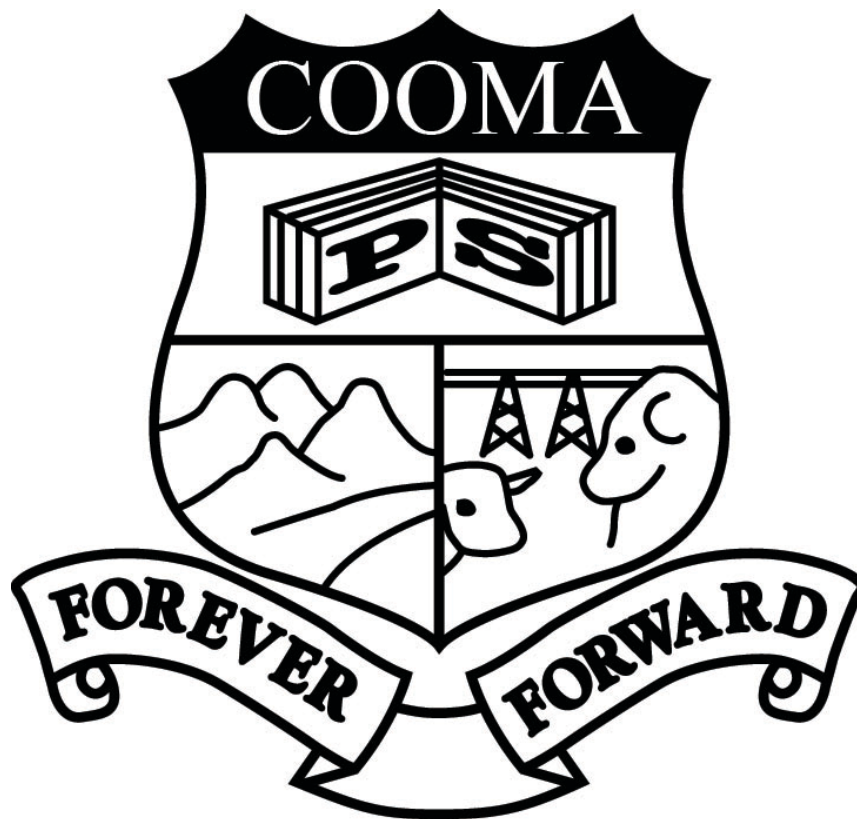


# 2020 Annual Report

## Cooma Public School



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# Introduction

The Annual Report for 2020 is provided to the community of Cooma 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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Cooma Public School

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6452 1933

## School vision

Working together to improve student outcomes in a safe and inclusive environment.

## School context

Cooma Public School has an excellent location in the centre of town. The school has a proud history of providing quality education on the Monaro since 1863. We are a comprehensive, state, primary school which provides a range of learning experiences for our 260 students.

We are committed to preparing our students for life beyond school by providing challenging and enriching learning opportunities and supporting all students to achieve their best.

The staff work consistently to develop a deep understanding of the students and to instill a sense of pride in their efforts and achievements. We provide a safe, friendly environment that promotes creativity, collaboration and communication. Innovative and flexible teaching and learning programs allow us to meet the needs of all students.

At CPS we offer a variety of extracurricular activities including band, debating and robotics.

We have a highly supportive community which has high expectations of the educational programs provided for the students. The staff highly values the collaborative relationship that exists between school and community.

We have an active P&C that contribute significantly to the success of educational programs and initiatives.

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

## Strategic Direction 1

### Quality Curriculum

#### Purpose

To develop innovative practice for engaged and creative learners

#### Improvement Measures

All teachers using learning data to inform practice evidenced by Teaching and Learning Programs

Aboriginal and Torres Strait Islander student targets reflect State Priorities

15% of students in top 2 bands of Literacy and Numeracy in NAPLAN

#### Overall summary of progress

Under the strategic direction of Quality Curriculum, the school has seen a sustained improvement in reading and numeracy over the passed 3 years. Students are performing above statistically similar schools and are nearing state average for student performance. The data indicates this is due to the implementation of the literacy leader and extensive professional learning that has been delivered to the K-2 staff. Data is systematically collected and used to inform practice in literacy and staff are beginning to implement the same practice in numeracy.

