2020 Annual Report

Epping Public School

1850

Introduction

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

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

School contact details

Epping Public School
2-16 Norfolk Road
EPPING, 2121
www.epping-p.schools.nsw.edu.au
epping-p.school@det.nsw.edu.au
9876 1452

School vision

Our vision is to provide a happy, inclusive, safe and stimulating learning environment ensuring that every student is known, valued and cared for in our school. Students will recognise and achieve their fullest potential. They will be prepared for their future and will contribute positively to society.

School context

Epping Public School has existed on its present site for over one hundred years. We acknowledge and pay our respect to the traditional custodians of the land on which Epping Public School is built, the Darug and Guringai Aboriginal people. This year the school has seen the completion of a three storey building which houses 22 classrooms, a library and a special programs room. The student population is rapidly growing and at the end of 2019 there were 680 students with an English Speaking Background population of 93%. The predominant cultures are Chinese, Indian and Korean. More and more of our families live in units.

A significant number of our parents have a tertiary background, value education and have a high expectation of success for their children. Many of our families have both parents working and our before and after school care facilities are well patronised. We have very supportive parents and an active P&C who work extremely hard for the benefit of our students and the wider school community.

Epping Public School has a professional staff, which is well balanced in terms of experience. There are eight members of the executive team with varying degrees of experience in the role. The staff is committed to achieving high quality outcomes and providing a range of experiences.

The school prides itself on its ability to deliver quality programs. We have embraced the challenges of presenting a contemporary, engaging and fulfilling educational program to all of our students, delivered within the context of a growing and changing student population.

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	Excelling
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Delivering
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

Engaging and Supporting Students

Purpose

To establish and embed a supportive, contemporary and progressive learning culture for all students at Epping Public School.

Improvement Measures

100% of students come prepared each day to participate in the BYOD program in Years 5-6.

Achieve 30% of students attending extracurricular activities within the school.

Overall summary of progress

Although 2020 presented a range of challenges due to COVID-19 impacting activities and programs, Epping Public School was able to successfully establish and embed a supportive, contemporary and progressive learning culture for all students.

We met our improvement measures shown in the Tell Them from Me data which indicated that 50% of our Year 4-6 students participated in Extra-curricular programs. Although many of our extra-curricular and sporting programs were curtailed or cancelled our students were still able to take part in a number of pop-up clubs and sporting programs offered throughout the early and latter parts of the year. The participation levels are still below State averages and will hence be a continuing aim into the future plans for the school.

With the welcome support of our families there has been a continuation of full participation of BYOD by our Stage 3 students. The BYOD program meant that all students in Years 5 and 6 were able to more easily transition to the Learning from Home period. New chromebooks were purchased for Early Stage 1. Each class received 10 new devices. These devices simplified the process required to access educational sites to support learning. During Literacy Centres, students can now access Reading Eggs and other applications with ease. Stage 2 students acquired 45 additional laptops and in Term 4, students created a digital presentations demonstrating their newly acquired digital literacy skills. These presentations were able to be shared with parents in the Google Classroom.

Our state of the art classrooms and accompanying Makers Spaces and flexible furniture lent themselves well to providing an engaging environment for students. To complement the physical surroundings, all teachers, including Support staff, continued in their development of teaching in a more open and flexible environment. Professional learning was delivered by the Instructional Rounds team on the different models of Co-Teaching and how these models lent themselves to the different subject areas. Teachers were observed by peers and supervisors and had opportunities to give feedback through surveys and interviews on the practices and impact on student learning and engagement. The majority of teachers indicated that students were more engaged and focused than in previous years.

Students and teachers used the Maker Spaces between classrooms in the new building for independent, small group work and cooperative teaching. Another room in the older buildings was set aside as a Maker Space for use by our Early Stage 1 students who did not have easy access to the Maker Spaces in the new building.

Additionally, all classroom teachers were involved in the production of digital on-line units for Science & Technology, History and Geography and PDHPE. These digital units were expanded to include all Key Learning Areas during Learning from Home and adapted to suit the Google Classroom environment. Teachers collaborated with the EAL/D and support teams and were given planning time to produce these quality units of work and corresponding assessment tasks. Learning goals and I can statements were embedded throughout so that students could take ownership of their learning progress.

