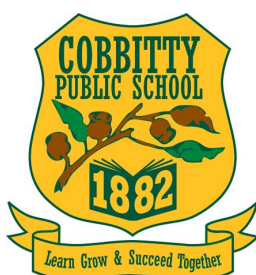


2020 Annual Report

Cobbitty Public School



1580

Introduction

The Annual Report for 2020 is provided to the community of Cobbitty Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

Cobbitty Public School

Cobbitty Rd

Cobbitty, 2570

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

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

4651 2262

Message from the principal

At Cobbitty Public School we work together to inspire, challenge and support our students as successful, confident and creative individuals in order for them to "Learn, Grow and Succeed". In 2020, our collaborative school culture was particularly important as we worked together to overcome the obstacles of the Covid-19 Pandemic. Throughout 2020, the majority of our students spent time working remotely. We saw our students step up to the challenges of the year with resilience and a positive mindset. They adjusted to the changing learning environment with great flexibility and can be very proud of the ongoing commitment they showed to learning and to caring for each other.

Our parents showed great support for our school throughout the year. We very much appreciated the encouragement and gratitude shown especially when changes had to be made in a short time frame. Our parents stepped up to the challenge of supporting students in their learning at home. The positive approach seen was inspiring.

Throughout 2020 we maintained a focus on improvement in teaching and learning and our teachers maintained high expectations for improved outcomes for our students. Our teachers were required to go above and beyond in every aspect of curriculum delivery. They were required to deploy and drive new online technology platforms to teach students from home, requiring them to be creative and diverse in their thinking and teaching methods.

I am proud of the achievements of our school and the ongoing success of strategies implemented to provide differentiated, high quality and engaging learning for our students. Through the diverse talents, energy and determination of our teachers, we continued to offer extra-curricular programs for our students to enjoy and we saw many achievements both within school and beyond. Our students excelled in public speaking, the Premier's Debating Challenge, Mayor for a Day and Tournament of Minds. To support student well-being, we implemented a range of initiatives to ensure that every child was known, valued and cared for. Additional support in the playground and classroom along with regular home school communication, allowed us to maintain a high standard of attendance and engagement throughout the year. Intensive learning support in every classroom allowed us to monitor student progress and ensure continuity of learning in literacy and numeracy for each child.

2020 provided our school community with an opportunity to reflect on the things that really matter in our lives, in particular the importance of our family and friends. In reflecting on school life in 2020, I have an immense sense of satisfaction at the way our community responded to the challenges of dealing with Covid-19. The safety of our community was always the number one priority, closely followed by maintaining a sense of normality for our students. Despite an ever-changing landscape, I believe that we achieved these two goals. I am confident that the resilience of our students, staff and parents demonstrated over the past 12 months positions us well for the future as we continue to work together as a school community to provide the best possible education for the students in our care.

I look forward to working with you to ensure that Cobbitty continues to be an outstanding and dynamic school in 2021!



School vision

Together as a supportive, inclusive, respectful community we will provide holistic and enriching teaching and learning programs which empower all students to:

- learn and build knowledge to continually progress within an ever changing world;
- grow through opportunity, communication, self-direction and reflection; and
- succeed as creative, innovative, inspiring and collaborative problem solvers.

School context

Cobbitty Public School is located in a growing semi-rural setting south west of Sydney. We are committed to providing comprehensive and diverse quality learning opportunities for all students in a positive, safe and supportive environment.

Students are highly engaged and proud to be associated with the rich cultural heritage of their school. Students enjoy a diversity of programs and extra-curricula activities.

Our staff is a combination of both new scheme teachers and experienced teachers, all working collaboratively to form a dedicated team of educators who care deeply about the needs of each child. The staff have high expectations for all students.

We have a highly involved, supportive community, including an active P&C , who value staff dedication and strive to ensure their children are receiving every possible opportunity for individual success.



