

2020 Annual Report

Belmore North Public School



Introduction

The Annual Report for 2020 is provided to the community of Belmore North 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

2020 was an unprecedented year for all Australians and the world. At the beginning of the school year many communities were effected by devastating bushfires followed by floods. The COVID-19 pandemic quickly changed many aspects of our lives, including the school's core function of providing teaching, learning and wellbeing support to students. Many student activities were cancelled to avoid student cohorts mixing. Parents were unable to attend school assemblies and other school events that contribute so significantly to the richness of school life. During the lock-down period, students, parents and teachers, responded with agility to changed practices for delivering teaching and learning activities. Teachers and students developed new technology skills to enable online learning for those who had access to devices. Other students focused on completing worksheets with the support of their parents. Throughout the lock-down period staff, students and parents remained, supportive, positive and resilient., for which I sincerely thank you all.

2020 saw the final year of the 2018-2020 school plan. Evaluation of the plan and information from parent, student and teacher surveys provided information for the directions our school needs for continued improvement and success. Both our previous school plan and our 2020-2024 Strategic Improvement Plan(SIP) maintain a focus on improving students' English and mathematics skills and students' wellbeing and engagement. Measures of both academic achievement and student engagement are key indicators of student success Student engagement and learning go hand-in-hand as engagement supports learning and learning supports engagement. In developing the 2020-2024 SIP, reference to the *School Excellence Framework* and the departmental document *What Works Best*, helped us to develop a plan that meets the needs of our students and teachers.

I would like to thank our parents, students, teachers and the broader community for your ongoing support and encouragement.

School vision

At Belmore North Public School we are committed to providing excellence in teaching and learning in a safe and positive environment. Our focus is on the development of the whole child enabling each to achieve his or her fullest potential in an ethos of continuous improvement. We value respect, excellence, creativity, opportunity and community.

School context

Belmore North Public School is a vibrant multicultural community with 88% of students speaking English as an additional language or dialect. The school serves a diverse community, of which some sectors experience socio-economic disadvantage. The school has an enrolment of 335 students including approximately 35 students with additional learning needs who attend our 5 support classes. The school is staffed with a mixture of early career and experienced teachers who are committed to the development of the whole child and the improvement of literacy and numeracy student outcomes. Learning support officers provide valuable support to teachers and office support business administration. Further information can be obtained from the school website.



Students love the playground library.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1

Wellbeing for All

Purpose

The purpose of *Wellbeing for All* is to create a school community in which there is a strong sense of belonging and wellbeing for students, parents and staff. The focus on *Wellbeing for All* contributes to enhancing a safe, positive and supportive environment in which students, parents and students connect, succeed and thrive. The processes implemented as part of *Wellbeing for All* are intended to provide opportunities for students, staff, parents and community to members to develop the skills, knowledge and values to implement wellbeing programs and to acknowledge the strong links between wellbeing and school excellence. Teaching and learning and the development of wellbeing are parallel, integrated, complementary processes.

Improvement Measures

Improve staff sense of wellbeing as measured with surveys and focus group interviews.

Improve students' sense of wellbeing as measured with the "Tell them From Me" survey and other surveys which measure student wellbeing.

Improve parent and community members' sense of connection with the school and self care skills as measured with focus group interviews and surveys.

Reduce the number of behaviour referrals for Tier 1, Tier 2 and Tier 3 students.

Overall summary of progress

During the implementation of the 2018-2020 school plan it became clear that the school had significantly overplanned. A strong focus on staff wellbeing for the duration of the plan was unsustainable due to competing priorities for professional learning directly related to improving pedagogy. The parent wellbeing program was unable to be continued due to the facilitator's personal commitments. Student wellbeing programs continued to be a focus for the school throughout the 3 years of the plan.

Progress towards achieving improvement measures

Process 1: Implement a range of programs including professional learning to support staff wellbeing and self-care strategies in conjunction with a community of schools which includes public schools of: Guildford West, Birrong, Lakemba, McCallums Hill and Belmore South.

