

2020 Annual Report

Ellalong Public School



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Introduction

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

All Ellalong students will be well rounded citizens and self-regulated learners. They will strive for excellence in all areas. Informed collaborative partnerships are valued and fostered to empower stakeholders to achieve individual and school improvement.

School context

Ellalong Public School, a growing rural school, has a dedicated staff committed to providing quality learning programs and opportunities that meet the diverse needs of our students. Our school population has remained steady at around 120 students, with 9% identifying as Aboriginal.

Ellalong Public School joined the Early Action for Success program in 2017, with K-3 results steadily indicating positive improvements at the end of the year on the previous years achievements, due to in-class support, intervention and instructional leadership.

NAPLAN data indicates that Year 3 results are trending up in most areas, with above DoE average achievement in some areas. Year 5 data is not as strong, with Year 3 to 5 growth a priority.

Our 2018-2020 focus was on delivering quality learning programs, with explicit teaching in numeracy and literacy. A strong emphasis is placed on instructional leadership and professional development. School systems aim to support the effective use of data to monitor progress, target interventions, differentiate teaching and give specific feedback.

The school will build upon its strong commitment to develop responsible citizens through student leadership, wellbeing and resilience programs. Promoting a healthy lifestyle and participating in a range of sports are also key features of our plan.

Ellalong Public School is a member of the Cessnock Community of Great Public Schools (CCGPS).

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	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	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

Strategic Direction 1

Great Teaching Creates Successful Students

Purpose

School systems develop and support highly skilled teachers who effectively use assessment and collaboratively analyse learning growth to plan for differentiated learning experiences that will maximise student learning/success and engage students in their learning.

Improvement Measures

Increase the number of students achieving expected or above expected level growth in Reading, Writing and Numeracy, as captured by 'Value Add' in SCOUT (Kindergarten to Year 3) and 'School Level Growth' in SCOUT (Year 3 to 5)

Increase the number of students who achieve in the top 2 bands in Reading and Writing as captured by 'Premiers Priority' in SCOUT.

TTFM Staff Survey demonstrates improvement towards or beyond NSW DoE norms, with special focus on the elements of 'Collaboration', 'Technology', 'Data Informs Practice' and 'Learning Culture'.

Overall summary of progress

2020 was a highly successful year in many aspects, despite the challenges faced by the school and teaching profession in general, through the COVID-19 pandemic. Our staff team collaborated extremely well and quickly commenced successful online teaching models during the home learning phase. Our instructional leadership model was strong and clear professional learning objectives and data collection strategies were established in our key priority areas of reading comprehension, mathematics and writing/spelling. School organisational structures facilitated greater levels of collaboration and instructional leadership in using data to plan for teaching. As NAPLAN in 2020 was unable to occur, achievement of the improvement measures above is unknown. However, it is felt that we are on track for positive results, especially after the Year 3 Check-In. The school is now very well placed to continue pursuing our established professional learning priorities and effectively using the data collection strategies established throughout the year that have resulted in some solid growth in school based assessment data.

Progress towards achieving improvement measures

Process 1: Professional Learning in Evidence Based Teaching

Professional learning, instructional leadership and mentoring ensure teachers are skilled in knowing their students through assessment techniques that inform teaching priorities, monitor student progress and determine the impact of their work. Teachers use their knowledge and skills in the implementation of research informed teaching strategies, explicit teaching and other interventions to target the needs of individual students.

Evaluation	Funds Expended (Resources)
<p>Professional learning (P/L) always has a long term improvement focus, and we expect to see our trend data steadily increase over time as a result of our investment in professional learning to improve teaching practice. COVID-19 meant that NAPLAN 2020 did not proceed, which impacted on our ability to use consistent improvement measures for this evaluation.</p> <p>Significant work has occurred in 2019/20 to develop and embed effective assessment tracking systems and processes into school operations, allowing teachers to better understand the learning needs of their students and cater for their learning needs. P/L was often online, thus saving the need to pay additional costs associated with attending P/L, with funds redirected towards some associated assessment and teaching resources. This has also been used to monitor school improvement measures. Whole school analysis of</p>	<p>Professional Learning:</p> <p>Teacher Release for Professional Learning:</p> <p>Reading, mathematics and spelling assessments and teacher resources: Fountass and Pinnell levelled reading program, Literacy Pro subscription, MAI assessments guides and resources, COST / COSTEY spelling assessments.</p>

