

2020 Annual Report

Cundletown Public School



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Introduction

The Annual Report for 2020 is provided to the community of Cundletown 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

It is with great pleasure that I present the 2020 Annual School Report for Cundletown Public School. At our school we are focused on continual improvement, to ensure our school caters for and provides an outstanding primary education for all our students.

Our school has continued to focus on developing Visible Learning (Prof. Hattie research base) and future focused pedagogy across the school. The professional learning of all staff has reinforced the amazing work that is happening in our classrooms to ensure our students have quality teachers delivering quality lessons in every class, every day. Our work in literacy continues with staff embedding the Seven Steps to Writing program. Professional learning has continued to focus on improving the teaching of Mathematics K-6 this year with focus in staff meetings to cover the content and implement take away activities so professional learning is relevant, practical and timely.

The staff have been engaged in the planning process which has resulted in the development of our 2021-2024 School Improvement Plan. Our leadership team has also had planning time to evaluate and strategically plan for the year ahead.

Unfortunately due to the COVID pandemic, parents have been unable to be actively involved in school-based activities but we have continued to ensure communication is transparent and partnerships are developed via online platforms, reinforcing our positive home and school engagement focus. Thank you to all parents / carers for your patience and understanding in these most unusual circumstances. Thank you to our school P&C, it is wonderful to have the support of a dedicated team of committed people supporting our school. I look forward to another year full of quality teaching and learning, resulting in high student achievement in 2021.

Message from the school community

Cundletown Public School P&C has had another successful year and would like to thank the school community for their continued support. Thanks also to all the members of the P&C for their continued efforts and volunteers of the canteen. Without everyone's support and the giving of their time we would not have been able to continue to raise much needed funds for the school or have the canteen operating 5 days a week for the children.

Cundletown P&C would like to thank Mr Sherrard Principal for your support of our P&C this year and we look forward to working with Katrina Pettet (relieving Principal) and all the staff at Cundletown Public School in 2021.

The P&C fundraising efforts this year were affected by the Covid 19 Pandemic, which saw many of our fundraising efforts curtailed. However, 2021 looks promising with the Annual Easter Raffle underway and upcoming Mother's Day Stall. P&C again donated funds for the Year 6 farewell cake. We donated \$18000.00 of funds to the school towards a COLA for the basketball courts and refurbishment of the canteen, which should occur in 2021. I would also like to thank the school community & businesses who kindly donate year after year to our fundraising efforts.

Cundletown P&C continues to oversee the running of our school canteen. We are continuing to maintain our status as a Healthy School Canteen as verified by NSW Health. Our supervisor, Mrs Joanne Tisdell continues to provide tasty, healthy and nutritious food for our children to purchase. She implements many ideas and the children love that there is such a variety of food available for them each day. Jo and her little group of volunteers work hard and enjoy interacting with the children on a daily basis. Thank you Jo (and the volunteers), keep up the great work and we look forward to a successful 2021.

On behalf of the P&C committee, I would like to wish everyone a safe & very Merry Christmas. May you all have a relaxing break & looking forward to your continued support in 2021.

Maree Eakin

P&C President 2020

Message from the students

This year has been a touch-and-go year but we continued to strive through the struggle of fires and the COVID-19 pandemic. Our school has adapted to all the difficulties and changes to online schooling. We continued to remain positive and support each other through the unfortunate times. Luckily our school believes in always trying and getting over the hardest of times. So our tremendous school got together and hatched a plan, COVID safety teaching and learning. The end of the term surprises this year were grand! We had a rollercoaster of a year! It really toughened us up for the next year ahead. We love our school to the fullest degree!

School vision

At Cundletown Public School a collaborative team ensures all stakeholders develop and value resilience, empathy, success, innovation, inclusiveness, fairness, self regulation and engagement in learning. As a learning community, the emphasis is on transparency in all that we undertake, and the celebration of all that we accomplish.

In partnership with students, parents, carers, staff and the wider community, Cundletown Public School students will develop intrinsic motivation to challenge themselves in learning in order to excel in a complex, ever-changing global society.

