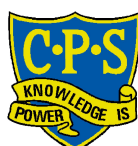


2020 Annual Report

Cowra Public School



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Introduction

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

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

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Message from the principal

What a challenging year 2020 has been for our school community! If someone had said to us in January, that by April, we would be in the midst of a world-wide pandemic, teachers would be working remotely, schools would be face-to-face teaching students of essential workers only, and we would be preparing "At Home Learning Packs" and connecting with students via Zoom, I'm sure we would have thought they were crazy. But here we are, at the end of what has been one of the most difficult and demanding, but also inspiring years in memory, and despite these challenges, we have accomplished much to be proud of over the past 12 months.

I congratulate each and every student in our school for the wonderful effort they have put into their learning throughout the year. Due to Covid-19, many opportunities that our students would normally have during the school year, have not been possible in 2020. These include sporting opportunities, competitions and excursions, experiences such as Leadership Days, representative duties for our School Leadership Team, creative arts opportunities such as eisteddfods and School Spectacular, have all had to be cancelled. Despite these disappointments, our students have shown their resilience, understanding and empathy. As we slowly return to a more 'normal' way of teaching and learning, 2021 looks set to be an exciting time, as we blend the best of the old ways of learning, with the best of the new.

I would like to thank and acknowledge the incredible work of our staff, for their tireless dedication to our students, throughout 2020. The way in which they quickly adapted to new ways of delivering lesson content, assessing student work, providing feedback and utilising the technology resources we have in our school was outstanding. Almost overnight, our staff mobilised into action, contacting parents, reassuring students via email and Zoom sessions, and kept their focus on providing continuity of learning for every student in their class. Our administrative staff, school counselling team, School Learning Support Officers, General Assistant, cleaners, canteen manager and hard-working P&C have all gone above and beyond their duties. As Principal of Cowra Public School, I could not be more proud of the CPS team who every day, work so hard to provide the very best education possible to our students.

Next year we begin a new Strategic Improvement Plan for 2021-2024 which will continue to focus on improving student learning outcomes, building excellence in teaching, and connecting more strongly with our school community. We have greatly valued the community's input into helping us to develop this new school plan, and with our vision firmly focused on providing every child, every opportunity, every day, we look forward to working collaboratively and creatively to achieve these goals in the future.

Jenny Lewis - Principal

School vision

Every Child. Every Opportunity. Every Day.

Cowra Public School prepares students for a rapidly changing world by equipping them with critical thinking skills, respect for core values and a strong connection to community. Students will become creative, flexible and independent lifelong learners who strive for personal excellence in all aspects of their life.

School context

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Cowra Public School was the first public school to be established in Cowra and is proud to have been educating children since 1858. Located in central-western NSW, students come from the township of Cowra and outlying farming areas. The school's motto is 'Knowledge is Power' and the emphasis is on giving every child, every opportunity, every day to support them in reaching their full potential as individuals.

The school promotes a student-centred environment fostering equal opportunities for all. Cowra Public provides a comprehensive student welfare program including the Positive Behaviour for Learning (PBL) processes. The three school-wide expectations are be respectful, be safe and be on task.

The school has excellent programs in literacy and numeracy, including L3 (Language, Learning and Literacy) and Building

Numeracy Leadership. In 2017, CPS became an Early Action for Success school, providing explicit teaching interventions that focus on improving literacy and numeracy outcomes for all. Students participate in a STEM program focusing on the skills of collaboration, communication, cooperation and critical thinking. In addition, all students take part in the Wiradjuri language program.

A wide range of sporting options are offered and students compete at District, Regional and State levels. The school has great pride in their achievements at local eisteddfods in singing, speech and drama and has participated in the Schools Spectacular since 2016. Students are also given the opportunity to be a member of the school band.