A STEM room was created to prepare for the introduction of video editing, additional robotics and design activities.

Teachers participated in introductory professional learning on increasing a students sense of belonging. K-2 social skills clubs were created and all students participated in the Life Skills program focusing on resilience.

Progress towards achieving improvement measures

Process 1:   Establish and maintain a safe learning culture that supports the wellbeing and self-regulation of all students.

Progress towards achieving improvement measures	
Evaluation	**Funds Expended (Resources)**
The Green Team organised weekly lessons for 5 classes and a lunchtime club which included setting up a kitchen garden. The establishment of Kindergarten, Year 1 and Year 2 social skills and playground clubs reached children experiencing difficulty with friendships. Engagement of Mercy Connect volunteers assisted identified students engage in learning. All students participated in Life Skills program on resilience. You Can Sit With Me Posters and resources to accompany professional learning on belonging were created and implemented in the classroom.	Professional Learning Grant from Penrith Lakes Environmental Education Centre Resources for social skills clubs You Can Sit With Me Posters and Wrist Bands **Funding Sources:** • Penrith Lakes Environmental Education Centre ($7666.00) • School & Community Funds ($3300.00)

Process 2:   Engage and up-skill students through an evolving digital learning culture.

Evaluation	**Funds Expended (Resources)**
Full participation by Stage 3 students in the BYOD program. Chromebooks were purchased for Early Stage 1 students. Additional laptops were purchased for Stage 2 students. The school organised for school laptops to be loaned to students with limited access to computer technology during Learning from Home. All students participated in weekly digital technology lessons for one term. Redefining of an area in the old buildings was organised to create a STEM room suitable for video editing, design activities and robotics.	65 Chrome Books for ES1 45 Chrome Books for S2 Charging stations Refurbishment of demountable to become a STEM room **Funding Sources:** • Technology ($80000.00)

Process 3:   Enrich student learning through current and progressive teaching practices.

Evaluation	**Funds Expended (Resources)**
Cooperative Digital Units were created in Science, Geography, History and PDH for all stages. Maker Spaces in the new building were used for small group and independent work and cooperative teaching. We redefined the use of an area to create a Maker Space for Kindergarten students with limited access to the new building. At least one STEM unit linked to multiple subject areas was implemented in all grades.	Professional Learning Preparation time. **Funding Sources:** • School Funded ($20000.00)

Next Steps

- Introduce Social Emotional Learning (SEL) program that links to the Wellbeing Framework, Evidenced Based Practice and the new PDHPE syllabus.

- Strengthen our students' sense of belonging and engagement through evidenced-based strategies such as advocacy, student voice and inclusive practices.

- Increase teacher capability in the digital technologies curriculum through STEM Share kits and PL in STEM and coding.

- Expand the STEM initiatives to include PL in the design process, coding, robotics and the purchase of equipment.

Strategic Direction 2

Quality Teaching and Learning through Best Practice

Purpose

To provide opportunities for staff to consistently engage with professional development and research driven best practice. Staff will engage all students in a challenging, relevant curriculum which focuses on developing individual strengths.

Improvement Measures

Increase the use of formative assessment in teaching and learning as evidenced through teacher programs.

90% of teachers indicate that school systems and structures have supported them to improve their teaching.

Students writing will show an upward trend in NAPLAN data over 2018-2020. 50% of Year 5 students will achieve in the top two bands.

Overall summary of progress

In 2020 quality teaching through best practice continued to be a focus across the school and built on the results and progress achieved to date. There were some important initiatives identified and implemented to drive this focus.

All staff participated in professional learning on evidenced-based practice using the CESE "What Works Best in Practice" research. Teachers reflected on their practice and incorporated ways of embedding the key aspects of the research into programs and strategies. For example, teachers ensured explicit teaching strategies played a prominent role in lesson delivery when teaching alone or in a co-teaching environment. K-2 teachers participated in professional learning on the teaching of phonics and phonemic awareness. A continued emphasis on embedding formative assessment practices such as learning intentions and success criteria was continued and was evidenced in all teaching and learning programs.