Progress towards achieving improvement measures

data demonstrates:

- Reading instruction, support and interventions in the junior years has meant that students are more likely to meet or exceed expected benchmarks (EAFS PM Benchmark levels) by the end of Year 2 and the strength of reading in K-2 is comparatively stronger than in Year 3-6 where students are more likely to be below expected benchmarks (Lexile Levels). This was felt to be due to the structure of levelled readers and the support and intervention occurring in K-2 classrooms, along with the professional learning in reading instruction that has occurred with teachers of younger grades. Work occurring in Year 3-6 throughout 2020 to introduce data collection methods, levelled texts and research based instruction models has seen school based results increase for almost all students. However, data still demonstrates many students needing to 'catch up' - not achieving expected benchmarks in the 3-6 classes, and the average achievement is below Lexile benchmarks. We have more work to do to get students 'caught up'. Using our Literacy Pro Lexile test, Year 3 students made an average of 204 points growth this year when the expected growth is 110. (Year 4 = 150, Year 5 = 141, and Year 6 = 112).
- Implementation of the Maths Assessment Interview (MAI) resulted in a greater understanding of students levels of mathematical understanding and achievement, which was used to target teaching towards specific growth point skills that students required to develop to improve. Data collected indicates significant improvement across all classes. An example of our data is from Year 3. In Term 1, 2020 MAI showed a high rate of students identified as vulnerable K-6 (e.g. Year 3 = 66% 14 students out of 21). This data allowed us to target teaching towards specific needs across the domains of number. Focusing on key language and concepts that allowed students to develop conceptual understanding and fluency through a range of number sense routines and challenging tasks. After reassessing students in Term 4 2020, MAI revealed we have reduced the number of vulnerable Year 3 students to 25%.
- Year 3 Check in Assessment results were extremely pleasing. In Reading, the school achieved 3% above State average, with 61.6% of answers correct. (68.7% correct in Processes, 64.9% correct in Comprehension, and 46.6% correct in Vocabulary). In Numeracy, the school achieved 7.7% above State Average with 70.5% correct overall. (85.7% correct in Statistics and Probability, 76.5% correct in Number Sense and Algebra, and 56.4% correct in Measurement and Geometry.) Overall, Year 3 Check in Data from Scout suggests 61.9% of students achieved the Top Two Bands in Literacy, and 76.2 % of students achieved the Top Two Bands in Numeracy.
- The Value Add score for K-3 has remained at Sustaining and Growing and for 3-5 at Delivering but is based on 2019 results.
- Staff TTFM results 2018-2020. Data Informs Practice 7.7, 7.4, 7.5 (av 7.8). Learning Culture 8.0, 8.2, 8.3 (av 8.0).

Highly engaging 'rich texts' and other more engaging texts, such as the National Geographic magazine, were purchased to support reading and literacy lessons.

Process 2: Collaborative Systems

The school adopts collaborative and agreed systems to identify students' needs, intervene early and maintain support through the collection of data to inform classroom planning and programing, differentiated instruction, allocate resources and interventions.

Evaluation	Funds Expended (Resources)
Collaborative systems related to instructional leadership continued to develop over the course of the year with a new IL based around regular impact (data) meetings. COVID-19 impacted on operations for some time when staff were unable to meet. Allocation and effective use of the in-class support available was part of this data based planning for teaching.	Casual release allowing collaborative planning days between similar stage staff and the IL. \$10 000.
Collaborative planning through I/L led planning days were found to be beneficial, with staff collaboratively planning rich tasks in literacy and numeracy, using the data derived from assessment tasks.	Additional teacher release 30 mins per week for impact meetings.
TTFM Staff survey suggested gains were made in 'Teaching Strategies' (EPS	Language Legends Speech Therapy intervention program. \$38 000
	In-class support (above established

Progress towards achieving improvement measures

8.3 (up from 7.8) / State 7.9) and 'Inclusive School' (8.4 - up from 8.2 / State 8.2) and 'Learning Culture' (8.3 -up from 8.2 / State 8.0). Staff TTFM survey also indicated that the staff desired to pursue Collaboration out of all the What Works Best elements. (Other Staff TTFM results 2018-2020. Collaboration 7.6, 6.6, 7.7 (av 7.8). Technology 5.2, 6.4, 6.2 (av 6.7). Data Informs Practice 7.7, 7.4, 7.5 (av 7.8). Learning Culture 8.0, 8.2, 8.3 (av 8.0).)

