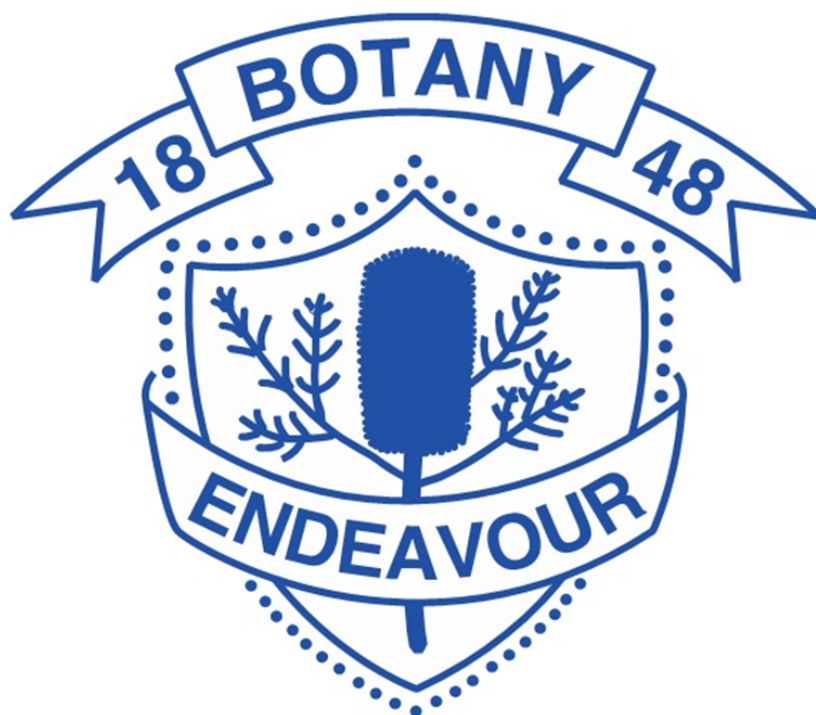


2020 Annual Report

Botany Public School



BOTANY PUBLIC SCHOOL

Caring Creative Connected

1323

Introduction

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

Botany Public School has a strong sense of community, with a committed and dedicated staff working closely with supportive parents. Our school has a focus on Wellbeing Programs, English and mathematics, creative and performing arts and sporting programs. Each student's social, emotional and physical development is a priority.

2020 was a year when our school community was presented with challenges and change. We had to quickly and efficiently improvise, adapt and support each other.

Earlier in the year, we entered a period of Learning from Home where students, parents and teachers all engaged in online learning. The teachers expertly changed their mode of delivery and provided quality curriculum during learning from home and deserve to be acknowledged for their collaboration, professionalism and ability to quickly adapt to an online teaching and learning environment. Once students returned to school it was apparent how they embraced the explicit instruction from their teachers, the importance of their relationships with their peers and the chance to run around outside in the playground.

We enjoy positive relationships with our parents and I acknowledge the support of the parent body and wider school community in supporting student learning throughout 2020. In acknowledging the learning undertaken at Botany Public School in 2020, I must also recognise our students and their achievements. It was a highlight to see so many of our students engage in high quality learning and experience great success in 2020.

Catherine Byrne - Relieving Principal

School vision

Botany Public School, prepares students for a complex and rapidly changing world, as they develop the skills to be engaged 'future focused learners.' Our school is a place where students become successful learners and are confident, resilient and creative individuals.

Every **student** is supported to achieve their full potential academically, socially and emotionally, as an individual and as part of a team. Students will be inspired to develop a life long love of learning and will confidently embrace the future to achieve their personal best.

Our **teachers and leaders** understand how students learn, providing supportive, safe, vibrant and innovative learning environments. Teachers and leaders deliver quality teaching and learning programs and engage professionally with colleagues, participating in ongoing professional learning.

Our school is a **community school**, which thrives on a collaborative approach and engages the resources of the staff, students and local community, drawing on strengths and capabilities to support the school's visions. Our school is Caring, Creative, Connected.

School context

Botany Public School is a growing school of 285 students, including 48% from language backgrounds other than English, with a welcoming, inclusive and forward thinking community.

The school has a strong emphasis on the wellbeing of our community with Restorative Practice, Kidsmatter and Bounce Back Programs being an integral part of school culture.

