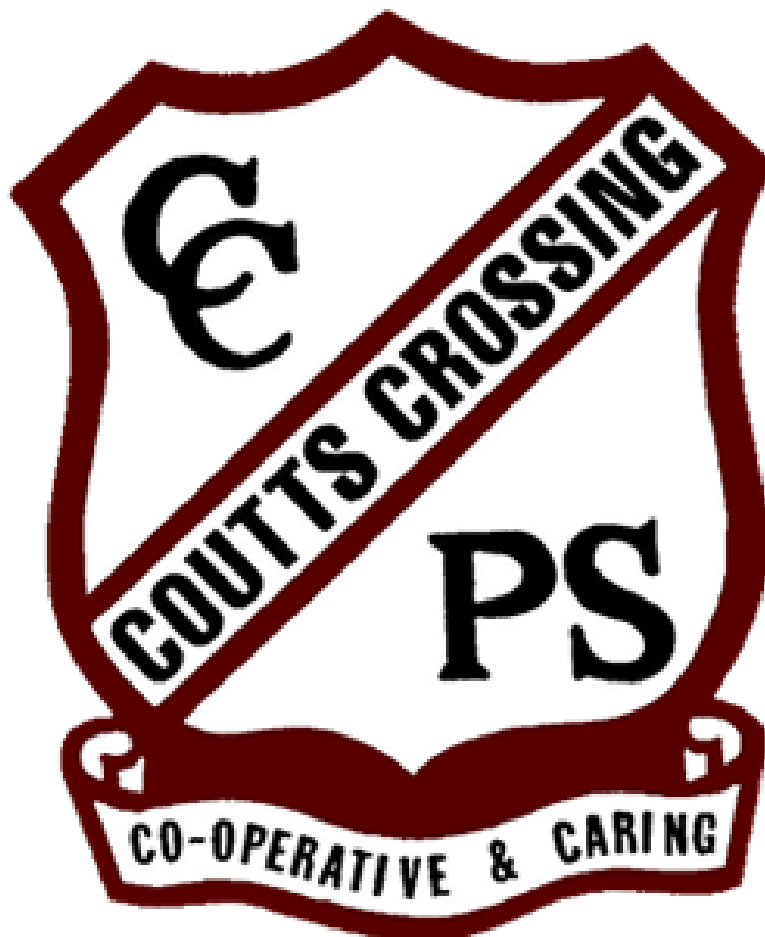


2020 Annual Report

Coutts Crossing Public School



1666

Introduction

The Annual Report for 2020 is provided to the community of Coutts Crossing 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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School vision

Coutts Crossing Public School works in partnership with its community to maintain an inclusive and nurturing learning environment which empowers students to be resilient, successful lifelong learners.

Our school provides innovative and flexible learning programs which support children's social and emotional development, assisting students to reach their full potential as active citizens, prepared to excel in a complex, changing world.

Our priorities for learning are literacy, numeracy, and student well-being and engagement in a future focused learning environment; whilst fostering in students the core values of the school: show respect, personal best, be safe and be responsible.

School context

Coutts Crossing Public School is a small school within the village of Coutts Crossing, 20km south of Grafton. It is a small school with a teaching principal and three classes. The school has an enrolment of 87 students at the beginning of 2020.

Coutts Crossing Public School lives by its motto of 'Cooperative and Caring'. The school has highly dedicated teachers who provide quality learning environments and a wide variety of opportunities for personal growth and enrichment. The school promotes academic, social, cultural and sporting excellence for all students to enable them to reach their full potential. The school is participating in Early Action for Success with a focus on K-2 literacy and numeracy. The school has an Instructional Leader position two days per week through 2018-2020.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
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

Learning

Purpose

Students will develop foundation skills in literacy and numeracy, strong content knowledge and the ability to learn, adapt and be responsible citizens. Students will be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school community.

Improvement Measures

80% of year five students at or above expected growth for NAPLAN writing data.

80% of year five students at or above expected growth for NAPLAN numeracy data.