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

Strategic Direction 1

Literacy & Numeracy

Purpose

To ensure improved learning outcomes and continuous high levels of learning growth for all students in literacy and numeracy through ongoing improvement in pedagogy.

Improvement Measures

Teacher performance and development demonstrates sustained growth in teacher capacity against the Professional Standards for Teachers.

No more than 5% of students in Years 3 and 5 achieving below the national minimum standards across all areas of NAPLAN.

8% growth in the number of students achieving in the top two performance bands across all areas of NAPLAN in Years 3 and 5.

Overall student learning in literacy and numeracy shows growth above state average (NAPLAN).

90% of all students achieving at or above grade expectations on internal school performance measures.

Overall summary of progress

Over the last three years we have had a significant shift across the school in the teaching practices of Mathematics, particularly in the strand of Number. During stage collaboration time, classroom teachers designed quality learning experiences that promote deep thinking, analysing, reasoning, justifying, applying patterns and communicating. These are now embedded components of Mathematics teaching programs for every classroom teacher in the form of Number Talks and daily number sense experiences that link all sub strands of Number. An area we would like to focus on and further develop is multiplicative thinking.

To develop a deep understanding of what our students already know in Mathematics and where to next, we have had an explicit focus on Formative Assessment across the school over the last three years. This journey began with staff engaging in targeted professional learning that was differentiated according to their level of understanding. Staff collaborated in stages in the deconstruction of the NSW Mathematics K-10 Syllabus to develop learning goals that communicate the expectation to students as well as success criteria that informs students how they can be successful. All formative assessment is linked to the learning goal and this then drives future practice. Learning goals and success criteria are now embedded in 100% of teaching programs across our school in the area of Mathematics.

For the duration of the current school plan, we have increased our knowledge and embedded improved practices in the teaching of literacy. During stage collaboration time, teachers have worked in teams to unpack the requirements of the English syllabus, with a particular focus on spelling. Teachers have participated in professional learning in The English Textual Concepts, which are now used to guide planning for English across the school.

Our current school plan has led to the development of updated Mathematics and English scope and sequence documents that align with the NSW Mathematics and English Syllabus K-10. These are working documents that are used authentically to develop quality learning experiences in all strands of Mathematics and English. The Mathematics document also includes learning goals that reflect content markers, providing consistent expectations across the stage as well as a learning of progression across the school.

Progress towards achieving improvement measures

Process 1: Development of individualised professional development plans explicitly targeted at building teacher capacity to cater for learner diversity and improved learning success in literacy and numeracy.

Evaluation	Funds Expended (Resources)
In 2020, teachers continued to be supported with their pedagogy in English and Mathematics. As part of the PDP process, all teachers included a whole school learning goal that targeted specific areas within both English and Mathematics. To support improved practice in English and Mathematics	Funding Sources: <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$57645.00)• Literacy and numeracy (\$11521.00)

Progress towards achieving improvement measures

instruction a variety of strategies were implemented, within Covid-19 health regulations, which included;

- Instructional leadership support
- Timetabled stage collaboration planning time
- Targeted in class support

The delivery of professional learning in Mathematics continued with modifications to meet health regulations. Teachers worked with an Instructional Leader in a one on one or small group situation. The completion of the professional learning will continue into the next school plan specifically targeting new staff members and support staff.

In English, stage groups worked alongside Instructional Leaders with a specific focus on reading. Teachers continued to use the National Literacy Learning Progressions to plan for targeted students against the element Understanding Texts and track progress using PLAN2 software. Additional professional learning will continue into the next school plan around utilising PLAN2 software to track student progress in specific elements, ensuring this is embedded into teaching practice.

• Professional learning (\$11521.00)

Process 2: Enhance procedures to share information with high schools to ensure continuity of learning for students as they transition to Year 7.