Evaluation	Funds Expended (Resources)
Only 1 combined professional learning meeting took place involving Lakemba, Belmore South and McCallums Hill Primary Schools. The other schools were unable to participate due to alternative commitments. All staff responded positively to the combined professional learning and the opportunity to network with other neighbouring schools. All staff also rated the content of the professional learning highly and said they intended to implement the strategies discussed. Combined professional learning only took place on 1 occasion due to the other schools having a different focus in subsequent years.	Time and cost to engage Dr Adam Fraser to deliver the professional learning. Funding Sources: <ul style="list-style-type: none">Professional learning (\$5000.00)

Process 2: Implement evidence based strategies to support the wellbeing, social and emotional development of all students including students who meet the criteria for Tier 2 and Tier 3 behaviour levels.

Evaluation	Funds Expended (Resources)
Student Behaviour and Suspension Data Throughout 2018, there were a total of 28 student suspensions, all of which were from mainstream students.	Student awards costing approximately \$6000.00 Funding Sources: <ul style="list-style-type: none">(\$0.00)

Progress towards achieving improvement measures

Throughout 2019, there were a total of 24 student suspensions, 21 students were in the mainstream classes while 3 of the suspensions were from the support unit.

Throughout 2020, there were a total of 4 student suspensions, 3 of those were from students in the mainstream classes and 1 was a student in the support unit.

Updated School Policy Implementation Plans

During 2020, staff collaboratively developed an improved behaviour management system to provided consistency across the school.

The updated *Behaviour Flow Chart* was implemented in Term 4 of 2020. The new flow chart's clear guidelines has supported students in reconnecting with school wide *Positive Behaviour for Learning* rules and expectations resulting in an clear decrease in negative recorded behaviours and suspensions.

Full implementation of the Behaviour Implementation Plan will commence Term 1, 2021. Professional learning will be implemented early Term 1 2021 for all staff to ensure they fully understand the new system and consistently apply the processes.

The *Anti-Bullying 2020 Plan* was revised and communicated to all.

The *Student use of Digital Devices and Online Services* implementation plan will be delivered to the students early Term 1 2021.

Positive Behaviour For Learning

Going forward, the Positive Behaviour for Learning system will continue to be reviewed and updated in alignment with the updated departmental Student Behaviour Policy.

Process 3: Implement a range of programs to support parent wellbeing such as Carer Support and Positive Partnership programs as well as informal programs such as parent excursions.

Evaluation	Funds Expended (Resources)
<p>The <i>Carer Support</i> program was implemented by a parent volunteer who is a qualified social worker. Due to her own commitments she was unable to continue the program for the duration of the school plan. During the year that it operated, parents reported positively about the benefits of the program and being able to meet and network with other parents. volunteer who is a qualified social worker.</p> <p>The <i>Positive Partnerships</i> program was intended to help teachers and parents of students with disability to develop improved communication and mutual understanding. Teachers and parents participated in meetings to collaboratively develop individualised learning programs to meet their students' needs. Parents and teachers benefited by this approach. Parents developed greater confidence and trust in understanding that teachers were meeting their children's needs and teachers benefited by developing a deeper understanding of parents' concerns and priorities for their children's learning and development.</p>	<p>Hospitalities</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • (\$1000.00)

Next Steps

Parents were surveyed as to their priorities for the 2021-2024 strategic improvement plan and a majority of parents indicated that their highest priorities were for caring for students and individualised learning. The school will continue to maintain a focus on student wellbeing in the 2021-2024 strategic improvement plan.



Explicit teaching in English and mathematics is a focus for the school.

Strategic Direction 2

Teaching and Learning for All

Purpose

The purpose of *Teaching and Learning for All* is to provide opportunities for staff, students, parents and community members to develop skills, knowledge and values as both *learners* and *teachers*. The processes included in this strategic direction are intended to enhance connectedness with the school, improve student learning outcomes and build a sense of community whereby all members of the school community are learning and teaching together in a culture of lifelong learning. *Teaching and Learning for All* is underpinned by high expectations and evidence-based practices that move learning forward for all. By implementing *Teaching and Learning for All* the school intention is to promote *equity and excellence and for all members of the school community to be *successful learners. (*From the *Melbourne Declaration Educational Goals*)

Improvement Measures

NAPLAN results show an increase in the percentage of students:

- demonstrating expected growth in Numeracy and Literacy
- achieving in the top 2 bands in Numeracy and Literacy in Year 3 and Year 5

School self-valuation against the Leadership domain of the School Excellence Framework shows improved positive rating in the leadership descriptors.