Students achieve at or above NSW Govt norm for Socio-Emotional Outcomes on Tell Them From Me surveys.

100% of students K-6 are tracked on Literacy and Numeracy Progressions in PLAN2 for Creating texts, Additive Strategies and Quantifying numbers.

Progress towards achieving improvement measures

Process 1: Wellbeing program focused on healthy mind, healthy body and healthy spirit.

Evaluation	Funds Expended (Resources)
<p>Questions- What is our end of year student well being data showing us? What further actions need to occur as a response to our impact so far?</p> <p>Data/Evidence- Sentral wellbeing reports- (behaviour and wellbeing records). Attendance data, TTFM data, teacher feedback/classroom behaviour data, student surveys, teacher-student conference records.</p> <p>Analysis- There has been an increase in Sentral well-being data records during the year. Teachers have indicated an increase in students displaying significant anxiety which is impacting on both their learning and relationships with peers. There has also been an increase in students being referred for school counsellor or external support for mental health concerns. Teachers indicated an increase in students disclosing difficulties with peer relationships and mental health during individual conferencing time. Attendance has been below expectations this year, although there have been many interruptions with increased absences due to COVID which needs to be considered when examining this years data. TTFM data indicates students are still feeling less connection to both their learning and their peers. School based student surveys indicate 49% students always enjoy learning and 54% feel they always have positive relationships with peers and teachers.</p> <p>Implications- Evidence indicates there has been an increase in students displaying anxious behaviours across all years K-6. Future school planning will include a focus on implementing explicit whole school well being processes to address and manage these behaviours at school. Programs targeting Mindfulness and focusing on the development of positive student mental health will be implemented across the school in 2021. The school will also continue to collaborate and work with external agencies to support students to develop good mental health so they are ready to learn and thrive. By encouraging a growth mindset and fostering positive student relationships, we hope to reduce the number of behaviour incidents within the school and improve peer relationships and attitude towards learning and school. Individual conferencing time has successfully provided opportunities for students to seek assistance or advice from a trusted adult when required and this will continue to be provided as a support for students in the next school</p>	<p>Casual relief x 4 \$2000</p> <p>John Coutis \$2750</p> <p>Be You online program</p> <p>Morning fruit program -\$2000</p> <p>Gumbaynggirr Language Nest tutor - AECG 3 hours per week.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$6750.00)

Progress towards achieving improvement measures

plan. Regular surveying of student responses over the next school planning cycle will be used to measure improvement in student relationships, well being and attitude to learning.

Process 2: Curriculum provision that ensures differentiation and quality teaching and learning programs in writing and numeracy.

Evaluation	Funds Expended (Resources)
<p>Questions- Are the needs of every student being met effectively through current classroom teacher and learning and support intervention programs? Is the level of targeted support enough to ensure progress of all students?</p> <p>Data/Evidence- Learning and support records, assessment data, student surveys</p> <p>Analysis- School data indicates 72% of students are achieving expected growth in literacy and 59% of students are achieving expected growth in mathematics using PAT data assessments. 32% of students have Personalised Learning Plans which are updated each term to address specific learning needs. Students who are participating in intensive learning and support programs have all demonstrated positive growth towards meeting outcomes.</p> <p>Implications- Approximately one third of students enrolled at the school have a Personalised Learning Plan which is reviewed and discussed with families as required each term. Classroom teachers effectively meet student needs through differentiation of teaching programs and use of individual student learning goals. The school has utilised Equity funds to provide additional Learning and Support teacher allocation throughout semester 2. Learning and Support teacher intervention, allows intensive small group support for identified students who are working well below stage expectations. Equity funds have also enabled the employment of 2 full time SLSO's across the school to deliver targeted programs with identified students and support teachers who have students with disabilities and additional learning needs. Instructional Leader support for both students and teachers has also assisted to improve teacher capacity and increase targeted in class support to ensure ongoing student progress. The COVID Intensive Support Program will enable further increase in individualised student support in classrooms throughout 2021, assisting the school to ensure all students continue to demonstrate progress towards expected growth targets.</p>	<p>SLSO (MultiLit and classroom support) \$40 000</p> <p>0.2 FTE Instructional Leader (Years 3-6) \$30 000</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$70000.00)

Process 3: Formative assessment and whole school monitoring of student learning progress.