Evaluation	Funds Expended (Resources)
<p>During 2020, many high school transition programs were modified or cancelled due to the COVID-19 restrictions. The Assistant Principal of stage three attended a community of schools network meeting at Camden High School early in Term 1. The goal of this meeting was to develop a strong connection in writing between stages 3 and 4. This was unable to continue due to the COVID-19 restrictions. Another network meeting was also held at Elderslie High School to develop effective transition between primary school and high school with a focus on assessment.</p> <p>Students were given the opportunity to attend high school orientation days in term 4.</p>	

Process 3: Regular collaborative data analysis/ planning meetings ensure consistent implementation of exemplary teaching and learning practices in Mathematics are evident in class programs and Mathematics learning sessions.

Evaluation	Funds Expended (Resources)
<p>This year saw the introduction of ability based Mathematics groups across stage two and stage three. Students were grouped according to PAT Assessment data and formative assessment data collected by teachers. Groups were formed in early Term 1 and continued throughout the year, even during the remote learning period. These groups remained fluid and students regularly moved throughout when necessary.</p> <p>At the beginning of the year, it was intended that teachers would participate in Mathematics collaboration sessions every fortnight during whole school staff meetings, however, this was limited once COVID-19 restrictions came into affect. Teachers still collaborated with the Instructional Leader in a modified manner at a point of need basis. Professional discussions continued among colleagues based on student progress, achievement and where to next. Stages collaborated via Zoom during the remote learning period and developed quality learning experiences in a virtual environment. All mathematical pedagogies continued to be embedded during Mathematics groups at both school and during at home learning, with teachers beginning to implement learning goals and success criteria for all strands.</p> <p>An area for focus for the new school plan is the development of consistent stage based summative assessments that align with the NSW Mathematics</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$22000.00) • Socio-economic background (\$22000.00)

Progress towards achieving improvement measures

Syllabus. The development of Mathematics groups within the school has seen much growth and this was reflected in the Year 3 and Year 5 Check-In Numeracy Assessment where both grades scored above the state and Statistically Similar School Group (SSG) average.

Process 4: Review school English and Mathematics Scope and Sequence documents and use documents consistently in line with syllabus documents to develop teaching and learning programs.

Evaluation	Funds Expended (Resources)
<p>During 2020, teachers continued to utilise the Mathematics scope and sequence as an effective planning tool. The addition of learning goals is now within the scope and sequence as well as report markers for each semester making it a workable document that is an embedded part of teacher practice. An area of focus for the new school plan is to build upon this document by adding opportunities for assessment. This will be achieved through the creation of consistent and syllabus based summative assessments.</p> <p>In English, staff began to implement the new scope and sequence documents for the textual concepts. Teachers consistently referred to this document when planning learning experiences.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Literacy Resources (\$3000.00)• Mathematics Resources (\$2700.00)

Process 5: Employ coaching and mentoring strategies to provide differentiated instructional leadership to teachers at all stages of accreditation ensuring school wide improvement in teaching practices and student outcomes.

Evaluation	Funds Expended (Resources)
<p>Throughout 2020, classroom teachers had the opportunity to work alongside Instructional Leaders in both English and Mathematics. As a school we had a focus that aligned with the system determined targets for both literacy and Mathematics. Across the school, we continued our instructional leadership model to target best practice in reading using collaboration time to co-plan quality, evidence based pedagogies. In Stages 2 and 3, Instructional Leaders analysed internal and external data to identify students to target during in class support to create shift in learning. This was then co-reflected upon during follow up collaboration sessions and formative assessment was used to drive further planning. As a result teachers became more confident in the analysis of data and increasingly reflective of their own teaching practice.</p> <p>As reading was a focus for in school collaboration, Mathematics collaboration took place during whole school staff meetings. The initial focus for 2020 was on assessment, however, due to the remote learning period and COVID-19 restrictions, professional learning, collaboration, collegial discussions and analysis of data occurred during small group meetings via Zoom or in a one on one situation.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Collaboration release (\$54000.00)

Process 6: Progress and future goals are explained to parents with data as supporting evidence.