Increased parent participation in teaching and learning workshops and other opportunities school events.

Overall summary of progress

Once again it was clear that the school had overplanned for activities to be implemented in the 2018-2020 school plan. Professional learning for staff was modified due to COVID-19 restrictions for large group gatherings. During 2020 most professional learning was implemented by assistant principals in their Stage groups or teachers participated in on-line professional learning.

Progress towards achieving improvement measures

Process 1: Implement evidence-based teaching and learning strategies with a strong focus on literacy and numeracy supported by professional learning and data collection to monitor student progress monitoring. (EAFS). All staff have the opportunity to teach and learn from each other through observation and feedback processes.

Evaluation	Funds Expended (Resources)
All planned activities were completed. Student data in the 2019 NAPLAN data indicated: <ul style="list-style-type: none">• 65% of students demonstrating expected growth in numeracy• 61.5% of students achieving the expected growth in reading	Under the Early Action for Success (EAFS) program the school employed 1 instructional leader full time (FTE 1.0) and another instructional leader for 1 day per week (FTE 0.2). The EAFS program also provided for the employment of an intervention teacher for 1 day per week (FTE 0.2) Funding Sources: <ul style="list-style-type: none">• Early action for success (\$205815.00)

Process 2: Implement peer support programs that provide opportunities for students to be both teachers and learners.

Evaluation	Funds Expended (Resources)
In 2020, the school was unable to implement the program due to COVID-19 restrictions.	Professional learning funds were used to release teachers to complete online

Progress towards achieving improvement measures

In 2020, the school was unable to implement the program due to COVID-19 restrictions.

learning about the peer support program.

Process 3: Implement the Parent as Teachers Classroom Helpers (PaTCH) program to provide opportunities for parents and carers to be both teachers and learners and support children's learning in literacy and numeracy. (EAFS)

Evaluation	Funds Expended (Resources)
In 2020 the program was cancelled due to COVID-19 restrictions.	EAFS

Next Steps

The school maintains a strong focus on professional learning for all staff in the 2021-2024 strategic improvement plan. In the 2018-2020 school plan, the strategy of releasing assistant principals one day a week to support and mentor teachers to continuously develop improved pedagogy, met with limited success. Teachers were also encouraged to use the assistant principal 's release time to observe other teachers, however, few teachers availed themselves of this opportunity. Embedding sustained changes in teaching practice requires a change in approach to be successful. In the 2021-2024 strategic plan, greater emphasis will be placed on a collaborative approach to improving practice along with effective data collection and analysis to track improvements in student learning with changes in teaching practice.



Being safe, being a learner and being respectful are the 3 key values supporting our students and the school.

Strategic Direction 3

Leadership for All

Purpose

The purpose of *Leadership for All* is to provide opportunities for students, staff, parents and community members to develop the skills, knowledge and values that will position them as contributing leaders of the school community. The purpose of *Leadership for All* is to implement processes that will contribute to the development of *confident and creative individuals and *active and informed citizens. *Leadership for All* is intended to contribute to an enhanced sense of community and belonging for all members of the school. (*From the *Melbourne Declaration Educational Goals*)

Improvement Measures

The Tell Them from Me and Quality of School Life surveys show improved positive outcomes.

Document the number of staff who participate in leadership opportunities and evaluate with a survey, the effectiveness of leadership professional learning.

Increased parent participation and leadership in the Parent and Citizens association.

School Assessment Tool for strengthening family and community engagement in student learning shows positive gains.