Evaluation	Funds Expended (Resources)
<p>Questions- How will whole school assessment data be used to inform future planning?</p> <p>Data/Evidence- Assessment data - PAT tests, classroom data, staff meeting minutes</p> <p>Analysis- All students participated in a wide range of regular formative and summative assessments in line with the schools assessment schedule. The Instructional Leader collects and collates every classes assessment data ready for whole school, class and individual student analysis. Teachers meet</p>	<p>Teacher release SENA - 8 days \$4000</p> <p>Teacher release with IL (Data analysis)- 2 days \$1000</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$5000.00)

Progress towards achieving improvement measures

with the IL to discuss student results and adjust teaching and learning plans as required. Whole school results are analysed and discussed during staff meetings to allow for collaborative planning for whole school improvement.

Implications- The wide range of student formative and summative data collected by teachers provides a comprehensive overview of each student's progress and performance. Teachers use this data in classrooms to plan for differentiation and set individual learning goals in order to meet the learning needs of every student. Classroom data is recorded and monitored at a whole school level to provide longitudinal data which allows the school to identify trends over time and plan accordingly to ensure current programs meet student needs. Staff come together twice each year to collaborate and discuss student results and identify areas for improvement. The principal and Instructional Leader research evidence based programs to implement across the school which will address identified areas of concern. Support from Literacy and Numeracy Strategy Advisors and teacher Professional Learning is organised and delivered where required.

Strategic Direction 2

Teaching

Purpose

Teachers individually and collaboratively evaluate the effectiveness of their teaching practices. They take shared responsibility for student improvement and contribute to a transparent learning culture through peer observation. Teachers demonstrate personal responsibility for improving their teaching practice and providing rich learning experiences to improve student learning.

Improvement Measures

90% of students regularly achieve individual learning goals.

100% of teaching programs include use of data to inform teaching practice.

100% of staff have quality teaching programs, aligned to NESA requirements

Progress towards achieving improvement measures

Process 1: Focus on explicit teaching of curriculum and teachers providing specific and timely feedback to students.

Evaluation	Funds Expended (Resources)
<p>Questions- Has explicit teaching and provision of quality teacher feedback improved student learning?</p> <p>Data/ Evidence- Student survey data, classroom data, teacher programs.</p> <p>Analysis- Teacher Programs indicate teachers are focusing on utilising explicit teaching strategies in classrooms including visual learning strategies to engage students and make learning more meaningful. Classroom PAT data indicates all students are demonstrating positive growth towards to stage outcomes with 66% of students at or above expected level in maths; and 70% of student at or above expected level in literacy. All students K-6 were surveyed in term 4. Student surveys indicate 84% of students agree their teachers always explain what they are going to learn before commencing a lesson. When surveyed about whether they receive regular feedback from their teacher on their progress and about how to improve results, 51% of students responded -always; and 34% responded-sometimes.</p> <p>Implications- Survey data indicates teachers are regularly using Visible Learning strategies to ensure lessons are explicit, linked to syllabus outcomes, and have clear learning intentions. This makes learning more engaging for students as they understand what they need to learn, enabling them to take an active role in their learning journey. Although 85% of students indicated that they are receiving regular feedback from teachers about their learning, only 51% of those students indicate this always happened in classrooms, showing work needs to be done to ensure consistency in the delivery of teacher feedback across the school.</p>	<p>Syllabus documents</p> <p>Professional Journal- A Matrix of feedback for learning (Brooks, Carroll, Gillies, & Hattie, 2019)</p> <p>Teacher Student Learning Conferences -casual relief 16 days \$8000</p> <p>0.2 Instructional Leader (Years 3-6)</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$8000.00)

Process 2: Staff regularly use student data to inform their teaching and learning programs.