#### Progress towards achieving improvement measures

##### Process 1: Early Action for Success (EAfS)

Professional Learning sessions

Lesson Observation and feedback

Monitoring and Tracking of student progress

Collaborative Planning

Evaluation	Funds Expended (Resources)
<p>The school has looked at structures that best support teachers having many opportunities to further enhance their teaching practices and to tap into and share expertise within the staff.</p> <p>Increased time allocated to collaboration has seen staff working in collaborative teams where honest feedback and constructive advice are welcomed as a tool for aspiring to excellence in teaching. One of the important aspects to effective collaboration is time to work with peers and executive in coaching and mentoring capacities within the learning environment.</p> <p>Increased 1 day per week Literacy Leader time K-2 saw the continuation of supports in place for staff to monitor student progress in a data informed, comprehensive manner. Reading and writing data is collected regularly. This data is analysed and informs subsequent teaching and learning.</p> <p>Staff are using quality texts throughout the teaching and learning experience in class in addition to the purchase of online subscriptions of quality reading texts for students to access while learning from home. This has impacted on student engagement with reading and books, especially while learning from home, however has continued for students to use for home reading and holiday activities. This has also resulted in students using more sophisticated vocabulary when talking about the books they have read.</p>	<p>\$2000 - Casual release 2 x exec planning and evaluation days</p> <p>\$67,200 - Literacy Leader off class</p> <p>\$3000 - Online PM reading subscriptions</p> <p>\$4500 - Online reading program 'Reading Eggs' for learning from home</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Literacy and numeracy (\$6971.00)</li><li>• Quality Teaching, Successful Students (QTSS) (\$54036.00)</li><li>• Socio-economic background (\$15693.00)</li></ul>

## Progress towards achieving improvement measures

All staff participated in further Aboriginal Education Professional Development

### Process 2: 3-6 English Approach

- Professional Learning sessions
- Lesson Observation and feedback
- Consistent school based approach to planning
- Monitoring and Tracking of student progress
- Collaborative Planning

Evaluation	Funds Expended (Resources)
<p>3-6 students have been well supported through the Learning Support Team with the addition of a dedicated Learning Support Teacher this year. We continue to ensure our Learning Support Team is staffed appropriately to meet the need of our school community. This has supported ongoing adjustment and targeted individualised assistance for students across all year groups.</p> <p>Staff participated in a full day professional learning targeting best practice in the teaching and learning of spelling in Yrs 3-6. As a result, the school has reviewed the way in which spelling is taught across K-6 to ensure consistency K-6 and a revised K-6 spelling program will be implemented in 2021.</p> <p>Increased time allocated to collaboration has seen staff working in collaborative teams where honest feedback and constructive advice are welcomed as a tool for aspiring to excellence in teaching. One of the important aspects to effective collaboration is time to work with peers and executive in coaching and mentoring capacities within the learning environment.</p> <p>All staff participated in further Aboriginal Education Professional Development</p>	<p>\$5000 - Teacher release for professional learning</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Professional learning (\$5000.00)</li> </ul>

### Process 3: Future Focused Learning

- Professional Learning sessions
- STEAM(Science, Technology, Engineering, Arts and Mathematics) inquiry based learning units created
- Lesson Observation and feedback
- Monitoring and Tracking of student progress

Evaluation	Funds Expended (Resources)
<p>Additional resources have been purchased for the collaboration space in the school library to ensure an effective classroom environment to facilitate future focused principles.</p> <p>A booking system was implemented to increase the ease and efficiency of groups of classes utilising the future focused collaboration space.</p> <p>2 staff members have begun undertaking online training with the School Learning and Environmental Change team in order to implement a future focused pedagogy in their classrooms in 2021, following a professional learning visit to 2 nearby schools in Queanbeyan who are already</p>	<p>\$20000 - Furniture for collaboration space</p> <p>\$2000 Teacher release for professional learning</p> <p>\$5000 Additional non teaching staff time allocation to support the effective utilisation of the collaboration space.</p> <p>\$40000 - Staff laptop purchase</p>

## Progress towards achieving improvement measures

implementing a future focused teaching and learning program successfully.