Data Walls were thoroughly investigated in preparation for the opening of our Impact Room in the near future. English Conceptual Units were launched targeting a deeper understanding and enhanced engagement of writing by our students. Targeted quality teaching through the identification of specific elements of the Numeracy Progressions and the use of 'I Can' statements allowed formative assessment to inform specific teaching. Finally, clear timetabling, purposeful support and explicit targets facilitated the development of our Early Career Teachers.

Co-teaching continued to thrive in 2020 at Epping Public School. It was evident across all subject areas and in all classrooms. During the year the Instructional Rounds Team, prepared several professional learning opportunities for all staff. This allowed the co-teaching models and co-teaching cycle to be studied and unpacked. The co-teaching models were refined and analysed through staff sharing and reflecting on the strengths of each model. The final product was the EPS Models of Co-Teaching. To further build on the successful implementation of the co-teaching models, 5 members of the Instructional Rounds Team participated in the Lighthouse Project. This project involved networking with other schools and critically reflecting on a similar focus of practice using evidence collected from staff and sharing experiences in the implementation of co-teaching at our respective schools. A survey conducted with all teaching staff indicated that they were very comfortable in the co-teaching element of planning. More professional learning was desired in the element of debriefing. Additionally, the survey indicated that all teachers were involved in some aspect of co-teaching across the school.

Investigation of the Data Wall continued in 2020. This involved the formation of a Data Wall Committee, school visits and professional learning surrounding non-negotiable beliefs to improve all students outcomes. The committee sourced materials to be used for the outfitting of a dedicated space that will become the Impact Room. Student cards were created and conference templates prepared. Whole school professional learning led to the identification of shared beliefs and vision held by our staff.

The English Textual Concepts were launched in 2020. Extensive professional learning across the school occurred and the use of QTSS time to plan units. The Literacy Instructional Leader supported the planning and implementation of these units across the school. The implementation of the English Textual Units occurred to allow clear links and mapping of the English Syllabus with teaching and learning. The organisation of content supports a deeper understanding of the content taught. Quality texts were selected to further enhance student connections with the content and allowed for multiple readings to unpack and develop critical literacy skills. The Epping Writes program was integrated into the concept units furthering enhancing this approach. Student engagement has increased with the implementation of the concept units and the clear focus of Epping Writes. Staff feedback has been overwhelming in support of this.

An increased focus on formative assessment to inform teaching and learning led to the implementation of the National Numeracy Progressions. The Numeracy Committee planned and led whole school professional learning unpacking and upskilling staff. Formative assessment was planned to determine suitable entry points for students and the success of the teaching and learning. QTSS time was used to plan a sequence of lessons with a focus on measurement and geometry informed by the National Numeracy Progressions. Upon reflection, staff agreed that the time spent utilising the progressions resulted in targeted teaching at the identified point of need.

Progress towards achieving improvement measures

Process 1: Implementing, monitoring and evaluating Epping Public School's curriculum initiatives in Big Writing, formative assessment and Project Based Learning.

Evaluation	Funds Expended (Resources)
English Conceptual units were created to complement the Epping Writes programs. EAL/D teachers contribute to units of work to adjust for students with language backgrounds other than English. Students and teachers created learning goals linked to the English and Numeracy progressions.	**Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($25000.00)

Process 2: Refine and improve whole school approaches to the use of Information and Communication Technology.

Evaluation	Funds Expended (Resources)
All teachers and students used Google Classroom, Jam Board, Zoom to increase collaboration. All classroom teachers, EAL/D, full-time support staff and the majority of part-time teachers were provided with a laptop to support online teaching and learning activities and communication such as Google Classroom. What's App Groups for different purposes and members were set up to streamline communication amongst staff.	Addtional laptops and monitors staff **Funding Sources:** • Technology ($15000.00)

Process 3: Refine school systems, including accreditation and professional development to inform teaching and learning.