School context

Cundletown Public School is located north of Taree on the NSW Mid North Coast. It is the earliest established school in the area, opening in 1857, and celebrates an outstanding reputation within the Taree and Great Lakes District. We are proudly known as 'The Caring School'. The population of Cundletown Public School is stable and family orientated. The school enjoys strong support from and engagement with parents, grandparents and the wider community.

The 2019 school enrolment is 330 students, 14% of whom identify as Aboriginal background. Cundletown Public School has a range of experienced and early career teachers. We fund the Early Action for Success Phase 2 as it has been an important initiative since 2017. The school promotes academic excellence, including support programs tailored to meet individual needs, and provision of opportunities to participate in external competitions including the Premier's challenges.

We value diversity through the inclusion of extra-curricular opportunities including Triple C (our performance band), choirs, contemporary and Aboriginal dance, and representative sport. The school has an established culture that endorses high expectations and consistency in wellbeing and behaviour management. We actively promote our North Manning Community of Schools in partnership with Chatham High School.

Many of our past students excel as leaders and academic achievers during their secondary schooling. The partnership between home and school is of significant importance at Cundletown Public School. This is evidenced by parent attendance at and engagement with initiatives including academic classroom visits, information workshops, P&C activities, meetings and parent volunteer programs.

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	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	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

EV completed in 2019. Findings from evidence from the SEF S-aS and EV within the domains were analysed:

Learning:

The results indicated that in the SEF domain of Learning:

- Staff continue to build a learning culture where all are fully committed to working collaboratively supporting successful student progress, attendance and transitions.
- In wellbeing we identify students at risk from a variety of reporting and assessment data sources allowing for a planned learning approach to occur. Engagement of all students remains a priority within the school.
- Differentiation of learning associated with creating and maintaining a quality classroom environment empowers our teachers to ensure the needs of all learners are catered for.
- Student internal data sources indicate we are improving in the key areas of literacy and numeracy. We will continue to enhance our learning culture theme of high expectations and continuity of learning by continuing to develop strong parent partnerships e.g. reporting to parent interviews, academic classroom visits and parent information evenings around critical and creative thinking and future focused learning.

In the domains of Learning, the school's self-assessment was consistent with evidence presented and validated using

the SEF and placed the school as *Sustaining and Growing* in all areas.

Teaching:

The results indicated that in the SEF domain of Teaching:

- Strong collaborative culture of the school enhances the quality teaching and learning opportunities and strengthens our professional learning.
- The school has continued to embed future focused learning which includes learning dispositions and critical and creative thinking pedagogy across the school.
- Professional learning of all staff compliments what is happening in the classrooms to ensure the development of quality teaching and the development of positive wellbeing. Planned professional learning has focussed on explicit teaching and has included shared feedback from teachers.
- Student writing continues to improve with the network Improving Writing Initiative collaborating with local High School. Most teaching staff have completed the Seven Steps to Writing Success professional learning.
- Use of the teaching standards and the performance and development plan (PDP) process is a coordinated and whole school process for all staff. All teaching staff have their proficient teacher accreditation and are in the maintenance phrase in 2019.

In the domains of Teaching, there were some improvements presented in the school's self-assessment and the evidence presented and validated using the SEF. The EV placed the school as *Sustaining and Growing* in Data Skills & Use and Learning & Development which was consistent with the SEF S-aS. The 2019 EV placed the school as *Delivering* in Effective Classroom Practice and Professional Standards however improvements in these areas has enabled the school to move to *Sustaining and Growing* in the SEF S-aS .

Leading

The results indicated that in the SEF domain of Leading:

- Collaborative approach to school planning implementation and reporting has allowed for effective school management to continue to occur.
- Staff, students and parents have a responsibility in developing and supporting leadership potential and skills to further improve the school as an educational community.
- At each level of leadership, there has been a focus on SMART development plans to maintain continual learning and effective school leadership.
- The school collects feedback data to monitor review and report on school improvement progress. The leadership team work closely toward ensuring the effective implementation of the school plan.

In the domains of Leading, there were some inconsistencies between the school's self-assessment and the evidence presented and validated using the SEF. The EV placed the school as *Sustaining and Growing* in School Planning Implementation & Reporting and School Resources. The 2019 EV placed the school as *Delivering* in Educational Leadership and Management Practices & Processes however improvements in these areas has enabled the school to move to *Sustaining and Growing* in the SEF S-aS .