Evaluation	Funds Expended (Resources)
<p>The implementation of COVID-19 restrictions saw a major shift in the delivery of communication with parents about teaching and learning during 2020. Parent teacher conferences took place via Zoom. The semester one report was modified to ensure accurate data was communicated to parents in regards to student progress, achievement and effort.</p>	

Process 7: Develop a senior school program to cater for students in Year 5 & 6 through developing differentiated programs in Numeracy which support transition to Stage 4 and improved growth 5-7.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

Due to the Covid-19 pandemic and health regulations Community of Schools school planning and collaboration sessions were unable to take place during 2020.

Next Steps

Analysis of internal and external student performance measures identified increased growth, along with increasing the achievement of high performing students as an area for improvement. This aligns with the premier's priorities. The following areas relating to student growth and attainment will be priorities in the 2021- 2024 planning cycle;

- Formative and summative assessment aligned with the outcomes, content markers and learning goals.
- Providing purposeful feedback that links to the learning goal in the form of teacher, peer and self.
- Multiplicative thinking.
- Higher order comprehension skills.

Internal evaluation showed high levels of leadership density and collaborative practice within the school. A focus area is for teachers to collaborate, and share information about student progress longitudinally and beyond the grade.

Internal evaluation shows that a collaborative culture has been developed and that all teachers are committed to ongoing improvement. Continued focus will be maintained throughout the 2021 - 2024 planning cycle to ensure that:

- Students learn through engaging teaching.
- A clear vision is maintained based on shared values.
- Teachers are actively engaged in reflection and decision-making.
- School culture remains focussed on student growth, attainment and wellbeing.
- Resources are strategically targeted to maximise student growth, attainment and wellbeing.



Literacy and Numeracy learning occurred at home and school during 2020.

Strategic Direction 2

Future Focussed Learning

Purpose

To develop future focussed and resilient life long learners who are self-directed and who think critically and creatively when facing challenges and contributing positively to the world.

Improvement Measures

School data indicates improvement in student engagement, attendance and improved learning outcomes in all Key Learning Areas.

100% of students participate in sustainability and community/global well-being initiatives.

Surveys reflect high levels of satisfaction amongst students, parents and staff in the provision of an engaging and flexible learning environment.

100% of students can effectively articulate learning goals.

Overall summary of progress

Cobbitty Public School staff continue to participate in professional development to support visible learning. Learning goals and success criteria are evidenced in teaching and learning programs across KLAs. Evidence of effective exit slips, on alert behaviour and accountable talk in Numeracy is noticeable across all K-6 classrooms. These processes assist teachers to see clearly what they were teaching and what students are learning.

Critical and creative thinking strategies are explicitly taught within digital technology lessons for all students K-6. These strategies are utilised across other KLAs by classroom teachers to support problem solving in Mathematics, productive and purposeful thinking in Science and analysing and interpreting skills in History. Professional learning and discussion around problem solving processes were provided for teachers. These strategies were embedded into existing teaching and learning programs. Students can now collaborate and problem solve, with staff providing relevant scaffolds to support all learners. A variety of classroom resources were purchased to support inquiry learning such as Makey Makey Invention Kits and STEM resources.

The development of flexible learning spaces, such as the weather shed and maker space room, commenced. These flexible learning spaces are targeted to support students to build independent learning behaviours and foster a strong understanding of themselves as learners. Students are given the opportunity to take advantage of both indoor and outdoor learning environments enabling students to work in a variety of ways and utilise learning spaces. Teachers work with students to help develop skills in independence and support the differing learning styles. A variety of flexible furniture was purchased for classrooms and a shed was constructed to facilitate the purchase and storage of resources to support learning and engagement in the playground.

Progress towards achieving improvement measures

Process 1: Whole school approach to Visible Learning is implemented as a regular part of teaching and learning in the classroom, with clear expectations (learning goals, success criteria, effective questioning, formative feedback, activators, summarisers, peer and self-assessment and exit criteria.)