There is a focus on differentiated quality literacy and numeracy programs, engaging students to be future focussed learners. Collaborative planning and decision making are valued by the dynamic staff and community who have high expectations for all students.

The school is well supported by a passionate Parent and Citizens Association promoting a strong sense of community. The P&C makes significant contributions towards school programs and resources and parents are actively involved in various aspects of school life.

Botany Public School provides students with opportunities to participate in extra curricular activities including creative and performing arts, language and sporting programs. The Student Representative Council and Peer Support Groups give students opportunities to develop leadership skills in conjunction with elected leadership positions.

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

Strategic Direction 1

Successful Learners

Purpose

To inspire students to be confident and creative individuals who are literate and numerate and can think deeply, productively and logically, preparing them to be lifelong learners.

Improvement Measures

Students demonstrating active engagement with their learning. (CW)

A focus on students achieving in the top 2 bands in NAPLAN for Numeracy. (DL)

A focus on students achieving in the top 2 bands in NAPLAN for Literacy. (DL)

Students have learning goals clearly displayed in classroom that are regularly reviewed with students and stakeholders. (DL)

Students are given opportunities to explore their ideas during STEM experiences. (CT)

Overall summary of progress

In 2020 the school continued to successfully implement well being programs such as:- Bounce Back and Restorative Practice. All staff participated in high quality professional learning to support Learning and Support adjustments. Our school focus was on the well being of the school community providing additional support during COVID 19 Learning from Home adjustments. Although there were limitations to some face-to-face programs and events due to COVID 19 restrictions, staff were able to maintain positive and respectful relationships with the school community.

Class teachers and the Learning Support Team monitored student progress in literacy and numeracy programs. The school's internal data outlined positive student growth in literacy and numeracy. Students developed individual learning goals to support personalised learning.

Progress towards achieving improvement measures

Process 1: The **Community Wellbeing Project** is a planned approach to wellbeing catering for individual learning needs within a positive learning environment.

Evaluation	Funds Expended (Resources)
Wellbeing programs take place with modifications made for community communication.	Laptops provided to all staff for working from home accessibility.
Staff provided adjustments for students and consulted with parents and LST members, over the phone, to make relevant adjustments to Personalised Learning Plans (PLPs).	High-quality professional learning for all staff to support Learning and Support adjustments.
Home to school communication was increased during the Learning from Home period where staff called families regularly to check in on the wellbeing of students and their families.	

Process 2: The **Differentiated Learning Project** is an integrated approach to quality teaching and learning in Literacy and Numeracy using targeted assessment data to guide student learning goals.

Evaluation	Funds Expended (Resources)
Classes in K-6 use rich visual texts in English as a stimulus for literacy programming. Classes in K-2 successfully implemented new Initialit synthetic phonics program from Macquarie University. Classes in 3-6 apply Focus on Reading comprehension strategies effectively in daily literacy learning experiences.	Initial Lit - Universal level of of whole class support. Explicit teaching program in reading for K-2 students.
	Learning and Support Teachers

Progress towards achieving improvement measures

Student learning was supported through explicit programs including SLSO phonics intervention for Early Stage One and Year One, Multi-Lit for Years Two and Three and Numeracy small group support for identified students in Years Three-Six.

Learning Conferences took place in both semesters, face-to-face in Term One and telephone meetings in Term Three, to negotiate learning targets for students with parents/carers.

employed to support the delivery of Initial-Lit, Multi-Lit and Focus on Reading and mathematics differentiation.

School Learning Support Officer (SLSO) to support Initial-Lit

Multi-Lit \$1,150

Process 3: The **Creative Thinking Project** provides students with learning opportunities to apply knowledge, deepen understanding and develop creative and critical thinking skills as future focused learners.

Evaluation	Funds Expended (Resources)
<p>A team of staff participated in a two day training seminar at the University of Sydney. The program is based on forming a Science, Technology, Engineering and Mathematics community to support schools and staff in the authentic implementation of STEM program delivery and Inquiry Based Learning. Due to COVID 19 restrictions, further training and support was postponed until 2021 where the team will recommence additional online training and program implementation.</p> <p>Teachers built their capacity in using new online tools such as:- Google Classroom to support Learning from Home.</p>	<p>Purchase of 16 iPads for total of \$7,766.56</p> <p>Two days professional learning for a team of four teachers.</p>

Next Steps

Build capacity of all teachers across the school in teaching STEM and Inquiry based learning over a four year period. Provide professional learning to ensure that teachers fully understand and feel confident with the content, through to more specialised programs that aim to help teachers to integrate STEM subjects or present them in new and challenging ways.