Cowra Public has developed strong partnerships with all schools in the 'Lachlan Valley Learning Community' as well as community organisations, including Cowra PCYC, Cowra Neighbourhood Centre, Cowra AECG and Early Intervention. These services work in collaboration with the school to enhance outcomes for all students and their families.



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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

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

Strategic Direction 1

Quality Learning

Purpose

Students will become self-motivated learners through the delivery of engaging, meaningful and differentiated learning opportunities, enabling students to achieve their full potential.

Improvement Measures

NAPLAN results show an increase in student growth in reading, writing and numeracy.

Growth of equity groups within the school is equivalent to the growth of all students in the school.

'Tell Them From Me' surveys and school data indicate an increase in students feeling engaged, challenged and putting in their best effort in all aspects of their learning.

Overall summary of progress

In 2020 there was a focused improvement in the teaching of reading and numeracy across all Stages. Early Stage One and Stage One staff continue to access L3 training and significant School Learning Support Officer (SLSO) support has been provided in all classrooms. Early Action for Success data reporting requirements has continued to ensure rigorous tracking and monitoring of students in the early years of school. Reciprocal Reading strategies were implemented in Stage 1-3 classes with ongoing teacher professional learning and support provided through the High Impact School Leadership project. Across all Stages in the school, numeracy was also identified as a target area with the school continuing to be involved in the Building Numeracy Leadership program. A targeted professional learning package; "Broadening Knowledge of Mathematics literacy and language" was delivered to all staff with a continued focus on the implementation of evidence-informed teaching practices in numeracy. While Covid-19 impacted on face-to-face learning in classrooms in Term 1 and 2, staff were focused on ensuring continuity of learning for all students through the development of Stage-based "At Home Learning Packs".

Progress towards achieving improvement measures

Process 1: Staff build strong relationships with parents in the development of student learning goals and regularly engage with parents about their child's learning in order to strengthen student outcomes.

Evaluation	Funds Expended (Resources)
Engagement of parents in their child's learning has been facilitated through parent information afternoons and completing Learning and Support Plans, Personalised Learning Pathways and Three-way interviews with students and their parents during Term 1, with phone and Zoom follow ups during the "At Home Learning" period. The completion rate of Personalised Learning Pathways was 90% with a slightly lower engagement of parents via three-way interviews. A change to student reports which explicitly noted three English and three mathematics learning goals for each student was met with positive feedback from parents and carers.	

Process 2: Curriculum provision is regularly monitored and reviewed to meet the changing requirements of the students. Staff are supported to trial innovative, evidence-based, future-focused practices.

Evaluation	Funds Expended (Resources)
In 2020, the school had two students enrolled in the Year 6 Opportunity Class through Aurora College. The school continues to offer academic and extra-curricular opportunities for student who have an interest or excel in specific areas. Unfortunately due to Covid-19, many of these opportunities were not possible in 2020, however students were able to participate in the Maths Olympiad, Da Vinci Decathlon, CWA Public Speaking, Premier's Sporting Challenge, Operation Art, Writers' Festival, Garden Club and a variety of other sporting competitions and events. Access to the Department of	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$2500.00)

Progress towards achieving improvement measures

Education's STEM Share resources saw children experience Virtual Reality technology, green screens and robotics.

Process 3: Effective strategies to improve teaching and learning are identified and professional learning provided to staff to ensure that all students are engaged in rich learning experiences and can access tailored support, extension or enrichment to maximise their learning outcomes.

Evaluation	Funds Expended (Resources)
All staff participated in professional learning linked specifically to improvement in the explicit teaching of reading and numeracy. These included Reciprocal Reading Strategies and Broadening Knowledge of Mathematics language and literacy. Additional Student Learning Support Officers were employed to support numeracy and literacy programs (including speech) across the school.	Funding Sources: <ul style="list-style-type: none">• Low level adjustment for disability (\$52000.00)• Socio-economic background (\$128000.00)

Next Steps

The change to the daily timetable in 2020 greatly assisted the Learning and Support Team to streamline SLSO support and enabled this to be programmed as part of the whole school literacy and numeracy focus, and this will continue moving into 2021. Targets in reading and numeracy have been identified and this will form the basis for tighter implementation of explicit teaching in the areas of reading and numeracy. Additional learning and support teachers and Covid Intensive Learning Support teachers will provide an additional layer of support for students in the areas of reading and numeracy. Programs such as MiniLit and individualised speech support will continue.