Evaluation	Funds Expended (Resources)
<p>Questions- Are the findings from the analysis of data consistent across other</p>	Teacher release to work with IL x3

Progress towards achieving improvement measures

data sources? Are all students K-6 regularly achieving learning goals?

Data/Evidence- PAT data, Formative classroom data, NAPLAN, Individual learning goals tracking sheets.

Analysis- This year external data has been limited due to the cancellation of NAPLAN. Formative classroom data is examined by teachers, the Instructional leader and Principal to ensure it is comparative to other summative assessment sources. Data is also examined to ensure consistency across cohort years. Student learning goals are monitored and recorded by teachers during student-teacher conferencing and updated regularly as students achieve success.

Implications - PAT data shows students are making pleasing progress towards meeting stage outcomes in literacy and numeracy, although phonemic awareness, spelling, punctuation and grammar, and number sense are areas of concerns and will continue to be focus areas for improvement in the next planning cycle. The PAT data is consistent with informal classroom data which indicates similar areas for concern. A range of data from different sources is regularly collected and analysed by teachers according to the current school assessment schedule providing a comprehensive overview of student achievement. Conferencing records indicate 60% of students are regularly achieving set learning goals within an expected time frame. Increased focus on providing quality teacher feedback and developing student's growth mindset will implemented across the school to increase the percentage of students regularly achieving individualised learning goals.

days \$1500

Professional Learning with LANSA

Casual days x 2 (plan for and implement Learning Conferences)
\$1000

Funding Sources:

- Socio-economic background (\$2500.00)

Process 3: Targeted professional learning and collaborative practice to improve teaching and learning K-6.

Evaluation

Questions: Has ongoing Professional Learning and collaboration increased teachers capacity to improve teaching and learning? Are all staff implementing changes in teacher practice in programming, lesson planning and delivery?

Data Sources: Teacher programs, 2020 PL records, staff meetings.

Analysis: Teacher Professional Learning was severely impacted by COVID 19 restrictions throughout the year, limiting PL to online learning and webinars. Most planned Professional Learning activities and face to face training workshops were cancelled. The Quality Teaching Rounds Project the school had intended to run this year was cancelled and instead all teaching staff participated in training led by Early Action for Success team, *Learning Deeply with practices 5+2 in Mathematics Professional Learning modules*. Collaborative practice was also severely impacted this year due to COVID 19, with teachers limited to online communication with peers.

Implications:

Teacher collaboration tended to be within the local school context rather than across school networks due to the limited opportunities for face to face interaction between school staff this year. Teachers collaborated successfully using online platforms to share and discuss programs and data and plan for improved student learning, particularly in mathematics.

The *Learning Deeply-Mathemetcis Professional Learning* modules allowed teachers to seek evidence based information from the EAfS team and be assisted in classroom delivery. Implementation was also assisted locally by the Instructional Leader to support teacher understanding and improved differentiation and ensure quality classroom practice, including 'number talks' and an explicit focus on developing number sense across all years K-6.

Funds Expended (Resources)

\$18000 - Rural and Remote Initiatives grant CVCOSS project (Funds held centrally at Ulmarra Public School)

EAfS Literacy & Numeracy Trainer - Dianna Goodfellow

Learning Pathways Modules.

'Learning deeply with practices 5+2 in Mathematics' PL Modules- Kristen Tripet

'Effective Reading -Phonics' online modules- MyPL (10 hours)

0.2 Instructional Leader (Years 3-6)

Funding Sources:

- Socio-economic background (\$30000.00)

Strategic Direction 3

Leading

Purpose

Excellent leaders have a commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success. Leaders proactively engage with parents and the broader community to foster positive home-school relationships and engage families in their students learning journey.

Improvement Measures

Flexible learning spaces effectively support future focused learning.

100% of teachers achieve aspirational goals on their performance development plans

Student attendance at or above State DoE average.

Increased community satisfaction using school based surveys.

Progress towards achieving improvement measures

Process 1: Whole school approach to utilising technology and creating future focused learning environments.