A school wide student profiles system was established to allow easy student information collection and handover processes from year to year.

School based 'Language Legends' speech therapy intervention program resulted in a significant reduction in students identified with additional speech and language learning needs and an increase in those students achieving expected norms.

positions) 0.584 FTE Classroom Teacher

Process 3: Student Engagement

The school supports students to improve their learning outcomes through the implementation of a range of engaging programs and teaching practices.

Evaluation	Funds Expended (Resources)
<p>Rolled over funds from 2019 were used to employ a 6th classroom teacher for 2020 (1 year), when it was anticipated we would be close to the numbers required for 6 classes. This initiative was aimed to provide smaller class sizes to ensure personalised learning was able to occur, and ensure and students were engaged in their learning. Complexities throughout the year meant that the impact of this initiative were hard to establish, however it was felt to have had a positive impact on learning and reduced the potential disengagement during COVID. Due to the 'one-off' nature of the funding, there are no further directions to pursue.</p> <p>Other initiatives targeting student engagement this year were been related to technology use, film making and the enhancement of garden beds around the school. The schools plans were impacted by COVID-19 and the subsequent home learning and continued restrictions throughout the year.</p> <p>TTFM student survey indicated a decline in 2020 results compared to previous years, with TTFM student survey data decreasing in the area 'students who are interested and motivated'. A reduction in scores was noted to boys and girls, with boys still being 'less motivated' than girls. Whilst a high level of school pride was maintained, students scores reflected a lower sense of belonging at school. This was consistent with COVID interruptions. (TTFM Student Survey: Student who are interested and motivated 2018-2020 - 74%, 79%, 64% (av 78%))</p> <p>The percentage of students with positive well-being 2018 = 87.86%, 2019 = 88.3%, 2020 = 92.31%. (SCOUT) Negative behavioural incidents in SENTRAL increased post COVID.</p>	<p>Reduced class sizes through the funding of an additional (6th) class.</p> <p>Film making resources and 5 x SLSO hours per week.</p> <p>Gardens were enhanced using funds gained from Grants.</p>

Next Steps

Future Directions - Professional Learning in Evidence Based Teaching

- Reading: School based tracking systems have supported reading assessment, LST allocation and targeted teaching. The school will continue to pursue reading comprehension professional learning, particularly with the senior grades and new staff. School will focus P/L on the teaching of comprehension strategies targeting EN1.4A, EN2.4A, EN3.3A.
- Writing: Our P/L focus on writing, and teaching the writing process will be maintained. Year 3 to 5 growth still remains a priority area. NAPLAN online / typing familiarity may need to be developed. Writing P/L will focus on the understanding and uses of sentence structure, language features and grammar.
- Mathematics Assessment Interview resulted in more targeted and differentiated teaching of Mathematics, evidenced through post assessment results for student growth points. This assessment will continue to be

pursued, along with using the results to collegially / collaboratively plan for Mathematics learning tasks.

- During Term 4 2020, the school successfully applied to be a part of the Primary Mathematics Specialist Teacher Initiative (PMSTI). This is a two year professional learning project. A teacher was selected to complete intensive training throughout 2020 and most members of the teaching staff joined the Mathematics Team. The Mathematics Team's aim will be to continue to change and develop students mindset from 'doing Maths' to becoming mathematicians'.

Future Directions - Collaborative Systems

- Schedule opportunities for teachers to discuss the assessment (achievement) and learning needs of students in their class with colleagues, executive and/or specialists (speech therapists) - therefore informing classroom planning and supporting LST/intervention and resource allocation.
- Prioritise for collegial planning and observation between teachers to collaboratively improve practice.
- Continue to identify and support students with additional speech and language learning needs, with the ability to introduce small groups by combining students with common language sub-test deficiencies.