In 2020 a significant purchase of additional technology resources were acquired for both staff and students to enable increased collaboration and technology use to enhance teaching and learning.

\$25000 - Student laptop purchase

**Funding Sources:**

- Socio-economic background (\$87000.00)

### Process 4: Assessment and Reporting

Tracking and monitoring using Learning Progressions

School wide Assessment and Reporting procedures

Smart Data analysis

Collaborative analysis for consistent teacher judgement

Evaluation	Funds Expended (Resources)
<p>All staff participate in a thorough review of whole school and stage based student data, and use data to inform practice. Consistent teacher judgement is evident across all classrooms and discussion is timetabled and embedded into stage meetings.</p> <p>In 2020 the school undertook a review of the whole school assessment schedules and reporting processes. As a result, a revised reporting template was produced to give parents a greater understanding of their child's academic progress. Revised assessment schedules were created ready for implementation in 2021.</p> <p>All staff participated in professional learning on data informed practice and use SCOUT to view and interpret external data alongside internal data sets. This has resulted in an increase of targeted data informed teaching practices.</p> <p>The executive team participated in the first professional learning sessions of the LEED (Leading Evaluation, Evidence and Data) project initiative delivered by the Centre for Education, Statistics and Evaluation. This project focused on data informed practice and the leadership team have spent several whole school and stage meetings building capacity among staff and implementing the project in initiatives within their teams. Collaborative data analysis team meetings are timetabled throughout each term.</p>	<p>\$2000 - Teacher release for professional learning</p> <p>\$3000 - Teacher release for review of written reports to parents and assessment schedule review.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Professional learning (\$2000.00)</li> </ul>

## Next Steps

- To reciprocate the same instructional leadership model and data driven planning and teaching evident in K-2 with the 3-6 staff so it becomes whole school practice.
- Additional support in 3-6 literacy (particularly reading) and K-6 numeracy professional learning has been identified by staff, in order to further enhance quality teaching and improve student learning outcomes.
- Stronger focus on utilising internal data to inform teaching practice in numeracy.
- Continued focus on consistency of teacher judgement informing quality assessment practices and student data collection that will be tracked using Literacy and Numeracy Learning Progressions and PLAN2.
- Continued upgrade to technology resources within the school.
- Additional future focused pedagogy professional learning for all staff.
- Increased professional learning for staff around differentiation and effective programming that clearly outlines accommodations and adjustments responsive to student need.

## Strategic Direction 2

### Quality Connections

#### Purpose

To strengthen effective partnerships for social and emotional wellbeing

#### Improvement Measures

100% of identified students have a PLP

Increased use of transition data to inform practice

Decreased referrals for negative behaviours

#### Overall summary of progress

Within the strategic direction of Quality Connections there has been significant work done to consult all stake holders including community, parents, staff and students. Staff have worked hard to embed this feedback into future plans and initiatives within the school. The 2018-2020 school plan saw the implementation of the Berry Street Education Model approach incorporated with the whole school PBL approach. All staff are implementing the key practices into their everyday routines, however according to TTFM survey data and student focus groups, there hasn't been a huge impact on students reporting an increased sense of belonging or wellbeing. As a result, the school embarked on a review of the current wellbeing procedures incorporating student, staff and parent voice into the planning and creation of a revised whole school wellbeing approach. In 2020, we also undertook a learning support review that reflected on the documentation and embedded practices to support differentiation and parent collaboration in student learning.

#### Progress towards achieving improvement measures

##### Process 1: Collaborative Partnerships

Consultative partnerships with P and C

Feedback is sought in a planned and systematic way.