Strategic Direction 2

Quality Teaching

Purpose

Create and grow a stimulating and engaging professional environment for educators, supported by a positive and collaborative culture that develops skilled and high performing staff.

Improvement Measures

Increased understanding of data collection and analysis with all teachers utilising data effectively to inform future teaching. SEF Sa-S indicates the element of 'Data Skills and Use' increasing from Delivering to Excelling.

External data indicates growth in student achievement is consistent with achievement on internal data measures.

All staff are working towards accreditation at proficient level, maintaining at proficient level or working towards higher level accreditation.

Increased collaborative practices between staff across the school as well as the wider Lachlan Valley Learning Community.

Overall summary of progress

During 2020 staff undertook further training in the effective use of data to inform teaching and learning. During the annual Self-assessment survey against the School Excellence Framework the school moved from Delivering in Data Skills and Use to Sustaining and Growing and this was supported through the external validation process. Data Analysis and Data Use in Planning were seen as areas of need and this will be a focus area moving into 2021. Internal and external data measures are showing greater consistency with the new Check-in assessments for Year 3 and 5 correlating with school assessments including PAT-M and PAT-R. A professional learning timetable was developed in response to staff Performance and Development Plans and school directions, which facilitated two hours of professional learning time for staff in Stage teams, each fortnight. Principal began a two year Master of Instructional Leadership course through Melbourne University. The establishment of the Cowra Middle School Initiative between partner primary schools, small schools and the high school has increased collaborative practices between staff across schools, although this project is still in its infancy.

Progress towards achieving improvement measures

Process 1: Staff undergo professional learning in the use of quality, valid and reliable data to inform planning, identify interventions and modify teaching practice to drive continuous school-wide improvement in teaching practice and student results.

Evaluation	Funds Expended (Resources)
With the absence of NAPLAN in 2020, additional data sources have been utilised to identify areas of need in student learning. Professional learning has been offered to staff on how to use the literacy and numeracy learning progressions "Area of Focus", to inform where to next, when assessing and planning future learning. PAT assessments have been selected and used as a formative assessment to guide planning for teaching at the beginning of the year and there is collaborative sharing of data between schools related to PAT, Best Start Year 7 and Valid Science assessments. All staff have participated in SCOUT training to assist with their understanding of data analysis.	L3 PL (OPL and 1st year)- \$32,450 Professional Learning - fortnightly sessions - \$42000 (2 additional staff 0.2FTE) Funding Sources: <ul style="list-style-type: none">• Professional learning (\$32450.00)• Literacy and numeracy (\$11675.00)• Socio-economic background (\$30325.00)

Process 2: Staff systematically evaluate and plan teaching programs that are collaboratively designed and focus on explicit teaching with accommodations and adjustments to cater for learners of all abilities.

Evaluation	Funds Expended (Resources)
During 2020, and in particular during the "At Home Learning" time, staff have	

Progress towards achieving improvement measures

demonstrated strong collaborative planning practices and assessment has become more consistent. Sentral, Google Drive and Google Classroom has enabled greater collaboration and sharing of resources across Stages and the whole school, including teacher programs, management practices, student assessments and school-wide Positive Behaviour for Learning processes.

Process 3: Systems that facilitate collaboration, professional dialogue, classroom observations, modelling of best practice and effective feedback enable the ongoing development of all staff, ensuring all individuals are supported in their professional goals.