Evaluation	Funds Expended (Resources)
In 2020, visible learning practices were evident in classrooms and teacher programs. Learning goals and success criteria were embedded within the mathematics lessons and evidence of formative assessment opportunities are consistent within the number strand. Evidence of effective exit slips, on alert behaviour and accountable talk in Numeracy was noticeable across all K-6 classrooms. These processes supported teachers to see clearly what they were teaching and supported students with what they were learning.	

Process 2: Inquiry learning, that promotes critical and creative thinking, problem solving and collaboration, is embedded across the curriculum with a focus on skill development and an appropriate level of

Progress towards achieving improvement measures

Process 2: scaffolding for the learner.

Evaluation	Funds Expended (Resources)
In 2020, inquiry learning was utilised to support social interaction, exploration, argumentation and reasoning within a variety of KLAs. Number talks that focused on student solutions for a single, carefully chosen mental math computation problem enabled students to share their different mental math processes aloud while recording their thinking visually on a chart or board. Other students engaged in questioning, critiquing, or building on the strategies that were shared. Students can collaborate and problem solve, with teachers providing relevant scaffolds to support all learners. A variety of classroom resources were purchased to support inquiry learning such as Makey Makey Invention Kits and STEM resources.	Funding Sources: <ul style="list-style-type: none">• Technology for classrooms (\$55679.00)• Furniture (\$15625.00)

Process 3: Develop and enhance flexible learning spaces, both internally and externally, which cater for the varied learning needs of all students.

Evaluation	Funds Expended (Resources)
In 2020, flexible learning spaces were established and utilised by staff and students. A portable kitchen was purchased for innovative, compact, mobile teaching opportunities across the school. This resource is equipped with cooking tools and equipment, making it a valuable resource for the school. A STEM space has been planned to cater for robotics and coding resources with an outdoor TV screen attached to support targeted playground programs. A variety of flexible furniture was purchased for classrooms to support innovative learning and individual learning opportunities.	Funding Sources: <ul style="list-style-type: none">• STEM room (\$48000.00)• Portable kitchen (\$24000.00)• Basketball court (\$149000.00)• Outdoor LED screen (\$22000.00)• Stage 1 classroom playground upgrade (\$30000.00)• Shade sail (\$23000.00)

Process 4: Promote and seek opportunities to contribute to environmental and well-being projects which recognise students roles as articulate and contributing citizens within the school and broader community.

Evaluation	Funds Expended (Resources)
In 2020, students were provided with opportunities to engage in environmental projects that included a composting and gardening team, enabling students to grow produce to share with the school community. Student wellbeing was supported through play programs, such as lunch games and the tech club, supporting the social and emotional development of students. Students were acknowledged for their efforts in contributing to environmental and wellbeing projects through recognition in newsletters and merits in line with the school awards system. Students also participated in Harmony Day, ANZAC Day and NAIDOC Week celebrations, within their own classrooms. The SRC contributed to whole school initiatives by providing feedback to their peers about ongoing school projects such as the school kindness pledge.	Funding Sources: <ul style="list-style-type: none">• (\$1500.00)

Next Steps

A collaboration / STEM space is currently being built and is expected to be completed by the commencement of the 2021 school year. Professional learning will be provided to ensure that all teachers have the knowledge and understandings required to facilitate highly engaging and responsive teaching and learning activities in the newly created flexible learning spaces.

An area identified for ongoing focus through a rigorous evaluation process is student voice. The 2021- 2024 plan will focus on increasing opportunities for authentic student decision-making over matters that affect them particularly within their own learning.

Visible learning strategies will continue to be implemented with Learning Goals and Success Criteria incorporated within all KLAs and evidenced in teaching programs.

Environmental and well-being projects within our context and outside of our immediate school community will be investigated and opportunities for students explored.

The school behaviour management and positive behaviour for learning programs will continue to be reviewed and developed to meet the changing needs of the school community. Ongoing development of the PBL program.