The school implements innovative practices and has processes in place to evaluate, refine and scale success.

Technology that supports learning is available and expertly integrated into lessons by teachers.

Targeted professional learning for all staff on evidenced based innovative practice.

Coaching and mentoring programs for staff to build capacity in innovative practice.

Instructional leadership to build capacity in innovative practice.

Effective resource allocation to support the use of authentic technology to support evidence based innovative practice.

Strategic Direction 2

Quality Teachers

Purpose

To embed a dynamic culture of staff collaboration through quality professional learning and supportive leadership, creating a deep understanding of pedagogy and exemplary teaching and learning practices.

Improvement Measures

All teachers will collaboratively and expertly analyse system and school based data to plan and implement a differentiated curriculum in Literacy and Numeracy. (CP)

Teachers develop and apply assessment strategies to determine teaching directions, monitor and assess student progress and achievement, and reflect on teaching effectiveness. (IT)

Professional Development Plans for teachers reflect ongoing progression against the Professional Teaching Standards framework. (PL)

Overall summary of progress

All staff are guided to develop PDPs as a collaborative group to support their Professional Learning goals and improve overall student learning outcomes. Teachers engage in professional learning targeted to school priorities, the needs of their students, and the achievement of their professional goals. This training was predominantly provided through On line services due to Covid restrictions.

Stage reflection structure in 2020 to maintain focus on data driven teaching and learning and teachers professional learning. Ongoing collaborative planning for staff with a focus on assessment for learning and data driven teaching and learning. The school continued to review and refine all English and mathematics programming. Applying evidence-based assessment practices is a continued area of focus for 2021.

Progress towards achieving improvement measures

Process 1: The **Collaborative Practices Project** is a team based planning approach to further develop and implement explicit teaching strategies and programs.

Evaluation	Funds Expended (Resources)
<p>Staff maintained and improved their level of collaborative practice when developing and implementing programs. During the Learning from Home period, staff successfully maintained quality teaching and learning programs facilitated through online platforms to support parents and students with learning. Teachers built capacity with utilising tools such as Google Classroom to provide engaging learning opportunities for students.</p> <p>Collegial observations and classroom walkthroughs will guide improvements in pedagogy with staff receiving authentic feedback through re-established Quality Teaching Rounds in the 2021-2024 school plan.</p>	<p>Laptops for all teachers</p> <p>Casual teachers employed to allow for authentic collaboration opportunities for staff.</p>

Process 2: The **Informed Teaching Project** is a data driven approach to identify student achievement and progress using school wide assessment measures to reflect on teaching effectiveness and inform future school directions.

Evaluation	Funds Expended (Resources)
<p>Leaders accessed SCOUT information to unpack external student data. The leadership team supported staff to implement Check-in Assessments and analyse the data provided as a result of NAPLAN cancellation from COVID19. This data is used to identify how students are performing in literacy and numeracy to assist teachers in tailoring their teacher to meet the learning needs of their students. Staff review TTFM survey data from</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$18724.00)

Progress towards achieving improvement measures

students and the school community to provide information about ' views on collaboration and students' and parents' perspectives on their school experience such as engagement in learning.

Teachers actively collect and analyse school based data from multiple in school assessment tools including, Initialit Cumulative Reviews for K-2 and Essential Assessment for whole school numeracy.

Process 3: The **Professional Learning Project** aligns Australian Professional Standards, with Professional Development Plans and Accreditation through innovation, expertise and effective targeted professional learning.

Evaluation	Funds Expended (Resources)
<p>All staff collaboratively develop and articulate their Performance Development Plans and strategies to align with policies, aims and strategic directions of the department and the School Plan.</p> <p>Staff engaged in targeted professional learning to develop a range of strategies and programs to improve student wellbeing and learning outcomes. Staff participate in and contribute to scheduled professional learning sessions.</p>	<p>Essential Assessment \$2870</p> <p>Collaborative planning days for professional learning \$18,724</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$18724.00)

Next Steps

High Impact Professional Learning in data literacy, data analysis and data use in teaching for all staff.

Leaders work with teachers using data to monitor and assess student progress and design future learning on a whole class, group and individual level.

Review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress.