Evaluation	Funds Expended (Resources)
Stage 3 teachers and their classes participated in lesson studies for mathematics to refine practice. Planning time was provided for teachers to collaborate on quality mathematics programs. Teachers were provided with common grade RFF time to support collaboration on planning, programming, assessment and lesson reflections. The school established learning pods and zoom groups for Professional Learning during COVID restrictions.	Lesson Study Common planning and programming time **Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($25000.00)

Next Steps

- Implementation of Data Walls across K-6 focusing on reading and comprehension assessment growth and attainment.

- Professional learning to be delivered to increase staff capabilities in analysing assessment data in order to inform teaching and learning

- Implementation of whole school digital Numeracy tracking assessment

- Professional learning to be delivered to increase staff understanding of high quality assessment

- Begin the process of creating assessments in which all students including (EAL/D and Support) can demonstrate their learning

- Continue to embed evidenced based practice within professional learning

- Set up a Co-Teaching Network in our region to extend and share our knowledge and practices with staff in schools

Strategic Direction 3

Dynamic and Collaborative Community Engagement

Purpose

Strengthen collaborative and dynamic partnerships between students, staff, families, community and other organisations to support and develop students and the school community.

Improvement Measures

Increased numbers of parents and community members reporting that they are accessing relevant information from our school and in a timely manner.

Increased parent acknowledgement of access to information about their child's education and the redevelopment of the school.

A partnership is developed with the local Indigenous people and one external organization at Epping Public School.

Overall summary of progress

The Covid 19 pandemic impacted significantly on community engagement in our school. However, teachers, parents and members of our wider community all worked together to ensure that all members of our school community could stay healthy and safe by collectively putting in NSW DET guidelines and procedures. Innovative strategies were established and allowed our dynamic and collective community engagement to be extended throughout the year.

All three of our improvement measures were met. Tell Them From Me Data indicated that parents felt that they could speak to their child's teacher (8.0), were well informed about school activities ((7.8), and found written communication from the school clear and in plain language (8.2). This was up on previous year.

Despite the difficulties of the year, some aspects of communication between school and home were able to move forward. Some actions we took towards improving this was cementing the School Bytes application as a major platform for communication, continued use of the SkoolBag app, introducing Zoom conferences and Google Classroom across the school.

The School Bytes application is a communication solution enabling parents to receive information directly. During 2020, we extended the range of communication that was delivered using the School Bytes application including invoices, newsletters, permission notes, parent requests and detailed information about upcoming parent and student events.

The school used both School Bytes and SkoolBag to regularly and effectively inform parents about the current Covid 19 guidelines and their implications for school practice and routines.

Zoom conferences were introduced for the P&C meetings and to allow community focus groups to give feedback about wellbeing and teaching and learning programs. Parent/ Teacher interviews were conducted over Zoom and were supported by phone calls and interpreters when requested.

During the Learning From Home period, teachers planned digital lessons using Google Classroom for all students at school and those at home. Students and parents could use this platform to ask questions or seek help from their child's teachers on particular learning activities.

The school held a number of community events in the early and latter parts of 2020. These included:

- Celebration of the opening of our new school by participating in afternoon and Saturday Open Days. Parents were keen to walk through our new building and ask questions about the changes in classroom environments.
- A face-to-face parent forum on reading during Term 1
- Kindergarten Orientation was organised for students of 'Kindergarten 2021' over three sessions. Parents were invited on site for brief presentations and information sharing.
- All Presentation Day celebrations, end of Year Talent Quest and Leaders Speeches were live streamed so as to reach as much of our community as possible. Parents of special award winners at the Presentation Day ceremonies were able to attend in person.

To help celebrate the 2020 NAIDOC theme 'Always Was, Always Will Be' students learned to say "Worimi", the Darug word for 'hello' and used Tyrown Waigana's winning poster design to explore First Nations people's cultural and spiritual connection to the land and how they have occupied and cared for this continent for over 65,000 years. Children on the Green Team

After successfully applying for and gaining a grant from the Penrith Lakes Environmental Education Centre, the Kitchen Garden committee implemented an excellent new initiative that provided students with a beautiful area of fresh greenery that they have had the responsibility of looking after and nurturing. Additionally, this program will develop students' knowledge of the environment and addresses the cross-curricular priorities of Aboriginal and Torres Strait Islander histories and culture, as well as sustainability. The program has many cross KLA links and acts as an opportunity for student wellbeing.