Strategic Direction 3

Well-being

Purpose

To provide an inclusive, safe and supportive learning environment where all student experience success and benefit from positive relationships within and beyond the school.

Improvement Measures

95% of students report a sense of belonging, expectations for success and advocacy at school.

100% of teachers implementing resilience programs in classrooms consistently.

100% of students actively engage in peer / buddy programs.

100% of students report that they can identify and access an adult mentor at school.

5% increase each year in community participation as contributors to school programs / initiatives.

Overall summary of progress

Targeted programs have been implemented in play times to support the wellbeing and engagement of all students (social skills, environment, technology, team games). A variety of playground equipment was purchased to support student engagement in the playground. Resilience programs, such as Kindness with Purpose and Smiling Minds, were investigated to provide ideas to support the wellbeing of students.

All students in Years 1-6 were allocated an adult mentor. Students in Years 1-6 completed a wellbeing survey asking them how they interact and engage with others at school. This data was used to group students with a staff mentor and support staff in regularly engaging/checking in with students in their mentor group. Regular reminders about the program are communicated at team meetings and a check in sheet is utilised to document interactions.

The next phase of PBL, known as Tier 1 - Classroom Systems of Support, is being implemented. Professional learning focused on the strategies of redirect, reteach and choice, as well as developing examples of appropriate choices and consequences for negative behaviours in non-classroom settings. Teachers take an active role in discussing expectations with students during class lessons. Teachers and parents/carers also have ongoing opportunities to provide input in writing and revising current procedures as representatives on the PBL committee.

We have reviewed and updated attendance procedures with regular monitoring to facilitate an increase of the number of students with an attendance rate at/above 90%. Supervision includes attendance discussions regarding student patterns and rates.

Progress towards achieving improvement measures

Process 1: The school climate focussing on wellbeing of students is promoted with specific programs, targeting social skills and resilience, and monitored in an ongoing manner.

Evaluation	Funds Expended (Resources)
In 2020, Cobbitty Public School supported the wellbeing of students. An attendance monitoring program was put in place to facilitate an increase of the number of students with an attendance rate at/above 90%. Social skills/resilience programs, such as the lunch play program, environment club and technology club, were directed towards supporting students to engage in meaningful play, listen to instructions and foster friendship groups. A school plan for the introduction of Smiling Minds has been developed by two staff members, who have completed the Mindfulness Champion training, to support the promotion of mindfulness in our school. School staff investigated the use of the Got It! program, a specialised mental health early intervention program for children in Kindergarten to Year 2 (K-2) aged 5-8 years who display emerging conduct problems such as defiant, aggressive and disruptive behaviours. School resources were utilised to purchase play/sports	Funding Sources: <ul style="list-style-type: none">• Social skills programs (\$10550.00)• Portable kitchen (\$24000.00)• Trauma informed practice PL (\$675.00)• Intensive targeted learning support (\$220000.00)

Progress towards achieving improvement measures

equipment that students use at recess/lunch and during weekly sport lessons. A new line marking machine and goal posts were purchased to create places for students to engage in team-based games. School funds supported the purchase of a portable kitchen. Staff were upskilled in using the kitchen and this knowledge was shared with others.

Intensive literacy and numeracy support was provided K-6 to support students throughout and following a period of remote learning. The support team identified any gaps in learning and worked with students individually and in small groups to develop the skills necessary to ensure continuity in learning. Additional support was also provided to teachers in delivering curriculum through remote learning platforms.

Process 2: All students are matched to an adult mentor and provided opportunities to access support and encouragement as they progress from Yr 1-6.

Evaluation	Funds Expended (Resources)
In 2020, all students were matched with an adult mentor. Staff were supported to regularly engage with students in their mentor group by looking for opportunities to check in and record interactions. Regular reminders about the program were communicated at team/communication meetings and a check in sheet was utilised to document interactions.	

Process 3:

Continued full implementation of Positive Behaviours for Learning (PBL) ; including; teaching and encouraging expected behaviour, effective classroom practice; responding to misbehaviour; and ongoing monitoring.