Evaluation	Funds Expended (Resources)
Collaborative links between staff and schools across the Cowra Network, as part of the "Cowra Middle School Initiative" have been established with common elements around transition, professional learning and sharing of data and best practice, although this is in the beginning phases and will strengthen as we move into 2021. All teaching and non-teaching staff have Performance and Development Plans which support their ongoing professional development, aligned with school directions. A focus on professional learning with the implementation of fortnightly two-hour professional learning sessions in Stage teams has strengthened the culture of learning, professional sharing, collaboration and dialogue across the school and this will continue in 2021.	

Next Steps

In 2021, the professional learning timetable will continue to enable all teaching staff to attend two hours targeted professional learning during school time each fortnight, with sessions to be focused on school directions, areas for improvement and Stage-based needs. In addition, professional learning will be offered to School Learning Support Officers (SLSO's) focused on the collective goals established as part of their individual Performance and Development plans. Connections were re-established with local primary schools and the High School, regarding the Year 6/7 Transition Program and this has evolved into the "Cowra Middle School Initiative" involving Stage 3 and Stage 4 teachers and leaders across five schools. Focus areas in 2021 include assessment and feedback, and this has been identified through the External Validation process.



Strategic Direction 3

Wellbeing

Purpose

To develop each students personal values so that they have a positive sense of self and develop respectful relationships in order to manage their emotional, social and physical wellbeing.

Improvement Measures

Whole school and personalised attendance approaches are resulting in increased regular attendance rates for all students, including those at risk.

Student wellbeing indicators show positive growth.

'Tell Them From Me' (TTFM) surveys demonstrate growth in emotional, social and physical wellbeing.

Increased access to a wider range of wellbeing services for students, staff and the school community.

Overall summary of progress

The establishment of a school-funded Deputy Principal position at the school, primarily responsible for wellbeing, has continued to highlight the importance of this within the school. This has had a positive impact, with overall student attendance sitting at 92.7% (0.7% above State average), and suspension rates declining for the third consecutive year. The wellbeing services provided or facilitated through the school were interrupted due to Covid-19, however these were re-established in Term 3 and staff from Early Intervention including an Occupational Therapist, Speech Therapist and counselling services, supported students and families. Positive Behaviour for Learning (PBL) has been further refined in 2020 and students have continued to respond well to these changes. An additional six staff received professional development in the Stronger Smarter Leadership Program.

Progress towards achieving improvement measures

Process 1: Review current practices and use evidence-based strategies and innovative thinking to develop and implement a whole school approach to student wellbeing that results in improvements in student's sense of self, engagement and positive social interactions to support learning.

Evaluation	Funds Expended (Resources)
Positive Behaviour for Learning (PBL) processes across the school continues to be refined throughout 2020, with tighter measures around recording of incidents and analysis of this data to support positive choices in the classroom and the playground.. Establishing the position of Deputy Principal, responsible for wellbeing ensured appropriate time and resources were allocated to the areas of student and staff wellbeing. The Berry Street Education Model (BSEM) was delivered to all staff through a jumber of professional learning sessions, and Stronger Smarter Leadership Training has continued, with an additional six staff trained in 2020. These measures continue to build a consistent, evidence-based wellbeing focus across the school.	Funding allocated to Deputy Principal position (Principal Support Funds) Professional learning funds for Stronger Smarter Training Funding Sources: <ul style="list-style-type: none">• Principal Support Funds (\$20658.00)• Professional learning (\$5804.00)

Process 2: Research, select and implement a model for a Cowra Public School 'Wellbeing Hub' that utilises the support and skills of specialised service providers to support and engage all students.

Evaluation	Funds Expended (Resources)
The school continued to integrate a range of services for students requiring support throughout 2020. A permanent school counsellor was appointed to the school in February 2020, and a school-counsellor-in-training (SCIT) continued to support students through conducting assessments and providing counselling services to students in need. The school was also successful in establishing a partnership with the Australian Catholic University where final	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$12000.00)

Progress towards achieving improvement measures

year speech pathology students were able to deliver speech programs via Zoom, under the guidance of a trained speech pathologist, to students requiring speech therapy across the school. SLSO's were employed to assist students during these online sessions and provide between-session support.

