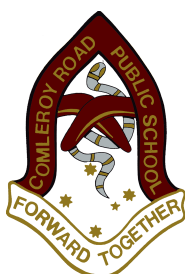


# 2020 Annual Report

## Comleroy Road Public School



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## Introduction

The Annual Report for 2020 is provided to the community of Comleroy Road 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

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Comleroy Road Public School

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Kurrajong, 2758

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## School vision

Comleroy Road Public School is a vibrant and innovative learning community that is committed to developing excellence within a rich and diverse learning environment. Every student has the opportunity to be engaged in rich, active learning in a safe, respectful and supportive school to achieve their personal best, to be confident and creative individuals who are active and informed citizens of the 21st Century.

We are a school of Safe, Respectful, Learners

## School context

Comleroy Road Public School is located in the rolling hills east of Kurrajong in a semi - rural area of the Hawkesbury district. The school has 115 students, accommodated in modern buildings on an eighteen acre bush land site, providing a pleasant, welcoming and aesthetically pleasing learning environment. The school community is very supportive, participating in many aspects of school life.

The incorporation of Positive Behaviour for Learning (PBL), aims at creating an environment that fosters school success and inclusion for all. Our school-wide discipline plan aims at promoting and role modelling positive, resilient and inclusive behaviour amongst all school stakeholders.

Comleroy Road Public School is well resourced and offers a wide range of learning opportunities and extra-curricular programs across all key learning areas to enable students to reach their full potential.

A welcoming and friendly school, we work in close partnership with parents and the wider community. Our staff are constantly seeking professional learning to enhance and develop their teaching practices. Parents are encouraged to be active participants in school activities and to have valued input into their child's learning.



## 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	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
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	Excelling



## Strategic Direction 1

### Quality Teaching

#### Purpose

To increase the deep knowledge and deep understanding of the teaching and learning cycle. This deep knowledge and understanding by staff will be reflected in the development and structure of quality learning environments that underpin the implementation of a highly effective teaching and learning cycle.

#### Improvement Measures

- 100% of teachers have deep understanding and deep knowledge of the teaching and learning cycle
  - 100% of staff implement John Hattie evidence based research into their teaching and learning practice
- BUMP IT UP**
- 35% growth of students in the top two bands of NAPLAN (Literacy and Numeracy)
  - 85% of students in year 5 achieving above expected growth in NAPLAN

#### Progress towards achieving improvement measures

**Process 1:** Professional learning undertaken by staff in the highly successful implementation of the teaching and learning cycle and the Quality Teaching Framework

Evaluation	Funds Expended (Resources)
100% of staff participate in professional learning experiences based on research of what works best in education. Teachers work collaboratively within and beyond the school to improve learning outcomes using evidence based teaching strategies. Strong links were established across the Colo Learning Community to build a community of practice.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$8000.00)</li></ul>

**Process 2:** Formative and summative assessments used to drive the teaching and learning cycle

Evaluation	Funds Expended (Resources)
All classroom observations demonstrate implementation of a variety of feedback strategies as outlined in the school's feedback plan.  Classroom teachers embed a variety of formative and summative assessments into their teaching programs.  Teachers engage in regular case management meetings to review the progress of students and work collaboratively to implement strategies to enhance learning progress.	Professional learning time utilised to allow time for professional readings.

**Process 3:** Staff undertake professional learning based on research by John Hattie and the Quality Teaching Framework

Evaluation	Funds Expended (Resources)
Lesson observations show that 100% of teachers utilise learning intentions and success criteria beyond English and mathematics. In 2020 staff were focused on providing greater depth and scope within learning intentions and success criteria to provide timely and effective feedback to students on their learning progress.  Teachers are developing student understanding of reflecting on their learning and self assessing their progress against established criteria. Teachers encourage students to take ownership of their learning and explicitly model and teach learning dispositions. 100% of staff implement John Hattie's research into teaching and learning programs.	Casual release days \$4000

## Progress towards achieving improvement measures

### Process 4: Bump it Up implementaion

Evaluation	Funds Expended (Resources)
Check in assessment data shows that 46.7% of Year 3 students achieved in the top two bands in reading and 50% of Year 3 students achieved in the top two bands in numeracy. In 2020 a case management approach to supporting learning in writing was implemented. This lead to consistent and comparable judgements of learning against learning progressions in literacy and numeracy and a collaborative approach to supporting learning was fostered.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$3000.00)</li></ul>

### Next Steps

In 2021 teachers will continue to utilise the case management approach to support the learning of students against learning progressions. Teachers will continue to engage in collaborative practices based on evidence of what works best to improve learning outcomes across literacy and numeracy. Staff will continue to refine and develop consistent practices K-6 in assessing student learning progression.