Strengthened partnerships with network of schools

Evaluation	Funds Expended (Resources)
<p>In 2020, we embarked on a thorough, data informed situational analysis to inform the future school strategic plan. We consulted with parents, community, staff and students through Tell Them From Me surveys, focus groups, meetings, 1:1 interviews with a selection of parents selected at random, and written surveys conducted by students to their parents. The feedback gained has informed the initiatives moving forward.</p> <p>One initiative has been a stronger focus on communication between home and school. This year K-2 classes trialed the Class Dojo app as a way to communicate more efficiently and regularly with parents the everyday happenings within the individual classroom environments. The app also allows for 2 way communication. This has been a successful initiative with parents reporting an increased level of involvement and communication in regard their child's learning. There are plans in place to extend this platform to all classes K-6.</p> <p>In 2020 we have continued to strengthen the cross school collaboration with other schools within our network, particularly Cooma North Public School and Monaro High School.</p>	<p>Teacher release to conduct focus groups for students and 1:1 interviews for parents.</p> <p>Teacher release for cross school collaboration.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$5000.00)</li></ul>

##### Process 2: Aboriginal Education



## Progress towards achieving improvement measures

**Process 2:** Culture and Identity - Cultural activities/events including acknowledgement of significant days

Connecting Community through AECG and implementation of PLP's

Quality Teaching - Inclusion of Aboriginal and Torres Strait Islander histories and cultures through implementation of Cross Curriculum Priorities in collaborative planning

Evaluation	Funds Expended (Resources)
<p>We have formed an Aboriginal Education Team that are working to increase educational opportunities for our Aboriginal students as well as building the capacity of the staff to embed Aboriginal perspectives across all key learning areas. This team has ensured every Aboriginal student has a Personalised Learning Pathway created and implemented with the teacher, the student and parents. These pathways have been overseen by the Aboriginal Education Team to ensure they remain a working document and goals are celebrated and then reset once achieved.</p> <p>This year we have increased community consultation and established a community of schools approach to Aboriginal Education. We have worked closely with Cooma North Public School and Monaro High School to establish this community and engage with in depth professional learning delivered by the Department of Education's Aboriginal Education Team. Through this collaboration, we have revised and rewritten the Personalised Learning Pathway for all Aboriginal students across the community of schools which will in turn support transition to high school.</p> <p>In addition, we have established an Aboriginal student group and worked in consultation with a local Aboriginal Elder to name this group, the Bingitj Boorais (meaning a term of endearment, cheeky/fun children as the English translation). The Aboriginal student group designed and created an Aboriginal garden that is being established as a space for all students to enjoy and learn from. They have currently established phase 1 and 2, with Stage 3 to commence in 2021.</p>	<p>\$4000 - Teacher release for the Bingitj Boorai's Aboriginal student group.</p> <p>\$6000 - Aboriginal student garden materials</p> <p>\$2000 - student literacy resources with Aboriginal perspectives</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$12000.00)</li> </ul>

### Process 3: Transition

Strengthen systematic way of transitioning students at key points including Preschool to School, between years and stages, Year 6 to 7, between settings(mainstream -support class)

Transition timetable, processes for handover, inclusive of Learning and support team procedures.

Evaluation	Funds Expended (Resources)
<p>Staff have engaged in professional learning to learn and implement Microsoft Teams as the main communication platform for staff. Staff have developed competency and confidence using the platform, with the intention to teach students how to use it effectively. Microsoft Teams is the preferred platform for students at Monaro High School, our feeder high school. This will support transition for our students as they will be familiar with the platform they are required to use upon commencing in Year 7.</p> <p>Although it was a difficult year for transition due to COVID-19 restrictions we were still able to engage in the Links to Learning program albeit a little differently. Teachers from the High School conducted sessions at Cooma Public School to start and transitioned to the High School when restrictions lifted. The program was once again a huge success supporting some of our more vulnerable students to transition smoothly.</p> <p>Additionally, due to COVID-19 restrictions, we enhanced our transition to Kindergarten program through the creation of virtual tours and recorded information videos for parents to replace our usual information night. These videos will be revised, updated and utilised alongside our traditional transition</p>	<p>\$2000 - Teacher release for transition programs</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$2000.00)</li> </ul>

## Progress towards achieving improvement measures

program in the future.