Future Directions - Student Engagement

- Continue enhancing teacher skills in differentiated teaching to ensure all students learning goals are challenging yet achievable and classroom learning environments are engaging and supportive.
- Mathematics pedagogy will involve engaging, challenging, achievable and differentiated rich maths tasks.
- Programs and strategies aimed and supporting and engaging boys need further investigating.
- Continue extra curricular engagement opportunities, such as student voice, gardening clubs and movie making through eNews.

Strategic Direction 2

We Create Well Rounded Citizens of the Future

Purpose

The development of healthy minds and bodies will allow students to develop positive relationships and a strong personal mental health.

Improvement Measures

Students indicate a strong sense of belonging and enjoy positive relations at school, as measured by TTFM survey results.

Attendance rates equal or exceeding state averages.

Evaluations of school operations and culture reflect an increasing appreciation and emphasis on cultural understanding.

Overall summary of progress

Wellbeing was an area of our school that was more challenging during 2020, with normal school programs unable to occur such as peer support and PBL / Bounce Back whole school lessons. Data indicated that this, along with the 'unrest' caused by COVID-19 led to increased behavioural and wellbeing incidents across the school. Whilst we believe that this will decrease again in 2021, learning support and wellbeing support for individuals and families will continue to be a priority.

During 2020, the school attendance initiatives were stalled due to the impact of COVID-19 and our support for the 'stay home and get tested' messages. Overall however, our attendance figures were high, especially when compared to similar schools. Overall, we did achieve a higher attendance rate than the state average, however this is not being emphasised due to inconsistent approaches across schools in the state when marking student engagement during home learning.

Whilst representative sporting programs were mostly on hold, the school sport re-structure was felt to have improved the program and will be maintained moving forwards.

The schools intended actions for 2020 in the area of Aboriginal Education were aligned with our improvement measures goals. Sadly, restrictions prevented most of these from occurring. Further work is required in this area into the future.

It was also pleasing to see our school grounds benefit from a Sustainable Schools Grant and other grants allowing us to reduce our consumption and waste, increase our recycling and improve our gardens to provided habitat for local endangered wildlife.

Progress towards achieving improvement measures

Process 1: Wellbeing Programs

Positive Wellbeing programs are implemented to benefit all students. A positive wellbeing focus underpins school operations and promotes social resilience. PBL values are increasingly obvious across all class and non-class areas.

Evaluation	Funds Expended (Resources)
During 2020, student wellbeing became an area requiring an increased allocation of school time and resources. This was as a result of the impacts of COVID-19 on the school's operations, as well as it's impact within the wider community.	1 x SAO Days for attendance letters.
The school continued to implement class based PBL and Bounce Back lessons, however the Peer Support model could not occur due to restrictions (mixing student cohorts). TTFM student survey results indicated a decline in student wellbeing responses. SCOUT Data indicated an increase in students	Professional learning - Appli Practising Certificate for Wellbeing in Education Rich texts with messages that support the Bounce Back and PBL programs.

Progress towards achieving improvement measures

wellbeing scores, above the baseline score for Wellbeing targets in Scout.

Most formal attendance strategies could not be followed for semester one, where students were engaged in home learning. Individualised attendance monitoring was used during the year. Overall, the schools attendance figures were 92.55% (according to Sentral data), which was less than previous years. Annual report data suggests our school achieved 93.3% attendance compared to 92% attendance for State. Based on 2020 figures for students achieving 90% or better attendance, we are not on track to achieve our system negotiated targets.

Process 2: School-wide systems

School-wide systems will allow the development of healthy minds and bodies and ensure every student is known, valued and cared for.