Next steps determined were:

- Strengthen the collection of qualitative and quantitative data to assist triangulation of data to inform school planning.
- Teachers collaborate across faculties/ stages/teams to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence-based programs and lessons, which meet the needs of all students.
- Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning.
- A school-wide approach to effective and positive classroom management is evident. Support is provided to teachers where needed, ensuring optimum learning.
- All teachers use professional standards and PDPs to identify and monitor specific areas for development or continual improvement.
- Teachers' PDPs are supported by a whole school approach to developing professional practice, informed by research. Analysis of teaching staff identifies strengths and gaps, with planning in place to build capabilities.
- Administrative practices and systems developed, based on cost effectiveness, evidence, and in response to local context and need.

Strategic Direction 1

QUALITY TEACHING AND LEARNING

Purpose

To develop school wide processes in which teachers participate in collaborative practice to develop their capacity and quality learning programs to meet the needs of our students, with a particular focus on reading, writing and numeracy. Teachers develop partnerships with parents and students, enabling the setting of clear aims, high expectations and celebration of achievements.

Improvement Measures

Move from *sustaining and growing* to *excelling* in the School Excellence Framework themes of Collaborative practice and feedback, and High expectations culture.

All students achieve at or above expected growth in reading, writing and numeracy.

Improve to 70% the proportion of students in Years 3 and 5 achieving in the top three bands of NAPLAN in reading, writing and numeracy.

Progress towards achieving improvement measures

Process 1: Collaborative Practice

Ongoing improvement in teaching practice across the school through professional learning that includes instructional leadership, collaborative self reflection and professional dialogue within a performance development framework. This will include professional learning in Hattie's research of Visible Learning in 2019.

Evaluation	Funds Expended (Resources)
The school continued to build a learning culture where staff are committed to working collaboratively, supporting student wellbeing and progress. Explicit systems have been established that facilitate collaboration and professional dialogue to drive ongoing, school-wide improvements in teaching and learning. This included negotiated observations of classroom teaching practice, with the provision of specific and timely feedback, to develop professional knowledge and improve teaching practice. Staff have engaged in professional development in 'Visible Learning' to incorporate <i>Learning Intentions</i> and <i>Success Criteria</i> into lessons, evident through literacy and numeracy programs. The deepening of Visible Learning knowledge has continued through professional learning around 'Structure of Observed Learning Outcomes' (SOLO) taxonomy at the conclusion of 2020. Partnerships between parents/carers, students and staff supported clear aims to plan for and improve student learning. Although the school remained at <i>Sustaining and Growing</i> in the School Excellence Framework theme 'Collaborative Practice and Feedback', a strong collaborative culture continues to develop and refine the most effective evidence-based teaching methods to maximise student outcomes.	Teacher Planning time - \$3000 VL team to meet with Corwin team - \$1500

Process 2: Learning Intentions

Quality learning intentions are developed for students that reflect high expectations and are responsive to student progress. The achievement of goals is monitored through robust analysis of quality, valid and reliable data.

Evaluation	Funds Expended (Resources)
All teaching and learning programs K-6 incorporate Learning Intentions, to support student understanding of learning goals and a means for students to monitor their own progress towards achieving goals. Learning Intentions were implemented by teachers K-6 to describe what learners should know,	Stage Planning Days to analyse data & program - \$13000

Progress towards achieving improvement measures

understand and be able to do by the end of a **learning** session. They have been implemented in literacy and numeracy as a basis for providing feedback, setting student goals and monitoring achievement. In 2019, NAPLAN assessments data indicated that the school fell short of achieving the Improvement Measure of 70% students achieving in the top three bands in reading, numeracy and writing. Expected growth in reading of 47.62% was 14.87% below our target baseline (62.49%). Expected growth in numeracy of 40.48% continued a downward trend extending from 2018 (54%) and is 27% below our target baseline (67.84%). Further development in the effective implementation of quality Learning Intentions is required to ensure all students know what they are going to learn, where they are heading and understand what improved performance looks. A deeper understanding on developing effective feedback based on the Learning Intentions should enable teachers to routinely review learning with students and ensure they have a clear understanding of how to improve. School improvement can be achieved through further professional learning around 'Hattie's' Visible Learning in the area 'feedback' where teachers become evaluators of their own teaching and develop the ability to see learning through the eyes of students.