### Process 4: PBL/ KidsMatter

PBL- Classroom Modules Professional learning,

Effective use of data to drive wellbeing programs

Social and Emotional Learning - professional learning for all staff using the Bounceback resource.  
Implementation of explicit teaching of SEL K-6.

Evaluation	Funds Expended (Resources)
<p>As a result of the feedback from the student, parent and staff Tell Them From Me surveys, this year a review of the whole school wellbeing procedures was undertaken. Staff, students and parents were consulted and a new approach was created. The Cooma Public School REAL (Relationships, Engagement, Achievement and Learning) approach to wellbeing will be launched at the beginning of 2021. The approach includes changes to the way students are rewarded for positive behaviour as well as whole school practices underpinned by the principles of PBL alongside other data informed practices including the Berry Street Education Model, Be You and Smiling Minds.</p> <p>During the COVID-19 lockdown where students were encouraged to stay at home, staff increased the level of wellbeing support for students, calling/zooming with students several times per week to ensure they were supported during this tough time. The data collected from these conversations were recorded and tracked by the wellbeing team and additional intervention was implemented when wellbeing concerns were identified.</p> <p>As students returned to school, staff engaged in additional wellbeing lessons and discussions in class to support the transition back to school and the increased anxiety that students were reporting. Staff engaged in additional professional learning to identify ways in which they could further support students through this difficult time.</p>	<p>\$2000 - Smiling Minds professional learning</p> <p>\$1000 - Seasons for Growth professional learning</p> <p>\$3000 - Teacher release for the creation of PBL lessons</p> <p>\$6000 - Teacher release to conduct the wellbeing procedure review</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Professional learning (\$3000.00)</li> <li>• Socio-economic background (\$9000.00)</li> </ul>

## Next Steps

Recommendations to guide the next school planning process will include:

- Increased parent/school communication and involvement.
- Increased documentation and communication of individual student need across the school.
- Increased documentation and communication of whole school embedded processes for responding to student need.
- The implementation of a fortnightly newsletter to parents keeping them informed of current events and student achievements.
- Implementation of revised whole school R.E.A.L. approach to wellbeing.
- Online data collection and recording systems to increase transition of student information at key transition points including from year to year/stage to stage.

## Strategic Direction 3

### Quality Capacity

#### Purpose

To build leadership capacity across the learning community through organisational effectiveness

#### Improvement Measures

Community satisfaction is measured throughout the year.

Staff articulate their role and contribution to school planning processes.

Growth targets are identifiable for individual students in teaching and learning programs.

#### Overall summary of progress

Through the strategic direction of Quality Capacity, we have seen an increase in student to student/student to teacher/teacher to student feedback. Staff members have taken on mentor roles in the area of technology and effective feedback. Student leadership and voice has been improved with the implementation of student leadership programs, student leadership positions and student focus group interviews. Some staff members have begun to develop their leadership engaging in cross network collaboration especially in the area of Aboriginal education and special needs education.

#### Progress towards achieving improvement measures

##### Process 1: Feedback and Assessment

Student feedback informs further teaching.

Students have increased understanding of assessment practices (assessment schedule, progressions)

Student lead conferences

Evaluation	Funds Expended (Resources)
<p>Student leadership and voice has been a focus this year. The Student Representative Council (SRC) meet once fortnightly to discuss and address issues and student initiatives within the school. The school captains report the SRC meeting minutes and discussions to the Principal at a fortnightly meeting. Representatives from the Aboriginal Student group, the Bingitj Boorai's, were established and they also contribute to SRC meetings as well as meet with the Principal to pass on discussions held by the students.</p> <p>Student voice data is routinely collected from students through the use of the Tell Them From Me surveys, focus groups and whole class discussions and drives decision making.</p> <p>All students know and can identify their learning goals and what they must do to achieve these goals. Lesson learning intentions and success criteria are evident in all classrooms.</p>	<p>\$500 - Release of 1 teacher/AP to work with IL AP for the day.</p>

##### Process 2: Professional Learning Community

Inclusive school planning practices to enhance implementation and evaluation processes

Performance Development Plan coordination (accreditation, accreditation at higher levels, mentoring and coaching, instructional leadership, teacher induction, professional experience placements)

Evaluation	Funds Expended (Resources)

## Progress towards achieving improvement measures

All staff completed a Professional Development Plan aligned to the School Plan and the Teaching Standards.