Evaluation	Funds Expended (Resources)
<p>Questions- Have technology and future focused learning experiences been effectively utilised across the school to enhance the learning opportunities of students?</p> <p>Data/Evidence- Science & Technology programs, STEM share evaluations, Teacher feedback, Devices in Schools program feedback.</p> <p>Analysis- There has been a strong focus on technology throughout Science units during the year. The school has utilised 3 STEMshare kits during the year, focusing on Tablet Robotics and Virtual Reality. All teachers utilised new Apple Macbooks to facilitate communication between teachers and support lesson planning and preparation.</p> <p>Implications- There has been an increase in the use of technology across the school leading to improved service delivery by all staff. As part of the Devices for Teachers Program, teachers were provided with Apple Macs to support learning in classrooms. These laptops enabled communication between teachers and students during remote learning and facilitated classroom planning using a range of digital platforms. Teachers have been utilising technology to support delivery of engaging lessons using Google classroom and range of online platforms. Teachers have worked with STEM Share kits to provide students with access to a range of specialised technology, which would otherwise be inaccessible to the school. Ongoing support of technology in the school will be facilitated by working closely with South Grafton High School science teaching staff to deliver a specialised science and technology program with year 5 & 6 students.</p>	<p>DoE STEM Share kit- PC Robotics, Virtual reality</p> <p>Teacher Release x 2 days (iPad system updates/ maintenance) \$1000</p> <p>IT Equipment purchase \$2000</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$3000.00)

Process 2: A whole school culture of high expectations and continuous improvement of teaching and learning.

Evaluation	Funds Expended (Resources)
<p>Questions- Does evidence show there is a culture of high expectations and continuous improvement across the whole school community?</p>	<p>Principal network/PL meeting \$200</p>

Progress towards achieving improvement measures

Data/Evidence- Staff, student and community surveys, informal teacher discussion

Analysis- Term 4 surveys completed by staff, students and families sought feedback on the high expectations culture within the school. 100% of students and staff and 61% of families completed and returned the surveys. 85% of families indicated they agreed school staff have high expectations for their child's learning; 76% of students agreed the school and their teachers have high expectations for their learning; and 100% of teachers agreed the school has high expectations and is improving student learning.

Implications- The data indicates that the schools effort to raise expectations has been very successful both across the school and in the wider community. The percentage of students indicating their teachers had high expectations for their learning was the lowest result across all surveyed cohorts and the school will work towards an increased target of 85% of students indicating their teachers had high expectations for their learning in 2021. This will be achieved through a focus on developing the Growth Mindset of students and implementing metacognitive teaching and learning practices.

Learning Conferences -casual relief x 8 days \$4000

Funding Sources:

- Quality Teaching, Successful Students (QTSS) (\$200.00)
- Socio-economic background (\$4000.00)

Process 3: High-level community engagement

Evaluation

Questions- What has been the impact of COVID 19 on the community engagement? What is the informal feedback from community members telling us?

Data/Evidence- School surveys, attendance data, informal feedback from families

Analysis- The school utilised various forms of communication with community throughout the year to ensure the partnership between home and school was maintained during COVID 19 restrictions. Informal feedback from discussions with staff and parents indicates families were happy with the schools management and communication during COVID 19. Attendance data indicates that while there has been significant movement of families in and out of the local area, enrolment numbers continue to grow. The community was surveyed in Term 4, with 61% of families responding to the school survey. 85% of respondents felt school staff always have high expectations for their child's learning. 67% of respondents indicated they are always well informed about their child's learning progress. 90% of respondents indicated that every child is known, valued and cared for. 95% of respondents indicated that the teacher and principal respond positively when they come to them with a concern.