Process 3: Writing

The Cundletown Public School collaborative initiative with the North Manning Learning Community will facilitate professional learning with the explicit teaching of writing and consistent teacher judgement in the assessment of writing.

Whole school professional learning, with the Instructional leadership model supporting the continued implementation of literacy progressions and support for the teaching of writing. The seven steps to writing program will be commenced when professional learning is available in semester two 2018 and completed term one 2019.

Evaluation	Funds Expended (Resources)
<p>Student writing continued to improve with the network Improving Writing Initiative collaborating with local High School. Planned professional learning in teaching writing through the Seven Steps to Writing Success had a positive impact on student's writing outcomes. In 2019, NAPLAN assessment data indicated that 71.1% Year 3 students achieved in the top three bands in writing whereas only 26.4% Year 5 students achieved in the top three bands falling below the Improvement Measure of 70% of student achieving in the top three bands in writing. Explicit teaching of writing through the Seven Steps to Writing Success needs to be a focus particularly for Stage 3 students. The implementation of the SMART Spelling program has enabled students to apply known spelling strategies to assist with reading and spelling unfamiliar words in their writing. The skills gained during specific spelling lessons is transferred to all curriculum areas. School systems have been established to support teachers to build consistency of judgement when assessing student writing samples and to continually develop improved teaching practices around writing.</p>	<p>SMART spelling online training - \$4000</p> <p>Evaluation of teaching programs</p>

Strategic Direction 2

DATA SKILLS AND USE

Purpose

School policies and evidence based practices equip teachers with the understanding and capacity to effectively teach and assess literacy and numeracy. Through ongoing professional learning, teachers evaluate their practice and improve planning and teaching. Data driven teaching practices will enable all stakeholders to be actively engaged in the sharing and receiving of relevant and timely feedback regarding student progress and achievement.

Improvement Measures

Move from *delivering* to *sustaining and growing* in the School Excellence Framework themes of Student growth, Summative assessment and Formative assessment.

Move from *delivering* to *sustaining and growing* in the School Excellence Framework element Data skills and use.

Progress towards achieving improvement measures

Process 1: Data Use in Teaching

Professional learning to strengthen data analysis of student assessment in order to better guide quality teaching and learning. This will include effective monitoring of student progress and achievement, and encourage teacher self- reflection when preparing teaching programs.

Evaluation	Funds Expended (Resources)
The school has strategically planned and implemented teacher professional learning to build a deeper understanding of data analysis when planning, programming, evaluating and assessing student achievement. The collective analysis of student data ensured consistency in teacher judgement and was used to inform future planning. The school moved from <i>Delivering</i> to <i>Sustaining and Growing</i> in the School Excellence Framework themes of Summative Assessment and Formative Assessment. Assessment was used flexibly and responsively as an integral part of daily classroom instruction. Teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students. Data gathered from external sources including PAT reading / mathematics, Tell Them From Me (TTFM) surveys and the School Capability Assessment (SCA) was analysed to evaluate impact and inform future teaching practice. School data showed student progress and achievement on external measures was consistent with progress and achievement on internal assessments. The school moved from <i>Delivering</i> to <i>Sustaining and Growing</i> in the School Excellence Framework themes of Data Skills and Use. Continual professional learning around data analysis and use of student assessment data will further promote consistent and comparable teacher judgement of student learning, will be used to inform teaching, adapt practice and meet the learning needs of students. Focus on developing effective structures and processes for staff to collectively analyse quality, valid and reliable data to identify strategic priorities and develop plans for continuous improvement of student outcomes.	Analysis of data by Leadership Team - \$500

Process 2: Learning Progressions

Professional learning in learning progressions with a focus on strengthening expertise in explicit teaching and assessment of literacy and numeracy.