Evaluation	Funds Expended (Resources)
<p>Healthy Minds / Learning Support: The staff survey on 'learning support' in our school indicated that there was a need to continue improving the communication processes related to learning support in the school. Priorities included documenting and sharing information from LST meetings, parent meetings and school counsellor reports and communicating the additional support being provided to students to their parents. The school worked hard to coordinate supports for students accessing NDIS therapies and to support families to follow up on school counsellor recommendations.</p> <p>Healthy Bodies: Physical activity programs were renewed to align with a fundamental movement skills scope and sequence, with positive feedback received at the end of the year from implementing staff and the students.</p> <p>Healthy Canteen: This goal was achieved earlier in our strategic plan. Maintaining volunteers to operate the canteen was an issue throughout 2020.</p> <p>Environmental Education: During 2020, the school was successful in gaining grants to support waste reduction and environmental improvement projects. A large water tank was installed to capture the water from the playground equipment shade structure, allowing native gardens to be established at the 'shop gate' and in other locations around the school with the aim of providing food and habitat for the endangered Regent Honey Eater. Students participated in a waste audit and created a recycling and composting system to minimise our waste.</p>	<p>'The Cloud' and Sentral software programs.</p> <p>Sporting equipment and resources.</p> <p>Environmental Grants: \$15 000 Schools sustainability grant. \$2500 native gardens grant linked to the Regent Honeyeater.</p>

Process 3: Cultural Professional Learning

Build capacity and confidence of staff to embed Aboriginal perspectives into teaching practice so that all students develop knowledge, pride and cultural understanding.

Evaluation	Funds Expended (Resources)
<p>Our plans for all permanent staff to complete Connecting to Country (Cultural Competency) training was impacted by COVID-19 and the cancellation of all C2C events in 2020. Our school will endeavour to complete this training in the 2021 year if the course(s) go ahead.</p> <p>AECG meetings were unable to occur for most of 2020.</p> <p>Many of the schools planned activities related to celebrating Aboriginal culture were cancelled or postponed during the year, however some were able to go ahead in a modified format. 2020 RAM A&TSI funds were reallocated from programs and events that could not continue during the school year to strategically fund additional teachers and SLSO's according to need.</p>	<p>RAM A&TSI Funding - Casual release for teachers to write PLP's, contribution towards costs for additional in-class support for A&TSI students, A&TSI themed library resources.</p>

Progress towards achieving improvement measures

During 2020, many students who did not previously identify as Aboriginal, updated their records to identify as Aboriginal. It was felt that this was due to an improving profile of Aboriginal Education within the school.

Next Steps

Future Directions - Wellbeing Programs.

- Wellbeing: Review, evaluate and update the schools wellbeing programs and policies to ensure they align with latest policy and best practice, and work on practices to ensure consistent delivery and language use by staff across the school.
- Attendance strategies: Formalise our attendance procedures. Continue attendance letters for all students and follow up student attendance for students under 90% and late arrivals. Communicate targets to the school community and publish regular updates. Better monitor/support students under 90% attendance in line with new attendance targets.

Future Directions - School Wide Systems

- Learning Support: Use 'the cloud' to create a single whole school student profiles database. Use Sentral to document and share LST minutes and non-confidential student/family information. A letter to parents will update them on the support their child received each 5 -10 weeks.
- Healthy Bodies: It is anticipated that the model adopted in 2020 will continue in 2021, and it is hoped that representative and competitive sport will return to the calendar as restrictions ease.
- Healthy Canteen: During 2021, if it continues to be difficult to find volunteers to work in the canteen, alternatives options will be researched. Funding for canteen upgrades were successfully applied for using a NSW Government's co-contribution Renewal Program.
- Environmental Education: The school will continue to work towards reducing our water usage, waste and energy usage, while improving the schools grounds and environment.

Future Directions - Cultural Professional Learning

- The schools future activities will reflect our desire to continue to raise the profile of Aboriginal culture in the school through our programs, events and school environment.
- Create an AET to provide Aboriginal students with a voice in Aboriginal Education directions at our school and enable us to access opportunities beyond the school, such as the AET and AECG Leadership Days.

Strategic Direction 3

Collaborative Partnerships Create a Fantastic School

Purpose

Collaborative partnerships which emphasise;

- effective communication,
- respect and trust,
- engagement and involvement, and
- the best interests of the students,

will set high expectations and engage all stakeholders in ongoing school improvement.