Embed data informed formative assessment practices as an integral part of daily instruction.

Professional learning and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice.

A commitment to providing high quality learning experiences in English and Mathematics.

Strategic Direction 3

Collaborative Leaders

Purpose

To build stronger relationships as an educational community by leading and inspiring a culture of collaboration and communication to realise enriched learning opportunities.

Improvement Measures

Staff engage in action learning across school alliances and reflect on best practice and actively support other schools. (LA)

Staff participate in developing milestones and evaluating school programs. (ES)

Monthly finance committee meetings review and track human, physical and financial resources. (MP)

Overall summary of progress

The finance committee prioritised school projects such as our playground upgrade, library upgrade, sandstone community circle in playground and new technology resources in 2020. These projects were completed and the physical environment of the school has improved greatly. Staff work together to ensure that resources are used strategically to enrich student learning.

The executive team worked collaboratively to build a thorough Situational Analysis for the 2021-2024 school plan. They collected data to inform this analysis using a variety of data collection sources such as:- Tell Them From Me, School Excellence Framework, School Plan reflection, Internal and External assessment data.

Community engagement projects were impacted by COVID 19 restrictions but home-school communications increased during the Learning from Home period.

Progress towards achieving improvement measures

Process 1: The **Learning Alliances Project** is an educational community network that provides instructional leadership and mutual support, in response to new and emerging needs.

Evaluation	Funds Expended (Resources)
The Learning Alliances project was impacted by COVID 19 restrictions. Building Positive Partnerships across schools is featured in the 2021-2024 School Improvement Plan where staff will share expertise and engage in authentic collaborative learning opportunities.	

Process 2: The **Educational Systems Project** builds upon areas of strength, sustains best educational practice and addresses areas for continual improvement as identified through the school plan.

Evaluation	Funds Expended (Resources)
High levels of communication, organisation and strategic resourcing positively impact school operations. Home-school communication improved during the learning from home period. The School Plan is at the core of continuous improvement with the schools vision and strategic directions shared with our community. The school staff systematically and regularly monitor the impact of the plan to inform changes. Staff reflect on student TTFM surveys.	Professional Learning funds are allocated to allow team leaders to monitor milestones and reflect on the self assessment against the School Excellence Framework.

Process 3: The **Management Practices Project** is a systematic approach to ensure school structures, processes and resources fully support improved outcomes and professional effectiveness.

Evaluation	Funds Expended
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Progress towards achieving improvement measures

Evaluation	(Resources)
<p>Administrative systems, structures and processes underpin ongoing school improvement. Communication with parents is a priority with the Newsletter and eNews alerts keeping parents updated on school events.</p> <p>The Executive Team and Finance Committee prioritise school projects such as our playground upgrade, library upgrade, sandstone community circle in playground and new technology resources. Staff work together to ensure that resources are used strategically to enrich student learning.</p>	<p>Targeted funds ensure that communication to parents and the community is a priority with notes and newsletters being issued regularly.</p> <p>School projects are completed such as our:-</p> <ul style="list-style-type: none">Playground upgrade \$65,538Sandstone meeting place \$15, 180Library refurbishment \$80,248.63Library technology \$7, 766.56OOSH refurbishment \$43,600

Next Steps

Next Steps

Learning Alliances Project

- * Continue and enhance links with our Community of Schools - John Brothie Preschool with Transition to School Programs.
- * Continue and enhance links with South Sydney High School with Enrichment Programs and Transition to High School Programs
- * STEM Team are accepted into the University of Sydney STEM Academy with access to university mentors.

Educational Systems Project

- * The School Plan is at the core of continuous improvement efforts, with the school's vision and strategic directions evident in its activities.
- * The leadership team embeds clear processes, with accompanying timelines and milestones, to direct school activity towards effective implementation of the school plan.