## Strategic Direction 2

### Engaged Learning

#### Purpose

To provide learning opportunities for students that are engaging, student centred and develop the necessary skills to be successful and engaged members of the community.

Students will be engaged in learning that is innovative, challenging and underpins the ethos of 21st Century learning and teaching

#### Improvement Measures

- 100% of teachers have deep knowledge and deep understanding of the teaching and learning cycle
- 100% of students and staff are able to effectively set clear and effective learning goals.

##### BUMP IT UP

- 35% growth of students in the top two bands of NAPLAN (Literacy and Numeracy)
- 85% of students in year 5 achieving above expected growth in NAPLAN

#### Progress towards achieving improvement measures

**Process 1:** Promote engagement of learning through PBL and rewards for high student engagement

Evaluation	Funds Expended (Resources)
Analysis of PBL data shows an increase in positive learning behaviour aligned with changes made to PBL practices within the school including changes to internal bell times and PBL lessons. Student survey data shows that 96% of students have a strong understanding of school expectations.	PBL signage \$3674.55

**Process 2:** Feedback sought from students, staff and the school community to ensure that engagement is achieved

Evaluation	Funds Expended (Resources)
85% of survey data shows increased engagement of students. staff and parents in consultation processes and school events.  School events, workshops and consultation practices are reflective of times when parents are already in the school or around parent availability to increase engagement.	Casual release days for data analysis \$1500

**Process 3:** STEM to be implemented across K-6 to increase learning engagement amongst students

Evaluation	Funds Expended (Resources)
100% of class programs clearly highlight inquiry processes and classroom observations demonstrate developing an inquiry mindset in students..  85% of students engaged in science and technology lessons and demonstrate an understanding of STEM and STEM subjects.  100% of teachers utilising scope and sequence documents when planning for learning.	Assistant Principal coaching and mentoring deployed to provide support, demonstration lessons and co-teaching opportunities.

**Process 4:** Students, staff and community members are able to articulate clear learning goals for students

Evaluation	Funds Expended (Resources)
85% of students and parents can recall student learning goals from throughout the year and steps taken to achieve these goals.	\$1500 casual release days to evaluate survey data.

## Progress towards achieving improvement measures

100% of academic reports provide feedback on goals set and steps for improvement.

100% of staff feel confident to provide feedback and assist students to develop and reflect on learning goals.

## Next Steps

In 2021 PBL will continue to be refined based on ongoing analysis of referral data and modified to support the needs of students. . Learning goals will continue to be implemented across the school in literacy and numeracy and shared with parents regularly throughout the school year.



## Strategic Direction 3

### Positive Partnerships

#### Purpose

To have a strong united school community that is working towards having committed high expectations for all students.

#### Improvement Measures

- Greater links with the Colo Learning Community established to maximise resource sharing
- Increase in school satisfaction from all key stakeholders.
- All key stakeholders have a clear and unified vision for the school.
- 100% of teaching and learning programs reflect the successful implementation of wellbeing practices and high expectations of students.

#### Progress towards achieving improvement measures

**Process 1:** Establish strong wellbeing programs through teacher professional learning and student and community involvement

Evaluation	Funds Expended (Resources)
Strong wellbeing programs have been established in the school with 93.8% of students indicating they feel supported at school. PBL data shows a reduction in referrals made for student behaviour as aligned with changes implemented to support PBL practices. All teaching and learning programs reflect the successful implementation of strong well being practices across K-6.	

**Process 2:** Parental workshops conducted on the importance of engagement, wellbeing and high expectations for all

Evaluation	Funds Expended (Resources)
Parent engagement and participation in school surveys has increased by 26.3%. Parents indicated increased satisfaction in the school.. Community engagement data shows an increase in the number of parents attending for parent teacher conferences and greater understanding of the learning goals of their child. COVID-19 pandemic restricted the active engagement of parents in student learning.	

