Socio-economic	356,479
Equity - Language	5,474
Equity - Disability	193,412
Base Total	2,957,939
Base - Per Capita	80,136
Base - Location	55,240
Base - Other	2,822,562
Other Total	701,604
Grand Total	4,576,284

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

Student Surveys

Internal student survey results on Inspired and Passionate teaching in Kindergarten to Year 2 showed positive results in particular areas such as 'My teachers is fair' (87% positive) and 'My teacher helps me when I am stuck' (84% positive). Some of lower percentages we have noted for reflection were 'My teacher knows what I find hard' (76% positive) and 'My teacher knows what I am good at' (78% positive) which correlates with our need to strengthen learning goals with links to Learning Intentions and Success Criteria.

A 'Visible Teachers' survey of our Year 3-6 students showed strong results for 'my teacher regularly gives me feedback on my work' (Stage 2 90%, Stage 3 86%) and 'My teacher manages the classroom well' (Stage 2 85% and Stage 3 90%)

There are areas that were notable for us with low responses- 'My teacher sets goals that are challenging for me' (Stage 2-68%, Stage 3-69%) which correlates with the Infants response trend around goal setting. Most questions saw a similar result when comparing the two stages responses however two areas presented a large discrepancy between the stages. They were 'My teacher has interesting classes and uses a variety of ways to teach us' (Stage 2 -70%, Stage 3 90%) and around high expectations 'My teacher makes sure I can achieve my best' (Stage 2-63%, Stage 3-92%).

Staff Surveys

When staff were surveyed on giving and receiving feedback an overwhelming majority responded that they provide feedback often to students (92%). This was compared to (60%) of staff saying they often received feedback from supervisors that helped them improve their practice. 56% of staff responded that they occasionally receive feedback about what was done well, what needs improvement and specific suggestions for where to go to next to improve performance. There was an overwhelming majority of staff that felt that it is safe for people to give feedback to individuals with 80% of responses being in the often category.

The People Matter survey of Staff indicated strong positive results across many areas such as inclusion and diversity 84%, Autonomy and Employee voice 83% and Customer Service 86%.

Responses that were worthy of noting include

- My workgroup works collaboratively to achieve its goals-90%
- My workgroup strives to achieve customer(student) satisfaction-95%
- I am confident in my organisation's ability to support our customers during major events that impact our work (e.g. the COVID-19 pandemic, bushfires)-94%

Areas for us to continue to focus on as a school include strengthening of wellbeing initiatives for managing stress and work-life balance and our ability to be innovative across the school. This was reflected through the following responses.

- I can keep my work stress at an acceptable level- 50% and general sense of wellbeing is 45%
- I have the time to do my job well-30%
- My job offers the opportunity for me to work on innovative projects-63%

Parent Surveys

A parent satisfaction survey was encouraged through various online forms with the following results.

75% of parents were positively satisfied with their child's academic progress over the past 12 months. A similar result of 70% for the amount of parents that were positively satisfied with the range of learning opportunities provided to their children at Bega Valley Public School.

When asked about the strengths of the school an overwhelming majority of responses referenced the passionate, caring and dedicated teachers at the school and the inclusive learning environment provided to all students at the school. Areas for us to continue to strengthen were our communication methods with the community and our extension of gifted and talented 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.