Overall summary of progress

No teachers indicated an interest in developing their leadership skills, nor developing accreditation at the higher levels of *highly accomplished* or *lead*. However, as part of the executive team's professional learning and readings in *Clarity* by Lyn Sharratt, all staff collaboratively developed the school's *Shared Beliefs and Understandings* and a shared and clear definition of what constitutes quality teaching. These shared understandings will provide a platform for continued school improvement. The implementation of *Learning Walks and Talks* to develop teacher's leadership skills was limited due to COVID-19 restrictions. The school leadership team will continue to develop opportunities for staff to participate in distributed leadership activities.

The implementation student leadership programs was curtailed due to COVID -19 although these activities will continue to be implemented going forward.

Increasing parent engagement and participation in the P&C remains a challenge for the school. We will continue our efforts to work in partnership with parents.

Progress towards achieving improvement measures

Process 1: Implement a range of student leadership opportunities including a School Representative Council (SRC).

Evaluation	Funds Expended (Resources)
Student leadership activities were not implemented due to COVID-19 restrictions.	Nil

Process 2: Implement a range of leadership opportunities for staff including an aspiring leaders program.

Evaluation	Funds Expended (Resources)
The <i>Learning Walks and Talks</i> were only implemented a few times before COVID-19 restrictions were applied. From the few times the process was implemented, staff who participated gained greater understanding and confidence in the process of observing and talking to students with a focus on their learning rather than the teacher's pedagogy.	Teacher release time to complete <i>Learning Walks and Talks</i> .

Process 3: Implementation of regular P&C meetings and parent based workshops.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
Due to COVID-19 many planned activities were cancelled. In Term 1 P&C members successfully applied for a grant for school improvements which included a new electronic signboard. Other activities were cancelled due to COVID-19.	Nil

Next Steps

In the 2020-2024 strategic improvement plan there is a focus on interrelated programs which are all geared towards the improvement of student wellbeing and student learning outcomes supported by focused professional learning and data analysis. Developing improved instructional leadership will be integral to the success of the school's goals and targets.



A range of sporting activities supports the development of the whole child.

Key Initiatives	Resources (annual)	Impact achieved this year
Early action for success	<p>Funding provided for the employment of:</p> <ul style="list-style-type: none"> • a full time instructional leader (FTE 1.0) • an instructional leader one day per week (FTE 0.2) and • an intervention teacher one day per week (FTE 0.2) <p>Funding Sources:</p> <ul style="list-style-type: none"> • Early action for success (\$205 815.00) 	<p>The Early Action for Success (EAFS) program and the activities of the instructional leaders were integrated into the school plan. K-2 teachers developed improved skills in using the progressions to track and monitor student progress, thereby aligning changes to teaching practice to changes in student progress.</p>
Flexible funding for wellbeing services	<p>Funds were used to employ additional learning and support staff and to purchase resources.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Flexible funding for wellbeing services (\$40 060.00) 	<p>Flexible funding for wellbeing services was used to supplement the flexible funds in low level adjustment for disability providing a total of 1.4 (FTE) teachers to provide wellbeing support to students. Learning and support staff are responsible for overseeing the implementation of research-based intervention programs such as <i>MiniLit</i>, <i>Reading Tutor Program</i>, <i>Language for Learning</i> and <i>Language for Thinking</i>. The programs provide either individualised learning or small group tuition to improve students' literacy skills. The learning and support staff also monitor and manage student attendance and work collaboratively with the Home School Liaison Officer to improve student attendance. Learning and support teachers also support teachers with behaviour management of individual students.</p>
Integration funding support	<p>Integration funding was used to employ 2 part-time learning support officers.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Integration funding support (\$33 851.00) 	<p>The learning support officers are overseen and supported by the learning and support team coordinator. The students continue to remain in the mainstream setting due to the support afforded from integration funding support. Students are achieving the goals planned for them in their individualised learning plan.</p>
Literacy and numeracy	<p>The school applied the funding to purchase the resources necessary to implement the <i>InitialLit</i> programs.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Literacy and numeracy (\$12 666.00) 	<p>The <i>InitialLit</i> program provides a structured and integrated approach to explicit teaching of all strands of literacy. The <i>InitialLit</i> program now operates in Kindergarten, Year 1 and Year 2. It is a research-based program aligned to the science of teaching reading. Teachers have evaluated the program as a successful way of improving students' literacy skills. The purchase of additional numeracy resources has enabled teachers to have ready access to materials that provide hands-on experiential learning activities to enhance students' learning outcomes.</p>
Professional learning	<p>Professional learning funds.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Professional learning (\$27 548.00) 	<p>Every teacher completed the <i>Reading for Life</i> online professional learning which provided a sound base for understanding the essential components of the science of teaching reading. Funds were also applied for all staff to complete annual face to face emergency care and resuscitation. The executive team completed online professional learning related to <i>Clarity</i> by Lyn Sharratt. The</p>