Implications- Responses from the Term 4 community survey were overwhelmingly positive and indicate a strong culture of community collaboration and inclusiveness at the school, despite a very difficult year in schools due to the impact of COVID 19. Communication with families in regards to student academic performance and student well being is an area which will be specifically addressed in the next school plan, with additional information regarding student well being and academic performance to be shared with families. Increasing enrolment data indicates the image of the school within the local community is beginning to improve. Informal feedback from parents and staff indicates many families are still not reading weekly

Funds Expended (Resources)

Community Survey Incentive- Target gift card \$100

Funding Sources:

- Socio-economic background (\$100.00)

Progress towards achieving improvement measures

school newsletters. This will be an area for improvement in the new school plan to ensure information is communicated clearly across several platforms.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>NAIDOC Day resources & supplies \$150</p> <p>SLSO 0.1 FTE \$9000</p> <p>Teacher release (1 day) \$500</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$9 655.00) 	<p>Question- Have the outcomes for Aboriginal students been improved through use of this funding?</p> <p>Data/Evidence- AECG Aboriginal language program, NAIDOC day program, PLPs</p> <p>Analysis- The addition of a Gumbaynggirr language and culture tutor has enabled all students to develop a greater understanding of first people's history. Aboriginal students also had opportunities to come together regularly under a mentor-ship program. NAIDOC Day activities was severely limited by COVID restrictions, however local on site celebrations and activities were conducted for the whole school. An SLSO assisted Aboriginal students with delivery of specific programs were needed to improve student outcomes.</p> <p>Implications- The school has further strengthened ties with the local AECG, with our participation in the local language program. All students K-6 and staff have a greater knowledge and appreciation of Aboriginal language and culture, with simple Gumbaynggirr greetings and songs being integrated into school events assemblies. Aboriginal students have attended weekly mentor sessions learning about their own connection to country, with opportunities to build relationships and learning about traditional dance and song, working towards future school performances. SLSO support enabled students to have additional in class assistance where required, helping to ensure our Aboriginal students are performing at or above stage expectations.</p>
Low level adjustment for disability	<p>Learning & Support Teacher 0.3 FTE \$32,815</p> <p>Employment of SLSO \$13,760</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$46 575.00) 	<p>Question- Have the learning and support needs of all students been successfully met using these funds?</p> <p>Data/Evidence- PLPs, LaST records, classroom data</p> <p>Analysis- There have been significant interruptions to student learning this year due to the impact of COVID 19. Additional equity funds were utilised to increase the LaST allocation from 0.3 FTE to 0.4 FTE in order to provide targeted support to students who spent extended periods learning from home. LaST worked with identified students to provide intensive small group literacy and numeracy support, assisting students to reach individual learning goals and make progress towards achieving stage expected outcomes.</p>

<p>Low level adjustment for disability</p>	<p>Learning & Support Teacher 0.3 FTE \$32,815</p> <p>Employment of SLSO \$13,760</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$46 575.00) 	<p>Implications- Both formal and informal assessment data indicates all learning and support students are making pleasing growth towards targets. Regular monitoring and reviewing of Individual Learning Plans has ensured students are being continually challenged to improve and achieve their potential. The LaST has worked collaboratively with teachers, the principal and families to ensure correct adjustments are being made and the additional learning needs of all students are being met. Additional funding allocation through the COVID Intensive Support Program will further support ongoing learning and support programs in 2021.</p>
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$14 329.00) 	<p>Additional employment of an Instructional Leader for 2 days a week has supported the mentoring of teaching staff to assist with differentiation of teaching and learning across multi-stage classrooms and supporting teachers in using data to inform teaching and programming. This has been evident in increased teacher capacity to deliver individualised programming and consistent recording, monitoring and analysing of data across the school.</p>
<p>Socio-economic background</p>	<p>Additional classroom teacher FTE 0.4</p> <p>\$105,879</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$116 818.00) 	<p>Supplementation of FTE 0.4 classroom teacher allocation enabled smaller class sizes across the school, allowing classroom teachers to provide more learning and support targeted to meet the individual learning needs of every student. This has supported improved student learning outcomes with PAT data indicating 72% of students are achieving expected growth in literacy and 59% of students are achieving expected growth in mathematics across the school. Several well being programs were explored, programmed and trialed across the whole school in order to assess the benefits and suitability for the current community context and needs of the students, in preparation for full implementation next year. Inspirational speakers have given students opportunities to see engagement and application as a road to success, encouraging students to develop greater aspirations and to work collaboratively to improve confidence and strengthen relationships.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	38	37	39	45
Girls	44	33	33	42