Management Practices Project

- * Administrative systems, structures and processes underpin ongoing school improvement and the professional effectiveness of all school members.
- * Technology focus will be an ongoing focus as we continue the upgrade of classroom technology allowing iPads and laptops to be available for students to utilise.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$7,858	<p>Aboriginal background funding was used to support student learning in the classroom and to support student involvement in school activities. Aboriginal students have Personalised Learning Plans and are making progress towards their personal goals.</p> <p>All students participated in class activities during NAIDOC Week. A student was nominated to receive a District 'Deadly Award'.</p> <p>Staff employed to support personalised learning support plans and program delivery.</p>
English language proficiency	\$64,007	<p>Students from non-English speaking backgrounds form 48% of the school population. The English as an Additional Language Dialect (EALD) flexible funding allocation supports a teacher to be employed to ensure students were supported in the classroom through team teaching and small group support.</p> <p>A focus area was early intervention with students having access to the Multilit Program leading to progress along the literacy continuum. Semester One focus was also placed on support programs for Kindergarten and Year 1 students. Semester Two focus was supporting students in Stage 2 and 3 with literacy and numeracy groups.</p>
Low level adjustment for disability	\$80,598	<p>Low level Adjustment for Disability Funding is used to engage a teacher to work with students with high support needs. Funding was allocated for staff to formulate and update PLP's for targeted students. A variety of strategies were implemented to support students with low level disabilities including in class support, teacher release for planning adjustments to teaching and learning activities as well as the purchase of specialised resources.</p>
Quality Teaching, Successful Students (QTSS)	\$53,817	<p>Quality Teaching, Successful Students funding was used so that Assistant Principals could support and guide colleagues as instructional leaders. Giving reflective feedback to colleagues has been an important part of this reflective process.</p>
Socio-economic background	\$162,839	<p>Learning and Support Teachers employed to support a tiered approach to intervention and support.</p> <p>Socio Economic Funding was used to enhance student access to a wide range of educational experiences. Additional resources for classroom learning including access to upgraded technology systems, has ensured equity for our students. Extra assistance was provided in the classroom learning environment with an additional teacher working with students. This resulted in increased student participation and</p>

Socio-economic background	\$162,839	engagement leading to improvement in learning outcomes.
Integration funding support	\$26,841	<p>School Learning Support Officer employed to support personalised learning. and a tiered approach to learning support.</p> <p>Students needing support were referred to the LST and were placed on the LST data base. Strategies to support these students were implemented by the School Psychologist, Learning Support Teacher and Multilit Reading Support.</p>
Professional learning	\$18,724	Professional learning funds were used for collaborative planning opportunities for teachers and leaders. Teachers and leaders were given learning opportunities to work with colleagues to use class, cohort and school data to inform co-planning such as lessons and assessments. Time was regularly dedicated throughout the school year for working with colleagues to plan, develop and refine teaching and learning programs.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	137	140	152	151
Girls	137	143	137	135

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.9	94.3	93.8	96.3
1	94.4	95	94.6	95.1
2	92.7	93.9	93.8	95.3
3	94.1	93.1	93.2	95.9
4	94.2	95.7	92.7	94.3
5	94.4	94.7	94.7	92.6
6	94.8	93.1	92.5	95.4
All Years	94.4	94.4	93.6	95.2
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)	10.5
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.5
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	561,669
Revenue	2,680,828
Appropriation	2,586,200
Sale of Goods and Services	3,049
Grants and contributions	90,077
Investment income	1,502
Expenses	-2,956,020
Employee related	-2,454,975
Operating expenses	-501,045
Surplus / deficit for the year	-275,192
Closing Balance	286,478

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	26,841
Equity Total	170,696
Equity - Aboriginal	7,858
Equity - Socio-economic	18,234
Equity - Language	64,007
Equity - Disability	80,598
Base Total	2,193,505
Base - Per Capita	69,506
Base - Location	0
Base - Other	2,123,999
Other Total	151,109
Grand Total	2,542,151

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. Their responses are presented below. Feedback and the opinions of all members of the school community was sought throughout 2020 through P&C meetings, written feedback and surveys. The Tell Them From Me (TTFM) Student Survey was implemented in semester one 2020. The survey used indicators based on the most recent research on school and classroom effectiveness and focused on levels of student engagement.

On measures of student wellbeing outcomes, school responses were strong in all areas. Results were above NSW Government norms on measures of positive sense of belonging, positive relationships and valuing of schooling outcomes.

We found that of our students felt accepted and valued by their peers and by others at their school. In fact the school mean was higher than the NSW Govt norm in the following areas: Students have friends at school they can trust and who encourage them to make positive choices. Students are interested and motivated in their learning. Students try hard to succeed in their learning.

Students find classroom instruction relevant to their everyday lives. Students feel classroom instruction is well-organised, with a clear purpose, and with immediate feedback that helps them learn. Students feel they have someone at school who consistently provides encouragement and can be turned to for advice.

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.