Evaluation	Funds Expended (Resources)
In 2020, the Anti-bullying pledge was reviewed and updated to a positive Kindness Pledge. A new pledge board was designed and displayed. Additional signage was designed, purchased and placed around the school to promote kindness. Classroom teachers planned lessons around the theme of kindness and all students and staff signed the new pledge. Planned professional learning on Management and Responding to Problem Behaviour was planned but delayed due to the onset of COVID-19 and the restrictions around large gatherings of staff. In consultation with the community, school behaviour expectations were updated as part of the school's behaviour management procedures and explicitly outlined the procedures for acknowledging appropriate behaviour and implementing levels for support and redirection for inappropriate behaviour. During the period of remote learning, the school expectations were maintained using awards as recognition of student learning and commitment. New signs and explicit teaching of procedures for the Kiss and Ride area were introduced. Teachers held a blitz to focus on the wearing of school hats as part of our safety expectation. A 'walk through' of all classes was undertaken to gather data and evaluate the effectiveness of PBL in the classroom. The data showed that while students were familiar with the language of the three expectations, there were inconsistencies as to how these were reflected in classroom rules.	Funding Sources: <ul style="list-style-type: none"> • Signage (\$4682.00) • PBL Teacher Release (\$1000.00)

Process 4: Consolidate existing and establish new community and corporate partnerships that are committed to the learning outcomes of students.

Evaluation	Funds Expended (Resources)
In 2020, the school investigated the use of Zones of Regulation, a framework designed to foster self-regulation and emotional control, through a visit and observation of The Grange PS. An organising committee was established to support Aboriginal Education. The committee attended the Aboriginal Student	Funding Sources: <ul style="list-style-type: none"> • Autism awareness training (\$1200.00) • Open Parachute (\$440.00)

Progress towards achieving improvement measures

Engagement meeting and shared ideas/resources around the NSW Premier's Priority to support schools to address outcomes for Aboriginal students, NAIDOC Week and the First Nation Bedtime Stories Challenge. Staff participated in professional learning, provided by the Autism Advisory and Support Service, around occupational therapy and the assistance provided by external services to support student learning. Staff participated in professional learning, provided by Dr Haley Watson and Open Parachute, based on online wellbeing programs designed to support the mental health of students, parents, and teachers. The school community supported the school by engaging in events, such as Meet the Teacher, Parent / Teacher Interviews via Zoom conferencing, to support the learning outcomes of students.

Process 5: Implement Peer Support/ Buddy programs ensuring all students have opportunities to work collaboratively and develop supportive relationships with peers.

Evaluation	Funds Expended (Resources)
In 2020, the Reading Buddy Program continued across the school. The frequency of sessions was reduced to 3 days per week, a wet weather location was established, and the frequency of rotation of reading buddies was increased. Alternative venues, such as the hall and top playground, were utilised. Expectation documents supported students by providing clear guidelines/expectations for reading buddies to be successful. The Pause, Praise, Prompt bookmarks promoted reading strategies and provide guidance around discussion questions for students. Peer relationships were extended through the weekly fitness program, that incorporated aspects of the Premier's Sporting Challenge. Selected Stage 3 students participated in the PSC Leadership workshop at Camden High School focusing on leading sporting / fitness-based activities within our school. Stage 3 leaders facilitated the weekly 3-6 fitness program for the year. Buddy classes were assigned and regular combined activities were scheduled. However, due to the impact of COVID-19 restrictions opportunities for cross class interactions were limited to ability-based maths groups, science rotations and cooking classes. Peer Support/Buddy programs ensured all students had opportunities to work collaboratively and develop supportive relationships with peers.	

Next Steps

When completing the analysis of school performance, well-being was identified as an area for continued focus, particularly the areas of attendance and social and emotional well-being.