A thorough situational analysis was conducted in addition to whole school reviews of Aboriginal Education processes, Learning and Support, whole school instructional leadership and whole school wellbeing and attendance procedures. The findings were used to inform the next planning cycle by all staff.

Mentoring relationships were established for 2 teachers completing proficient accreditation. In addition leadership mentoring relationships were established supporting the leadership goals of staff.

\$10 000 20 x casual days to relieve staff to undergo thorough evaluation.

**Funding Sources:**

- Socio-economic background (\$20000.00)

### Process 3: Cohesive Leadership

Lead school planning processes with a focus on continuous improvement, capacity building and Instructional leadership.

Measure school community satisfaction and use this to support school planning processes.

Evaluation	Funds Expended (Resources)
<p>The executive team participated in the first professional learning sessions of the LEED (Leading Evaluation, Evidence and Data) project initiative delivered by the Centre for Education, Statistics and Evaluation. This initiative was designed to build the capacity of the leadership team to effectively lead data informed practice within the school.</p> <p>Timetabled executive planning days were implemented which gave greater clarity to the directions the school took for implementing teaching and learning programs and wellbeing initiatives.</p> <p>The leadership team was restructured and role statements reviewed providing clarity and direction for the school.</p>	<p>\$4000 - Executive release for planning days.</p> <p>Professional learning</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Professional learning (\$4000.00)</li> </ul>

## Next Steps

Recommendations to guide the next school planning process will include:

- Increase instructional leadership and effective shoulder to shoulder collaborative teaching practices.
- Staff more involved in whole school planning and resource allocation moving into the new strategic planning cycle.
- The communication of assessment rubrics to students prior to undertaking an assessment task.
- Revision of leadership team goals.
- Continued participation in the LEED project.

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 (\$12 028.00)</li> </ul>	<p>All Aboriginal students have a personalised learning pathway that is written by the teacher, student and parent/carer. The pathways target literacy and numeracy skill development and cultural goals and aspirations.</p> <p>Professional Learning for all staff to understand Aboriginal histories and perspectives in order to effectively embed into all key learning areas.</p> <p>The establishment of the Aboriginal Student Group - The Bingitj Boorais.</p> <p>The establishment of the community of schools approach to Aboriginal Education.</p> <p>The planning and creating of the Aboriginal garden.</p> <p>Acknowledgement and celebration of significant events in creative ways due to COVID-19 restrictions.</p>
<b>English language proficiency</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>English language proficiency (\$966.00)</li> </ul>	<p>Resources purchased to support the Learning and Support Teacher to deliver quality intervention to students.</p>
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$153 093.00)</li> </ul>	<p>Targeted interventions have resulted in an increase in students achievement in literacy and numeracy.</p> <p>Student Learning Support Officers employed to facilitate small group interventions. 1 hour per class, 4 days per week.</p> <p>Increased opportunities for students with special needs to engage in activities across the school.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Quality Teaching, Successful Students (QTSS) (\$54 036.00)</li> </ul>	<p>Instructional Leadership model delivered by Assistant Principal for K-2 off class 3 days per week to support student literacy achievement.</p> <p>Data is routinely collected and analysed.</p> <p>Teachers work shoulder to shoulder with the Literacy Leader to identify and meet student need. Next steps is to reciprocate the model to include Literacy Leader K-6 and numeracy leader K-6.</p> <p>All staff collaborated in analysing data and the selection of effective strategies to improve student results in reading and writing.</p>
<b>Socio-economic background</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Socio-economic background (\$150 042.00)</li> </ul>	<p>Improved literacy and numeracy resources available to all students during home learning.</p> <p>Significant upgrade to technology within the school to enhance learning for all students.</p> <p>Thorough evaluation of wellbeing, learning support, literacy intervention initiatives to</p>