Improvement Measures

The school based customer satisfaction survey indicates a sustained or improved percentage of positive responses.

TTFM Parent Survey results are at or above state averages - Specifically the elements reported under 'parents support learning at home', 'school supports learning', 'parents are informed' and 'parents feel welcome'.

Overall summary of progress

2020 was a year that required collaborative partnerships more than any other and the school adopted many innovative practices to connect teachers with the students and their families during home learning and beyond when community have still not being allowed on site. School communication systems continued to be of high importance to keep the school community aware of the continually changing restrictions and school operations, as well as some of the positive news and achievements coming out of the school.

Progress towards achieving improvement measures

Process 1: Teacher and Parent Collaborative Partnerships

Effective communication systems/methods are embedded into regular practice to inform, update and collaborate with parents. Feedback on student performance engages and empowers parents/carers to support their child's learning.

Evaluation	Funds Expended (Resources)
<p>2020 was a challenging year for parents and teachers to connect in the traditional manner through COVID, and alternative tech based options were explored throughout the year.</p> <p>TTFM Parent Survey results 2018-2020. Parents are informed - 6.4, 8.1, 7.8 (av 6.6). Parents support learning at home - 7.3, 6.9, 7.7 (av 6.3).</p> <p>TTFM Parent survey results demonstrated a higher level of parental involvement in their children's learning, due to the home learning period, which was widely supported by the EPS parents. Parents also indicated a greater familiarity and acknowledgement / concern for their child's learning strengths and weaknesses. The slight decrease in 'parents are informed' was thought to be due to the additional challenges associated with inconsistent routines and information, unavoidable during the constantly changing /evolving COVID situation.</p>	<p>TTFM Parent Survey</p> <p>Parent Smartphone App (Skoolbag)</p> <p>Teacher release for attendance at essential LST meetings, and parent teacher interviews.</p>

Process 2: School and Home Collaborative Partnerships

The school communicates effectively with parents and the wider school community to set high expectations, promote school events and share the achievements of the school. The school engages

Progress towards achieving improvement measures

Process 2: the P&C in school improvement and actively seeks and responds to feedback from the school community.

Evaluation	Funds Expended (Resources)
<p>TTFM Parent Survey Results 2018-2020: School supports students learning - 7.3, 8.3, 8.2 (av 7.3). 'I feel welcome when I visit the school' - 7, 9, 8.4. 'I am well informed about school activities' - 7.9, 9, 8.3. 'The school has sought your input into or opinions about school planning' - 12 people, 13 people, 10 people. 'The school has sought your input into or opinions about development or review of school policies' - 5 people, 8 people, 8 people.</p> <p>During 2020, school and home partnerships were more challenging, however the school implemented regular videos and virtual assemblies to 're-imagine' many school events and maintain community and students engagements and home / school connections. Reductions in scores noted above will be monitored.</p>	<p>TTTFM Parent Survey</p> <p>Technology to support school videos and virtual assemblies</p> <p>Parent Smartphone Applications (Skoolbag)</p> <p>SLSO 4 hours per week</p>

Next Steps

Future Directions - Teacher and Parent Collaborative Partnerships

- Continue to foster quality teacher / parent relationships within the guidelines. Explore and adopt tech based solutions such as SeeSaw to keep parents updated and informed of their child's development and needs.
- Ensure parents are informed of support occurring at school, strategies to support learning at home, the importance of this role, and create opportunities for this interaction to occur.
- Continue parent teacher interviews using a range of communication mediums according to the guidelines at the time.