The school attendance rate is above state average, however, the number of students with an attendance rate of 90% or above has been identified as an area for improvement. In 2021 - 2024 the school attendance policy will be reviewed and updated to incorporate the use of an attendance award, SMS texting through Sentral and regular attendance monitoring.

Evaluation showed that the number of referrals to the Learning Support Team for issues relating to social and emotional well-being have increased and these increasing levels of need are impacting on student learning. Student engagement and capacity to self regulate emotions along with an ability to develop and maintain social relationships are vital for school success.

A planned approach to developing and enhancing whole school well-being processes that support high levels of well-being and student engagement, (particularly in the areas of attendance, social and emotional well-being) will be needed for the 2021-2024 planning cycle including;

- A whole school approach to ensure the monitoring, analysis and evaluation of student behaviour.
- Playground programs to continue to support student well-being (Environment, Coding Club, Library, Playground Games).
- Introduction of Smiling Minds program across the school to support well-being.
- A whole school focus on increased intentional kindness towards self and others.
- Seeking opportunities to promote well-being eg. World Kindness Day and linking them to mentor group.
- Consolidation of existing partnerships through parent/community involvement in the school.
- Regular buddy class interactions.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$11 495.00) 	Strategies were implemented to improve the learning outcomes for Aboriginal students in literacy and numeracy and increase the profile of Aboriginal education.
English language proficiency	Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$26 670.00) 	Additional Classroom Teacher days and School Learning and Support Officer hours are funded to support classroom programs and EAL/D programs.
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$76 569.00) 	A Learning and Support Teacher was employed (0.7) to provide intensive support to students requiring learning adjustments. An additional 0.2 teacher allocation was utilised to target learning support in Mathematics. School Learning and Support Officers were employed to implement daily literacy intervention programs.
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$57 645.00) 	The Quality Teaching, Successful Students (QTSS) initiative provided an additional staffing resource allocation to improve the quality of teaching in all classrooms. This resource was used to support collaborative practices in the school to allow teachers to: jointly plan and observe each other's lessons, jointly develop units of work and assessment tasks, work together to assess and analyse student data. Mentoring and coaching practices were supported to facilitate the provision of constructive feedback to individual teachers on lesson delivery, programming, assessment and classroom management.
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$50 003.00) 	Additional Classroom Teacher days and School Learning and Support Officer hours were funded to support classroom programs and individual students with additional learning needs who do not have targeted funding. An additional 0.2 teacher allocation was utilised to target learning support in Mathematics.



Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	140	146	162	149
Girls	134	143	153	167

Student attendance profile

School				
Year	2017	2018	2019	2020
K	96.1	94.5	94.9	94.1
1	95.6	94.1	94	93.3
2	94.8	94.4	93	93.8
3	95.8	94.6	95.3	94.3
4	94.1	94.1	94.6	93.2
5	94.3	93.6	93	94.6
6	93.8	94.2	92.7	92.5
All Years	95	94.2	93.9	93.7
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)	11.57
Literacy and Numeracy Intervention	0.2
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
School Administration and Support Staff	2.82

*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	629,377
Revenue	3,006,969
Appropriation	2,874,110
Sale of Goods and Services	5,867
Grants and contributions	125,086
Investment income	1,706
Other revenue	200
Expenses	-3,243,900
Employee related	-2,682,728
Operating expenses	-561,173
Surplus / deficit for the year	-236,931
Closing Balance	392,446

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	91,297
Equity Total	203,266
Equity - Aboriginal	11,495
Equity - Socio-economic	50,003
Equity - Language	26,670
Equity - Disability	115,098
Base Total	2,374,979
Base - Per Capita	75,759
Base - Location	0
Base - Other	2,299,220
Other Total	136,174
Grand Total	2,805,716

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

In 2020 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

- The school provides a welcoming environment and promotes a strong sense of belonging.
- The school supports and has high expectations for positive behaviour.
- Teachers show an interest in student learning and encourage children to do their best work.
- The school provides a broad range of extracurricular activities which contribute to high levels of student engagement.



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.