Professional learning	<p>Professional learning funds.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Professional learning (\$27 548.00) 	<p>professional learning in 2020 has positioned the school to be able to move forward with greater efficacy in implementing evidence and research-based reading instruction.</p>
Targeted support for new arrivals	<p>Funding was applied to employing an additional teacher 1 day per week (FTE 0.2) to provide additional support for the students.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Targeted support for refugees and new arrivals (\$21 138.00) 	<p>The EALD teacher continued to provide additional support to the targeted students and to build the skills of other teachers. The EALD teacher implemented personalised learning based on each student's needs. Teaching was delivered in small groups. Students developed significantly improved English skills as well as confidence and a sense of belonging by having additional support. Funds were used to enable students to participate in a range of extra-curricular activities and to provide uniforms and basic equipment for students which contributes strongly to their sense of belonging.</p>
Aboriginal background loading	<p>Funds of \$683.00 were used in conjunction with low level funds for disability to provide intervention programs for students and in-class support.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$683.00) 	<p>Students of Aboriginal and Torres Strait Island background achieved their learning goals as documented in their <i>Personalised Learning Pathway</i>.</p>
English language proficiency	<p>Flexible funds of \$34,100.00 were combined with a staffing allocation of 4 days per week (FTE 0.8) to employ the EALD 5 days per week.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> English language proficiency (\$121 607.00) 	<p>The expertise of the EALD teacher is essential to the students' continued improvement in their English skills. The EALD staff implement 2 different models of support depending on students' needs and in collaborative decision-making with class teachers. Some students are withdrawn from class to participate in small group learning with the EALD teachers. At other times, the EALD teacher works with the teacher in the classroom to support student learning. The EALD teachers also work collaboratively with classroom teachers to develop resources to support EALD students in other subject areas and topics and to build teacher capacity in meeting students' needs.</p>
Low level adjustment for disability	<p>Funds and staffing allocation for:</p> <ul style="list-style-type: none"> learning and support staff (FTE 1.4) a learning support officer (FTE 1.0) resources to support intervention programs. <p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$192 908.00) 	<p>The staffing component and the flexible funds from this program are essential to students' wellbeing and targeted support of student learning. The learning and support team coordinator, manages the organisational aspects of the team, by receiving referrals, communicating the agenda, chairing weekly meetings, documenting the minutes and decisions made and coordinating whole school processes such as the Nationally Consistent Collection of Data on Students with Disability (NCCD) and analysing student behaviour data. The coordinator assists in developing integrated timetables for small group interventions to support student learning. The school implements research-based structured programs that capture ongoing assessment data to track student progress. All students who were included in</p>