**Process 3:** Establish strong links at key transition phases for students

Evaluation	Funds Expended (Resources)
During 2020 COVID-19 impacted on the transition experiences for students. Virtual delivery methods for transition were implemented within the CLIC community to ensure a smooth transition for students and to provide information sessions for parents.. In 2020 the addition of a speech pathologist was utilised to support the successful transition of students into Kindergarten who may require support for speaking or listening.	University speech therapist student expertise utilised.

#### Next Steps

In 2021 the focus will be on implementing an increased number of parent and carer workshops to support understanding of the teaching strategies and procedures within the school and to assist them to support their child's learning progress.. Parents indicated in surveys that communication can be inconsistent due to the use of a range of platforms. This will be streamlined in 2021 to provide clear and consistent means of communicating with the school community through creating a universal platform for communication.





Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$703.00)</li> </ul>	100% of students across the school engaged in lessons to support their understanding of Aboriginal and Torres Strait Islander histories and cultures through teaching and learning programs. 100% of students with an ATSI background supported through the implementation of Personalised Learning Pathways developed in consultation with parents and carers.
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$71 665.00)</li> </ul>	Staff engaged in case management meetings to utilise collaborative expertise in supporting the progression of learning of students across the full range of abilities in writing. SLSO timetable created to work in classrooms and trained in supporting learning lead to increased learning opportunities for students.
<b>Quality Teaching, Successful Students (QTSS)</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Quality Teaching, Successful Students (QTSS) (\$20 892.00)</li> </ul>	A professional learning community was established within the community of schools to complete instructional rounds to further develop evidence based teaching strategies in writing. Quality teaching team was established to lead evidence based practices across the learning community. Timetable developed and funds allocated for 2021.
<b>Socio-economic background</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Socio-economic background (\$25 510.00)</li> </ul>	PAT assessment and class assessment results indicate 100% of students achieving growth in reading and mathematics. Percentage of students reaching targets.



## Student information

### Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	66	71	59	66
Girls	51	50	50	57

### Student attendance profile

School				
Year	2017	2018	2019	2020
K	92.9	92.2	95.4	93.8
1	91.3	95	94.2	91.8
2	95.6	95.6	95.1	91.9
3	90	96.3	93.4	93.1
4	94	91.4	91.2	92.5
5	91	95.5	88.4	93.3
6	93.9	89.6	91.4	94
All Years	92.5	93.5	92.7	93
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)	1
Classroom Teacher(s)	4.6
Literacy and Numeracy Intervention	0.21
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.2
School Administration and Support Staff	1.91

\*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 <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	252,826
<b>Revenue</b>	1,373,575
Appropriation	1,334,680
Sale of Goods and Services	3,329
Grants and contributions	35,044
Investment income	522
<b>Expenses</b>	-1,481,318
Employee related	-1,301,986
Operating expenses	-179,332
<b>Surplus / deficit for the year</b>	-107,743
<b>Closing Balance</b>	145,083

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	41,561
<b>Equity Total</b>	99,230
Equity - Aboriginal	703
Equity - Socio-economic	25,510
Equity - Language	1,352
Equity - Disability	71,665
<b>Base Total</b>	1,085,137
Base - Per Capita	26,215
Base - Location	2,653
Base - Other	1,056,270
<b>Other Total</b>	70,569
<b>Grand Total</b>	1,296,497

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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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

Towards the end of the 2020 school year, students, staff and parents were surveyed on their engagement with the school, teaching practices and learning goals.

More than 93% of students indicated that they liked coming to school and felt supported by teachers and school leaders. The majority of students indicated that their teacher gave them feedback on their learning and they knew what they needed to do to improve. Students believe that teachers have high expectations of their learning and know what is expected of them at school.

100% of parents surveyed knew what their child's learning goals were in English and mathematics and an increasing number of parents are engaging in school events and with their child's learning. A majority of parents indicated that the school is a friendly and caring place and that their children feel welcomed and supported.

100% of staff indicated that they encourage students to take ownership over their learning and use a range of visible learning strategies including learning intentions and success criteria, learning dispositions and feedback to improve student learning.













# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.