Progress towards achieving improvement measures

Process 1: To provide relevant information and communication for parents.

Evaluation	Funds Expended (Resources)
School Bytes emailing app was introduced to the school community to increase reach of notes, newsletters and messages. Community focus groups via Zoom were conducted to elicit feedback on wellbeing and teaching and learning programs.	**Funding Sources:** • School Funds ($4598.00)

Process 2: To facilitate parent and broader community participation in the school to develop positive connections.

Evaluation	Funds Expended (Resources)
Parent/Teacher interviews conducted over zoom to counteract face-to-face restrictions. Presentation Days were live streamed so that all families were able to attend the event virtually.	**Funding Sources:** • School Funds ($1364.00)

Process 3: To promote parent and community consultation associated with the school redevelopment.

Evaluation	Funds Expended (Resources)
Culminating Open Day for community to visit the the new building just prior to COVID restrictions.	

Next Steps

- Implement morning greeting at the Gate, involving executive staff and EAL/D members.

- Continue to explore the effectiveness of communication platforms with parents and promote their use.

- Provide Professional Learning on Advocacy - Consider why it is important and how to improve advocacy at school.

- Welcome Pack for families with inductions conducted twice a term.

- Re-establishment of the school tour (post Covid). Schedule twice a term (Week 2 and Week 7).

- Identify multilingual signage that is required around the school.

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	**Funding Sources:** • English language proficiency ($37 688.00)	An EAL/D teacher assigned to work closely with each stage to facilitate collaboration with classroom teachers in planning and programming units of work making necessary adjustments. Professional learning provided by EAL/D team to all teachers on the EAL/D progressions.
Low level adjustment for disability	Additional Support Teacher time x 2 days per week. Additional School Learning & Support Officer x 5 hours per week. **Funding Sources:** • Low level adjustment for disability ($38 204.00)	Funding used to support students in Early Stage 1 through to Stage 3 in intensive literacy and numeracy programs. Support teachers provided small group support during writing, literacy and mathematics Groups. Students were supported in reaching literacy and numeracy goals. Three social skills/playground groups were organised for K-2 students. Learning and Support Officers were trained in delivering Minilit program to provide intensive reading instruction for identified Stage 1 students. Our School Learning & Support Officers provided assistance to a number of students with learning needs in their classrooms and on the playground.
Quality Teaching, Successful Students (QTSS)	**Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($108 837.00)	Planning and production of English Conceptual units for each stage. Development of "I can statements" for students linked to the Numeracy Progressions. Lesson studies in Geometry and Measurement carried out and high quality lesson sequences produced. Executive release time for administration, supervisory duties, professional learning, organisation of events and day-to-day operations.
Socio-economic background	Money allocated to identified students to ensure access to the curriculum. **Funding Sources:** • Socio-economic background ($6 103.00)	Over 30 students received some type of financial support to access the curriculum.
Support for beginning teachers	**Funding Sources:** • Support for beginning teachers ($152 000.00)	Early Career teachers were provided with additional RFF to prepare lessons, meet with and observe mentor teachers, write reports and attend online professional learning. The Beginning Teachers were also observed by their supervisors and mentors and given feedback on practice. The additional time was also used for work on their accreditation at Proficient.
Targeted student support for refugees and new arrivals	**Funding Sources:** • Targeted support for refugees and new arrivals ($220 000.00)	EAL/D teachers were appointed to support NAP students in intensive programs of support in the acquisition of English language. 70% of students progressed from the Beginner phase to the Emerging phase.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	249	283	312	353
Girls	210	266	319	344