<p>Low level adjustment for disability</p>	<p>Funds and staffing allocation for:</p> <ul style="list-style-type: none"> • learning and support staff (FTE 1.4) • a learning support officer (FTE 1.0) • resources to support intervention programs. <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$192 908.00) 	<p>intervention programs made progress and completed the programs in which they participated. The learning and support coordinator works collaboratively with teachers to assist in the development of individual learning programs and/or behaviour support programs. Learning and support staff implemented reading and mathematics intervention programs and wellbeing programs such as the <i>Check-in Check-out</i> program, <i>Bounce Back</i>, a social skills program, Stage 2 and Stage 3 social skills intervention programs informed by <i>skills streaming</i> analysis. Fewer than usual wellbeing programs were implemented in 2020 due to COVID-19 restrictions.</p>
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>Funds were applied to release teachers for collaborative planning.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$65 849.00) 	<p>QTSS funds were used to release teachers for collaborative planning and moderation of student work-samples for consistency in teacher judgement in assessment. Teachers strongly endorse the benefits of collaborative planning release time to facilitate professional discussions about teaching strategies, syllabus implementation planning and effective assessment of student learning.</p>
<p>Socio-economic background</p>	<p>An additional teacher was employed on a full time basis (FTE 1.0) to reduce class sizes.</p> <p>Assistant principals were provided with 1 additional release day per week to support quality teaching in classrooms. (FTE0.8)</p> <p>An additional learning support officer was employed to deliver structured small group tuition. The support officer was trained and supervised by a teacher.</p> <p>Administrative staff allocation was supplemented to ensure efficiencies in administration and to provide extra time for community liaison and running the school playgroup.</p> <p>Funds were allocated for the upgrade and purchase of additional computer hardware .</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$416 236.00) 	<p>The release of assistant principals for one day per week to support and improve quality teaching met with limited success due to inconsistencies between assistant principals. Prepared lessons for observation by the assistant principal were not always typical of day to day practice. Some staff were resistant to implementing recommended changes to their practice. In line with results from teacher feedback and anecdotal discussions with the leadership team, a more collaborative will be adopted in the 2021-2024 strategic plan.</p>
<p>Support for beginning teachers</p>	<p>Funding was applied to release the teacher for additional 2 hours per week</p>	<p>The early career teacher benefited invaluable by the support provided by the assistant principal. The early career teacher developed</p>

Support for beginning teachers	and 1 hour per week additional release for an assistant principal to mentor the teacher. Funding Sources: • Support for beginning teachers (\$14 130.00)	her skills in behaviour management, programming, differentiating teaching to meet individual student's needs, assessment and reporting student progress. The assistant principal delivered an effective induction program to support the teacher.
Wellbeing Services		See the section above in <i>Flexible Funding for Wellbeing Services</i> .



We implement a range of wellbeing activities.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	169	179	162	149
Girls	151	152	145	128

Student enrolment numbers have been slowly declining over the past 2 years as families move to more affordable rental areas.

Student attendance profile

School				
Year	2017	2018	2019	2020
K	91.1	90.4	92.5	88.1
1	90.3	91.9	89.6	86.6
2	93	92	92.9	82.2
3	92.1	92.3	91.6	91.2
4	92	92.9	93.6	91.3
5	90.4	92	91.6	90.2
6	92.5	92	90.9	94.9
All Years	91.6	91.9	91.8	89.2
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.



Students and teachers value education evidenced by this student's artwork.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	12.98
Literacy and Numeracy Intervention	0.2
Learning and Support Teacher(s)	1.3
Teacher Librarian	0.6
Teacher ESL	0.8
School Administration and Support Staff	7.62
Other Positions	1

*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.



Students love our annual Easter Hat Parade.

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	1,035,346
Revenue	4,512,158
Appropriation	4,468,360
Sale of Goods and Services	11,688
Grants and contributions	30,013
Investment income	1,497
Other revenue	600
Expenses	-4,400,901
Employee related	-4,006,578
Operating expenses	-394,323
Surplus / deficit for the year	111,257
Closing Balance	1,146,603

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.

Funds were set aside for a major capital works program to redevelop the K-2 playground which is greatly in need of repair. Delays in administrative processes have resulted in the funds being carried over to the next financial year. Funds that had been budgeted for staffing were not fully expended due to an equity funded staff member successfully applying for a promotion.

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	65,071
Equity Total	731,435
Equity - Aboriginal	683
Equity - Socio-economic	416,237
Equity - Language	121,607
Equity - Disability	192,908
Base Total	3,013,568
Base - Per Capita	80,867
Base - Location	0
Base - Other	2,932,701
Other Total	521,747
Grand Total	4,331,821

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.



The junior dance group is one of our extra-curricular activities.

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.



Our community playgroup is popular with children and parents.