Evaluation	Funds Expended (Resources)
Learning Progressions have assisted teachers in developing effective Learning Intentions and Success Criteria which were used by all teachers in literacy and numeracy lessons. These were closely aligned to the	Stage planning Leadership Team implement and

Progress towards achieving improvement measures

development of student goals and self-assessment. The Learning Progressions enabled teachers to strengthen their expertise in explicit teaching and assessment of literacy and numeracy. Increase professional development around the use of Learning Progressions and the development of assessment rubrics should develop teachers ability to monitor student growth more accurately and develop corresponding student learning goals. The school moved from *Delivering* to *Sustaining and Growing* in the School Excellence Framework theme; Student Growth.

analyse the results from survey

Strategic Direction 3

FUTURE FOCUSED LEARNING

Purpose

To equip students with the learning dispositions required for critical and creative thinking to occur. Engaging parents in the learning processes and practices will ensure a sound understanding and support of the futures learning pedagogy. The development of authentic tasks and opportunities in all Key Learning Areas will become an embedded strategy, allowing students to work independently and to collaboratively design solutions to problems now and throughout their future learning.

Improvement Measures

80% of students K-6 will achieve at or above stage level as identified through the use of the ACARA Critical and Creative Thinking Learning Continuum.

Increase the use of authentic and future focused tasks as evidenced by students achieving the *ideal* target compared with 2017 authentic base line data.

Progress towards achieving improvement measures

Process 1: Future Focused Learning

Development of teacher capacity in the implementation of future focused learning. Teachers develop students' ability to think critically and creatively and to engage in higher order thinking across all Key Learning Areas.

Evaluation	Funds Expended (Resources)
The emphasis on developing student skill in critical and creative thinking continued to evolve and students integrated these skills into their learning across curriculum areas. Further improvements in mapping students on the continuum is required as all students were not mapped on the ACARA <i>Critical and Creative Thinking Learning Continuum</i> and therefore the school was unable to evaluate the achievement of the Improvement Measure to have 80% of students achieving at or above stage level on the ACARA Continuum. Students articulated some characteristics of an effective learner, evident through observations and student feedback. Programs showed clear evidence of planning, implementation and assessment of authentic tasks that promoted future-focused learning skills, including learning dispositions and creative thinking skills. A deeper understanding and embedding of the dispositions, Learning Intentions and Success Criteria is needed to develop students understanding on the characteristics of an effective learner and to be evaluators of their own learning.	Analysis of data & observations by Leadership Team ACARA Critical and Creative Thinking Continuum Stage planning and programming sessions - \$13000

Process 2: Engagement

Parents will have the opportunity to learn about and engage with technology which is used for learning, by connecting and communicating, as well as learning about the digital technology tools and related information to support students in the classroom.

Evaluation	Funds Expended (Resources)
Parent participation was encouraged to learn about and engage in ways to assist students in learning in a digital world. Due to the COVID pandemic, the parent community received information regarding access to the online platform specific to each class (Seesaw, Class Dojo, Google Classroom). Broader school information was communicated through Facebook and the School's Website. Parents/carers were surveyed through telephone, digital and paper surveys to gauge the use of the online platforms. TTFM teacher surveys indicated that teachers directly and regularly engaged with parents to improve understanding of student learning and strengthen student outcomes.	Online platforms established Communication online and phonenumber Surveys - digital and paper