Student attendance profile

School				
Year	2017	2018	2019	2020
K	93.5	88.5	94.9	93.5
1	93.7	92.8	89.7	95.6
2	94.1	95.2	93.7	93.8
3	90.7	94.5	92	90.9
4	94.7	94.5	97.5	90.1
5	86	92.1	92.5	94.3
6	92.3	87.1	90	95
All Years	92.2	92.3	92.9	93.1
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
Classroom Teacher(s)	3.57
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.2
School Administration and Support Staff	1.41

*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	243,397
Revenue	1,162,369
Appropriation	1,144,073
Sale of Goods and Services	6,338
Grants and contributions	11,689
Investment income	270
Expenses	-1,119,987
Employee related	-1,010,075
Operating expenses	-109,912
Surplus / deficit for the year	42,382
Closing Balance	285,780

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	66,512
Equity Total	173,048
Equity - Aboriginal	9,655
Equity - Socio-economic	116,818
Equity - Language	0
Equity - Disability	46,575
Base Total	806,851
Base - Per Capita	17,316
Base - Location	2,250
Base - Other	787,285
Other Total	95,086
Grand Total	1,141,496

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

Parent survey results

All parents were sent hard copies of a simple survey and 61% of parents responded. Parents/carers were surveyed about school culture and communication. Results were as follows:

- School staff have high expectations for my child's learning: 85% of parents surveyed indicated -always
- I am well informed about my child's progress in all areas of learning and wellbeing: 67% of parents surveyed indicated- always
- Every students is known valued and cared for: 90% of parents surveyed indicated -always
- The teachers and principal respond positively when I come to them with a concern: 95% of parents surveyed indicated - always

Student survey results

Students surveys were conducted by classroom teachers, with LaST assistance where required and 100% of students K-6 participated. Students were surveyed about school culture and their learning. Results were as follows:

- I enjoy learning and school: 49% of students surveyed indicated - always
- The school and my teachers have high expectations for my learning: 76% of students surveyed indicated-always
- I have positive relationships with teachers and peers: 54% of students surveyed indicated-always
- I am doing well in literacy: 50% of students surveyed indicated-always
- I am doing well in numeracy: 53% of students surveyed indicated-always
- My teachers explain what we are going to learn before we commence each lesson: 84% of students surveyed indicated-always
- I receive regular feedback from my teacher on my progress and am provide with feedback on how to improve my results: 51% of students surveyed indicated-always
- Teachers help me if there is a problem in class and outside the classroom: 60% of students surveyed indicated-always

Teacher survey results

All teaching staff participated in a confidential survey. All teachers also collaborated on the development of the questions included in the survey. The results were as follows:

- The school has high expectations and is improving student learnign outcomes: 100% teaching staff indicated-always.
- School staff work as a collaborative team to plan and evaluate student learning: 89% of staff indicated- always; 11% indicated -unsure.
- The school engages in strong collaboration with students and parents to build strong positive realtionships: 100% of staff indicated -always.
- Teachers have high expectations and are improving student learning outcomes: 100% of staff indicated - always.
- Staff are provided with quality professional learnign to improve practice: 100% of staff indicated- always.
- The school has clear processes for student behaviour management and attendance: 78% of staff indicated - always; 22% of staff indicated -sometimes.

Community satisfaction overview

The data provided by these surveys will be used as a baseline for measuring improvement throughout the new school planning cycle. Analysis shows that overall, most students and parents indicated positive results, indicating always or sometimes as responses. There were very few negative responses. Particular focus will be on improving communication with families about their child's progress in all areas of learning and wellbeing; building student's self-confidence regarding literacy and maths; improving provision of teacher feedback; and lifting the culture of the school through promoting positive relationships.

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.