<p><b>Socio-economic background</b></p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$150 042.00)</li> </ul>	<p>ensure data informed, student centred practices were in place and supported by all stake holders.</p> <p>Transitions programs from Preschool to Kindergarten and Year 6 to Year 7 were implemented and supported.</p> <p>Professional learning for all staff to increase community engagement and whole school wellbeing practices to support students through a tough and anxious year.</p>
<p><b>Support for beginning teachers</b></p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$0.00)</li> </ul>	<p>2 Teachers were supported to gain proficient teacher accreditation.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	150	151	151	132
Girls	115	108	100	99

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	94	94.2	92.2	94.3
1	94	92.7	93.2	93
2	93.8	92.9	93.4	94
3	94.1	93.1	88.9	93.6
4	93.6	94.2	94	91.5
5	94.9	93.2	87.6	92.8
6	94.7	88.3	90.1	92
All Years	94.1	92.7	91.4	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)	4
Classroom Teacher(s)	10.61
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1
Teacher Librarian	0.6
School Administration and Support Staff	5.52
Other Positions	1

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <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>	342,058
<b>Revenue</b>	3,396,098
Appropriation	3,350,206
Sale of Goods and Services	1,490
Grants and contributions	43,057
Investment income	845
Other revenue	500
<b>Expenses</b>	-3,382,347
Employee related	-3,043,360
Operating expenses	-338,987
<b>Surplus / deficit for the year</b>	13,751
<b>Closing Balance</b>	355,809

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>	91,936
<b>Equity Total</b>	316,128
Equity - Aboriginal	12,028
Equity - Socio-economic	150,042
Equity - Language	966
Equity - Disability	153,093
<b>Base Total</b>	2,622,738
Base - Per Capita	64,296
Base - Location	20,719
Base - Other	2,537,722
<b>Other Total</b>	277,050
<b>Grand Total</b>	3,307,851

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

A vast range of surveys including Tell Them From Me surveys, focus groups, meetings, discussions and 1:1 interviews were used to collect parent, student and staff satisfaction data. The data was triangulated and analysed and a summary of the overall feedback received is outlined below.

### Areas of identified strengths:

- High expectations of students and strong explicit teaching practices with embedded ownership of learning is evident.
- Effective and timely feedback is provided to students across all classroom settings.
- There are effectively embedded whole school systems for collaborative practice opportunities including weekly staff and stage collaboration meetings, minimal admin meetings and online collaboration platforms.
- Despite COVID-19 implications, student attendance is showing an upward trend from previous years.
- There are opportunities for literacy and STEM extension activities for interested students.
- Parents feel there is adequate supports and structures in place for students who require additional support.
- Almost all staff, parents and students believed the school is welcoming and well looked after.
- There is a positive school atmosphere.
- Students, staff and parents reported the school is an inclusive environment.
- There has been an increase in Aboriginal students feeling good about their culture at school by 15%, since the introduction of the Aboriginal student group.
- There are many and varied sporting opportunities for students.
- There are high student improvement measures for reading and numeracy.
- The school is well resourced and has ample learning spaces.
- There has been an increase in the percentage of students reporting having felt increased interest and motivation at school.
- Teachers routinely collect internal data to analyse and inform practice.
- Teachers report strong engagement with professional learning.

### Areas for improvement:

- Communication between home and school, particularly around parents feeling well informed about the academic and social and emotional development of their child
- Increased opportunities for parents to be involved in school activities that create a stronger parent and school partnerships.
- Increased opportunities for effective staff feedback from and for each other as desired best practice similar to a learning sprint model.
- Increased routine collection of a variety of assessment modes including external points of reference.
- Increased additional play equipment and outdoor areas to enhance a sense of belonging and wellbeing.
- Continued development and implementation of the revised whole school wellbeing approach with specific initiatives targeting senior boys.
- Increase whole school wellbeing initiatives to improve a sense of positive wellbeing and advocacy at school.

# 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.