Progress towards achieving improvement measures

The TTFM parent survey indicated that throughout the COVID pandemic that 95% of families continued to engage with the school via online platforms. However, further improvements in soliciting and addressing feedback on school performance from students, staff, parents and the broader school community is required.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	SLSO salaries - \$70684	A large proportion of Equity Loading was allocated to engage staff to support Aboriginal students in the classroom to improve literacy and numeracy skills. All teachers effectively utilised SLSO to improve the wellbeing, engagement and achievement of Aboriginal students. This is evident through program supervision, teacher and student feedback, and wellbeing data. Although achievement data demonstrated a downward trend in NAPLAN in 2019, focus in this area continues to be a priority. In 2019, NAPLAN reading data indicated that 50% of Aboriginal students achieved in the Top 3 bands which has decreased from previous years of 57% in 2017 and 75% in 2018. In 2019, NAPLAN numeracy data indicated that 36% of Aboriginal students achieved in the Top 3 bands which has continued to decline from previous years of 75% in 2017 and 54% in 2018. Continued focus to improve the achievement and engagement of Aboriginal students is a priority.
Low level adjustment for disability	SLSO employment - \$51600 Staff survey Re/ SLSO	Staff were employed to develop and deliver intervention programs for students identified as not meeting benchmark, particularly in literacy and numeracy. Feedback from student and teacher surveys, teacher observations and data analysis indicated that SLSO support was having a positive impact on student outcomes and engagement. SLSO support was engaged to assist students in regulating their behaviour and developing appropriate social skills in the classroom and on the playground. Negative incidents in the playground decreased and students were more engaged in their learning. Funds were allocated for a teacher to implement the Rock and Water program for targeted students which included tasks around increasing self-awareness, self-confidence and social functioning.
Quality Teaching, Successful Students (QTSS)	Stage programming in mathematics - \$59040	The strong collaborative culture of the school enhanced the quality teaching and learning activities and strengthened professional learning. The professional learning of all staff complimented what was happening in the classrooms to ensure students have quality teachers and quality lessons every class, every day. NAPLAN numeracy data was collated and analysed which indicated the areas of need and identified future professional learning needs of teachers. Additional QTSS funds were used to allow one day release for each executive staff. This enabled teaching observations, planning, administration tasks and connections to the community to occur successfully. Stage leaders led the development of explicit teaching strategies and promoted mathematical discourse. Numeracy will continue to be a focus for 2021.

<p>Socio-economic background</p>	<p>Close Reading and L3 professional Learning - \$112600</p> <p>Staff release to support identified students in literacy and numeracy - \$30000</p> <p>Teacher release for student funding - \$ 70700</p> <p>ICT coordinator - \$19000</p> <p>Technology upgrade - \$49000</p> <p>Student Assistance - \$5000</p>	<p>Professional learning funds were allocated for teaching staff to develop their explicit teaching skills through the use of Close Reading, L3 and Visible Learning. This has impacted students reading, comprehension and critical thinking skills as demonstrated by data collected in PAT reading and authentic assessment tasks. Stage leaders were released to support teaching in literacy and numeracy by developing planned intervention strategies and improved teaching practiced. Teachers were released to support review meetings, report writing and OAR applications. This process developed a deeper understanding in teachers around the data and procedures needed to achieve funding for identified students. Additional SLSO time enabled the successful implementation of programs aimed to meet the emotional, social and cognitive needs of identified students. Student assistance was established to support identified students. TTFM surveys indicated that the addition of technological devices and the employment of an ICT facilitator ensured technology was accessible and suitable for the learning of all students.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	169	172	182	180
Girls	151	165	155	152

Student attendance profile

School				
Year	2017	2018	2019	2020
K	93.8	95	93.9	93.4
1	93.4	92.7	93.5	94
2	93	92.1	91.2	94.2
3	94.3	90.2	93.8	93.1
4	93.2	94.2	90.8	92.5
5	93.7	91.9	92.4	90.8
6	93.5	91.6	91.7	91.4
All Years	93.6	92.5	92.4	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)	4
Classroom Teacher(s)	15.52
Literacy and Numeracy Intervention	0.53
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.8
School Administration and Support Staff	2.92

*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	506,046
Revenue	4,058,062
Appropriation	3,985,380
Sale of Goods and Services	3,126
Grants and contributions	69,099
Investment income	457
Expenses	-3,904,725
Employee related	-3,433,062
Operating expenses	-471,663
Surplus / deficit for the year	153,338
Closing Balance	659,384

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	90,616
Equity Total	570,003
Equity - Aboriginal	70,673
Equity - Socio-economic	327,049
Equity - Language	0
Equity - Disability	172,281
Base Total	2,451,878
Base - Per Capita	81,050
Base - Location	3,542
Base - Other	2,367,286
Other Total	738,363
Grand Total	3,850,860

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

Parents and community members have the opportunity to engage in a range of school-related activities which help build the school as a cohesive educational community. Streamlined, flexible processes exist to deliver services and information and to support parental engagement and satisfaction. There is demonstrated commitment within the school community that all students make learning progress. Partnerships with parents and students support clear improvement aims and planning for learning. The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning. Parents receive information on what and how well their children are learning and receive regular information in accessible formats to support effective communication regarding school-wide initiatives and events.

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.