Parent/caregiver, student, teacher satisfaction

The *Tell Them From Me* (TTFM) suite of surveys are used to measure student engagement and wellbeing. The surveys are used to capture student, parent and teacher voices, providing reliable evidence for the school to use in identifying strengths and areas for improvement.

The *Primary Student Survey* is completed by students in Years 4, 5 and 6 twice a year. This highly validated and reliable survey was developed by leading researchers.

Students

The TTFM student engagement survey measures student engagement which is defined as "a disposition towards learning, working with others and functioning in social institution." The survey includes students' sense of belonging at school, the extent to which they value schooling outcomes and their psychological investment.

The second survey implemented in September 2020 showed students' results as follows:

- 77% reported a positive sense of belonging: students feel accepted and valued by their peers and by others at the school
- 92% participated in school sports and clubs
- 78% indicated they have positive relationships: students have friends at school they can trust and who encourage them to make positive choices
- 93% value schooling outcomes: students believe that schooling is useful in their everyday life and will have a strong bearing on their future
- 84% show positive behaviour at school: students do not get in trouble for disruptive or inappropriate behaviour
- 57% show positive homework behaviours: students do homework for their classes with a positive attitude and in a timely way
- 72% are interested and motivated in their learning
- 86% apply effort to their learning
- 89% receive quality instruction
- 76% intend to go to university

Some results were slightly lower than 2019, which school staff attribute to disruptions to learning and school programs caused by COVID-19 restrictions.

The following information shows drivers of student outcomes mostly, reported on a 10 point scale and compared to NSW Government norms.

The school result is shown and the NSW Government Norm is shown in brackets beside the school result.

- 8.4 (8.2) Effective learning time - Important concepts are taught well, class time is used efficiently and homework and evaluations support class objectives.
- 7.8 (7.9) Relevance- Students find classroom relevant to their everyday lives.
- 8.1 (Not available)-Explicit teaching and feedback - Teachers set clear goals for learning, establish expectations, check for understanding and provide feedback.
- 24% (36%) Victims of bullying - Students who are subjected to moderate to severe physical, social or verbal bullying or are bullied over time.
- 8.0 (7.7) Advocacy at school - Students feel they have someone at school who consistently provides encouragement and can be turned to for advice.
- 8.5 (8.4) Positive teacher-student relations - Students feel teachers are responsive to their needs and encourage independence with a democratic approach.
- 7.2 (7.2) Positive learning climate- Students understand there are clear rules and expectations for classroom behaviour.
- 8.9 (8.7) Expectations for success -School staff emphasise academic skills and hold high expectations for all students to succeed.

Teachers

The TTFM survey for teachers has a focus on learning and is based on 8 drivers of student learning. Survey results also show the 4 dimensions of classroom and school practices. The results of the 2020 survey show the school mean compared to the NSW Government Norm. The school result is shown and the NSW Government Norm is shown in brackets beside the school result.

7.1 (7.8) Collaboration

7.7 (8.0) Learning culture

7.1 (7.8) Data informs practice

7.8 (7.9) Teaching strategies

5.0 (6.7) Technology

7.5 (8.2) Inclusive school

6.3 (6.8) Parent involvement

Four Dimensions of Classroom and School Practices

7.0 (7.5) Challenging and visible goals

6.9 (7.6) Planned learning opportunities

6.7 (7.3) Quality feedback

7.0 (7.7) Overcoming obstacles to learning

The Strategic Improvement Plan 2021-2024 includes plans for improvement based on the survey data where the school mean was significantly lower than the NSW Government Norm.

Parents

The *Partners in Learning* survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. The results of the 2020 survey show the school mean compared to the NSW Government Norm. The school result is shown and the NSW Government Norm is shown in brackets beside the school result.

7.3 (7.4) Parents feel welcome

6.3 (6.6) Parents are informed

7.2 (6.3) Parents support learning at home

7.4 (7.3) School supports learning

7.3 (7.7) School supports positive learning

7.8 (7.4) Safety at school

7.8 (6.7) Inclusive school

School results closely align with or are slightly better than NSW Government Norms. The school maintains a focus on continuing efforts to improve parent engagement with the school.

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.