Future Directions - School and Home Collaborative Partnerships

- The school will continue to seek feedback from our school community and make changes accordingly.
- The use of technology to connect and engage families with the school will continue throughout 2021 as we continue to manage COVID guidelines, restricting parents and community from returning to the school site.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$13 348 RAM A&TSI Funding	<p>The Cultural Professional Learning course Connecting to Country did not operate in 2020, and this was where a majority of RAM A&TSI funding were allocated. We had intended to ensure all permanent teaching staff and some temporary staff / non teaching staff had accessed the training by the end of the 2020 school year, and were on track to achieve this prior to COVID-19. (5 permanent and full time staff members have been trained so far, with plans to train a further 5 in 2021)</p> <p>The remaining funds had been allocated towards events that were unable to occur in their traditional format, replaced by classroom activities with less cost associated to them. Planned visiting performances were unable to go ahead.</p> <p>RAM A&TSI funding was re-allocated to staffing, supporting Aboriginal students through the 'home learning' phase, providing additional in class support and release for teachers to work with families on student Personalised Learning Pathways.</p>
Low level adjustment for disability	<p>0.5 FTE Learning and Support Teacher Staff Funding</p> <p>\$26 512 Flexible funding.</p>	<p>0.5 Learning and Support Teacher funding was allocated towards additional teacher support in key areas, mainly reading comprehension, in Year 3-6 classrooms. The targeted support for identified students resulted in increasing levels of achievement by those students, with excellent growth noted in the Literacy Pro Lexile levels. Due to the positive results, this will continue in 2021.</p> <p>Flexible Low Level Adjustment for Disability Funding paid for 0.2 FTE SLSO for a student on an integration program and contributed towards the cost of 0.584 FTE teacher. (This funding - an other funding - 'topped up' entitlement to create a full time teaching position allowing the AP to be released from a full time teaching load, taking on RFF, QTSS and learning support across the junior classes.)</p> <p>Whilst funded from a different source, a key feature of the schools additional support for students with additional learning needs was the 'Language Legends' speech therapy program.</p>
Quality Teaching, Successful Students (QTSS)	0.221 FTE QTSS Release	0.221 FTE QTSS Release funding provided classroom teachers with 30 minutes additional RFF per week to work collaboratively with the Instructional Leader to reflect on class achievement and collaboratively plan quality lessons to target various areas of need. This resulted in an increase in TTFM Teacher Survey Data in the area of 'I work with other teachers in developing cross-curricular or common learning opportunities' which increased from 7.1 in 2019 to 7.8 in 2020, with collaboration

Quality Teaching, Successful Students (QTSS)	0.221 FTE QTSS Release	going from 6.6 in 2019 to 7.7 in 2020.
Socio-economic background	<p>\$10 938 Staffing</p> <p>\$116 399 Flexible Funding contributing towards:</p> <ul style="list-style-type: none"> • 0.584 FTE Support Teacher Role (jointly funded with Low Level Adjustment for Disability Funding) • 0.406 FTE for SLSO support to ease the administrative burden from teachers. • 0.1 FTE for SLSO run eNews program - a key feature of our community engagement strategy during COVID-19. 	<p>On-going in class support was maintained after the success of 2019 and continued to ensure successful results in 2020. Staffing was consistent in 2020 which allowed programs to continue throughout the year. These were uninterrupted by many of the additional extra-curricular programs and events that often occur schools, but did not due to COVID-19. As such, support programs were consistent and effective.</p> <p>An additional administrative staff member was employed to create a full time position, aimed at supporting teachers and the principal to reduce the administrative burden associated with events, excursions, and community communication, as well as taking on some WHS and school first aid requirements.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	59	58	64	67
Girls	73	69	59	58

Student attendance profile

School				
Year	2017	2018	2019	2020
K	93.1	96.8	92.5	93.8
1	92.1	93.9	95.7	95.2
2	92.7	91.7	91.5	94.9
3	90.5	93.7	92.8	95.2
4	92.2	93.1	91.9	91.6
5	93.9	92.2	91.6	91.4
6	94	92.8	89.3	91.7
All Years	92.6	93.6	92.1	93.3
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Classroom Teacher(s)	4.72
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.2
School Administration and Support Staff	1.61

*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	175,709
Revenue	1,661,038
Appropriation	1,632,095
Sale of Goods and Services	2,335
Grants and contributions	20,664
Investment income	134
Other revenue	5,811
Expenses	-1,773,613
Employee related	-1,567,946
Operating expenses	-205,667
Surplus / deficit for the year	-112,574
Closing Balance	63,135

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	117,526
Equity Total	221,889
Equity - Aboriginal	13,348
Equity - Socio-economic	127,337
Equity - Language	0
Equity - Disability	81,204
Base Total	1,083,682
Base - Per Capita	29,582
Base - Location	3,979
Base - Other	1,050,121
Other Total	149,964
Grand Total	1,573,062