Process 3: Increase the school's profile and engagement within the Cowra community by establishing and building partnerships with local organisations and services, and enhancing relationships with current and future students and families.

Evaluation	Funds Expended (Resources)
The Covid-19 pandemic impacted on the school's participation in community events during 2020, as well as the opportunity for the school to host parents on-site for regular school events such as assemblies, Education Week Open Day and parent/teacher information sessions and meetings. As a result of this, parent/carer and community relationships were strengthened through the use of online platforms and telephone support as the school undertook "At Home Learning". The Cowra Information and Neighbourhood Centre, PCYC, AECG and Early Intervention Service have been key partners in strengthening links with the community again in 2020. Once Covid restrictions ease, Cowra Public School will continue to utilise community members to support music and art programs, dance lessons, special religious education programs (SRE) and sports activities, whilst maintaining strong links to community events such as ANZAC Day and the Cowra Festival of International Understanding. Visits to pre-schools were limited in 2020 and the Year 6/7 transition to High School was also modified, however the establishment of the "Cowra Middle School Initiative" between primary schools and the high school was well supported and will continue to build moving forward into 2021.	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$1700.00)

Next Steps

Wellbeing, in particular *"Caring for Students"* is an area for future development, as identified in the 2020 external validation process and planned for in the 2021-2024 Strategic Improvement Plan. Increasing students' feelings of connectedness to school will be facilitated through the re-vamping of the school House structure and the establishment of an Aboriginal Cultural Hub within the school. An additional three staff will attend Stronger Smarter Training in 2021, and Berry Street professional learning will continue to be revisited with all staff, through in-school professional learning workshops. A more structured student leadership model will be implemented, with the SRC and Student Leadership Team taking an active role in school decisions.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$109 002.00) 	The school receives a fulltime Aboriginal Education Officer (AEO) as part of the staffing component to support Aboriginal students' learning in the classrooms. Additional funds were used in 2020 to implement the Wiradjuri Language program across all classes in the school through employing an Aboriginal Elder (SLSO) as well as the purchase of school-wide resources and participation in NAIDOC and Reconciliation week activities. Feedback from students and families continues to indicate a strong level of support for the implementation of the Wiradjuri language program in developing students' understanding of Aboriginal culture.
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$173 168.00) 	The school receives a fulltime Learning and Support Teacher (LaST) and a part-time LaST as part of the staffing component to support student learning. The remaining \$52, 846 was allocated towards targeted early intervention through SLSO support and MiniLit. This has resulted in gains in student comprehension and reading fluency skills. Numeracy and reading support in primary classes was also provided using flexible funding.
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$75 475.00) 	QTSS Funding was used in 2020 as part of the school-wide professional development program which provides every teacher with 2 hours of professional learning each fortnight in Stage teams, during class time. Teams engaged in fortnightly professional learning centred on reciprocal reading, language and literacy in mathematics, Berry Street Education Model, differentiation in the classroom, professional dialogue, classroom management support, programming and quality teaching observations.
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$371 483.00) 	The allocation of Socio-economic background funding has supported students requiring additional support with their learning, through the engagement of School Learning Support Officers to work across the school in areas of literacy and numeracy. L3 is embedded in all Early Stage 1 and Stage 1 classrooms and each class received School Learning Support Officer (SLSO) support during L3 sessions with Literacy Learning Progression data showing sustained improvements in Stage 1 reading and writing. Cowra Public School's band program, lunchtime dance lessons, garden club and art club highlight the opportunities available for creative arts pursuits. Funds were expended on employing a STEM teacher 3 days per week, as well as a specialist music teacher to run the school band program. Due to Covid-19, off-site excursions in 2020 were limited, however funds were used to provide several incursions for students, enriching their learning through external opportunities and expertise.