Student attendance profile

School				
Year	2017	2018	2019	2020
K	96.3	94.1	96.2	92.7
1	97	96.1	93.1	92.7
2	95.7	96.6	95.4	93
3	96.6	97.3	96.8	95.1
4	96.6	97.8	94.8	95.7
5	97.6	95.9	96	95.3
6	96.2	94.2	93.9	94.1
All Years	96.6	96	95.1	94
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
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	29.35
Literacy and Numeracy Intervention	0.4
Learning and Support Teacher(s)	0.4
Teacher Librarian	1.2
Teacher ESL	4
School Administration and Support Staff	4.26

*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	914,247
Revenue	6,789,876
Appropriation	6,519,000
Sale of Goods and Services	4,124
Grants and contributions	261,188
Investment income	2,564
Other revenue	3,000
Expenses	-6,720,810
Employee related	-6,091,741
Operating expenses	-629,069
Surplus / deficit for the year	69,066
Closing Balance	983,314

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	87,814
Equity Total	563,285
Equity - Aboriginal	0
Equity - Socio-economic	6,103
Equity - Language	475,224
Equity - Disability	81,958
Base Total	4,694,725
Base - Per Capita	151,758
Base - Location	0
Base - Other	4,542,967
Other Total	723,434
Grand Total	6,069,258

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

Each year students, teachers and parents provide feedback through the Tell Them From Me Surveys which seek to gauge student engagement, provide information on key drivers of student learning and to give feedback from parents on their perception of positive relations between the school and home. The major findings from the surveys are outlined below.

STUDENTS

There were 247 students in Years 4, 5 and 6 who completed the survey in October 2020 in the broad categories of social, institutional and intellectual engagement. Key results include:

Areas of strength where the responses indicated that the school performs above NSW Government norms include:
- Students with positive behaviour at school
- Students with positive homework behaviours
- Students with positive relationships
- Effective learning time where concepts are taught well and class time is used efficiently.
- Relevance of classroom instruction to their daily lives
- Positive learning environment
- Staff expectations for success
- Student perseverance levels
- Percentage of students who are victims of physical, social, verbal or internet bullying is pleasingly below NSW Govt Norms.
- Positive teacher-student relations

Areas where the responses signalled that our school was below NSW Government norms include:
- Student participation in sports
- Student participation in extra-curricular activities
- Students with a positive sense of belonging
- Students who are interested and motivated in their learning

TEACHERS

The survey uses a 10 point rating scale for different elements across a number of broad categories. Forty teachers including permanent, temporary, full-time and part-time staff provided feedback in this survey.

Areas where the responses indicated that our school was performing well include:
- Leadership
- Collaboration
- Learning culture
- Teaching strategies

Areas where the responses signalled that our school could be doing better include:
- Using data to inform practice
- Technology
- Inclusive of students with special learning needs
- Parental involvement

PARENTS

The 'Partner in Learning' Parent Survey provided feedback about the extent to which our parents feel the school supports learning and positive behaviour and the extent to which it promotes a safe and inclusive learning environment. The survey used a 10 point rating scale for different elements within 7 broad categories. 147 parents responded. From the collated results come the following findings:
- In each of the broad categories the school has performed above NSW Govt norms and has improved on the 2019 survey results in each broad category.
- The vast majority of parents believe that their child is more motivated to learn since moving into the new building
- The vast majority of parents have expectations that their child will attend University.
- The vast majority of parents believe that the school is well maintained and is a welcoming environment.

Some sub-categories where the school is perceived to be doing well include:
- Children are encouraged to do their best work by both teachers and parents
- Teachers show an interest in their child's learning
- Teachers take account of their child's needs, abilities and interests
- Reports are written in terms parents understand.
- Parents can speak easily with their child's teacher

- The school's administrative staff are helpful.
- Children are clear about rules for school behaviour.
- Children feel safe at school

Some sub-categories where the school could improve include:

- Informing parents about opportunities concerning their child's future
- Parent activities to be scheduled at times when parents can attend.
- Parents discuss with their child how well their child is doing in his or her classes
- Behaviour issues could be dealt with in a more timely manner
- Teachers try to under the learning needs of students with special needs

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.