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 / Caregiver: 29 people completed the parent Tell Them From Me Survey in 2020. A summary of the results is as follows

- Parents continue to feel welcome at school and our administrative staff are helpful when answering a parent question or problem.
- Parents can easily speak to teachers and teachers listen to concerns parents have.
- Parents feel school reports are easily understood and feel informed about their child's progress and behaviour at school. However, they feel less informed about their child's social and emotional development.
- We saw a marked increase to 'parents support learning at home', with parents reporting an increase to the encouragement and praise they give to their children. Increases also were noted to family discussions about the importance of school and homework, as well as their feelings towards other children at school.
- The school maintained last years high level achievement in supporting student learning, with teachers having high expectations for students, taking an interest in their learning and supporting those students who need extra support.
- The school has clear behavioural expectations and children feel safe when at school, and when going to and from school.
- We received many positive comments related to the way the school managed the COVID-19 time.

Future Improvements:

- Over the next 12 months, 'events', 'student wellbeing' and 'technology use' were the most common areas parents would like to see school improvements.
- Parents most commonly felt they needed help / support in mathematics, healthy food choices and active lifestyles for their children.
- We will continue to review and improve our approach to the development of our students social and emotional skills, including our bullying prevention strategies, and communicate these strategies with parents.
- Some people felt that the school does not treat all students equally. This will be closely monitored.

Student: Almost all students in Year 4-6 completed the student TTFM survey. A summary of the data is below.

- Positive Sense of Belonging: Students feel accepted and valued by their peers and by others at their school. 68% Girls / 64 % Boys / 66% Overall (81% State Average)
- Positive Behaviour at School: Students that do not get in trouble at school for disruptive or inappropriate behaviour. 87% Girls / 80 % Boys / 84% Overall (83% State Average)
- Interested and Motivated: Students are interested and motivated in their learning. 74% Girls / 52% Boys / 64% Overall (78% State Average)
- Effective Learning Time 8.7 (8.2 State Average)
- Victims of Bullying 27% (36% State Average)
- Advocacy at School 8.8 (State Average 7.7)

Overall, student happiness continued to be strong, however a decline in some areas was noted. Focus groups and discussions determined that the downturn in results was likely due to the COVID-19 restrictions on school operations, such as not having the Year 4-6 Camp and other sporting activities. Whilst unfortunate, this could not be helped. However the happiness and wellbeing of students will be closely monitored to ensure the result return to, or exceed, their 'pre COVID' levels in 2021.

Teacher: All teaching staff completed the Teacher Tell Them From Me Survey in 2020. A summary of the results is as follows.

2018-2020 TTFM Staff Survey Results

- Leadership (7.4, 7.6, 7.6) Av 7.1
- Collaboration (7.6, 6.6, 7.7) Av. 7.8
- Learning Culture (8.0, 8.2, 8.3) Av 8.0
- Data Informs Practice (7.7, 7.4, 7.5) Av 7.8
- Teaching Strategies (8.0, 7.8, 8.3) Av 7.9
- Technology (5.2, 6.4, 6.2) Av 6.7
- Inclusive School (8.1, 8.2, 8.4) Av 8.2
- Parent Involvement (6.2, 6.4, 6.6) Av 6.8
- Challenging and Visible Goals (7.5, 7.2, 7.5) Av 7.5
- Planned Learning Opportunities (7.6, 7.6, 7.6) Av 7.6
- Quality Feedback (6.8, 6.8, 7.3) Av 7.3
- Overcoming Obstacles to Learning (7.5, 7.7 , 8.0) Av 7.7

TTFM Staff survey suggested gains were made in 'Teaching Strategies' and 'Inclusive School' and 'Learning Culture'. Staff TTFM survey also indicated that the staff desired to pursue Collaboration out of all the What Works Best elements. Anecdotal evidence suggests that the school staff have a positive approach to their work and are committed towards meeting the students needs. The school is a busy and challenging place to work, however staff are well supported and find it a fulfilling job.

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.