<p>Support for beginning teachers</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$28 962.00) 	<p>Funding supported two beginning teachers in 2020 and was utilised for targeted and identified professional learning and additional release from face-to-face teaching time. Unfortunately due to Covid-19, many professional learning opportunities were moved to an online platform, or postponed, including participation in Stronger Smarter Training. This has been rescheduled to occur in April 2021.</p>
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Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	199	192	201	188
Girls	197	187	188	200

Student attendance profile

School				
Year	2017	2018	2019	2020
K	92.7	92.4	93.4	91.5
1	92.2	91.7	91.9	94
2	93.7	92.3	90.7	94
3	93.7	92.4	92.5	92.5
4	92.9	92.2	92.2	93
5	93.1	93.5	91.5	91.3
6	91.4	93	92.6	91.6
All Years	92.8	92.5	92.2	92.7
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.



Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	19.15
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.8
School Counsellor	2
School Administration and Support Staff	7.05

*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	787,378
Revenue	5,398,033
Appropriation	5,338,555
Sale of Goods and Services	5,696
Grants and contributions	53,606
Investment income	175
Expenses	-5,644,154
Employee related	-5,131,458
Operating expenses	-512,696
Surplus / deficit for the year	-246,121
Closing Balance	541,257

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	13,761
Equity Total	661,212
Equity - Aboriginal	116,561
Equity - Socio-economic	371,483
Equity - Language	0
Equity - Disability	173,168
Base Total	3,401,789
Base - Per Capita	97,900
Base - Location	8,814
Base - Other	3,295,076
Other Total	1,095,209
Grand Total	5,171,971

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

The 'Partners in Learning' Parent Survey is based on a questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. It is based on Joyce Epstein's framework for fostering positive relations between the school and the community. The survey provides feedback about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment. The survey includes seven separate measures, which were scored on a ten-point scale. The scores for the Likert-format questions (i.e., strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree nor disagree).

The below summary is based on data from 52 respondents who completed the Parent Survey between 20th October and 23rd October 2020. This represents approximately 22% of families in the school.

- In the area of 'Two-way Communication with the School', parents rated that they feel written information from the school is in clear, plain language (7.3), the school's administrative staff are helpful when I have a question or problem (7.2) and I can easily speak with my child's teachers (7.2) as highest, with parent activities being scheduled at times when they can attend as the lowest (6.0). In keeping parents informed the school was rated at 6.9 in the provision of written reports that can be understood by parents, with being informed about opportunities concerning my child's future, scoring the lowest at 5.7.
- In regards to 'Parents' Participation in School', 40% of respondents had spoken to their child's teacher more than twice during the year, with 74% having attended a parent meeting or school function during the year.
- In the area of 'Parents Supporting Learning at home' respondents allocated the lowest scores to talking to their children about the importance of schoolwork (6.0) and the highest to praising their children when they perform well in school and encouraging their children to do well in school (8.3).
- Respondents felt that the 'School Supports Learning' with an average score of 7.6 from caregivers who felt the school encouraged their child to do their best. Teacher's expectations that homework would be done on time scored lowest at 5.4.
- The 'Schools Supports Positive Behaviour', with the school having clear rules and expectations for behaviour scoring 8.6.
- Aspects relating to providing an 'Inclusive Environment' scored above the NSW Government norms.

The 'Tell Them From Me Student Survey II' was administered to 122 students in Years 4, 5 and 6 who completed the survey between 11th October and 23rd October, 2020. Areas of strength as identified by the students surveyed included Social-emotional outcomes, where students were involved in sports and extracurricular activities, positive behaviour at school, positive relationships with peers and teachers and Aboriginal students feeling that teachers understand their culture and they feel good about their culture. Areas for development include ensuring all students feel a sense of belonging, clear expectations around the completion of homework tasks.

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.

