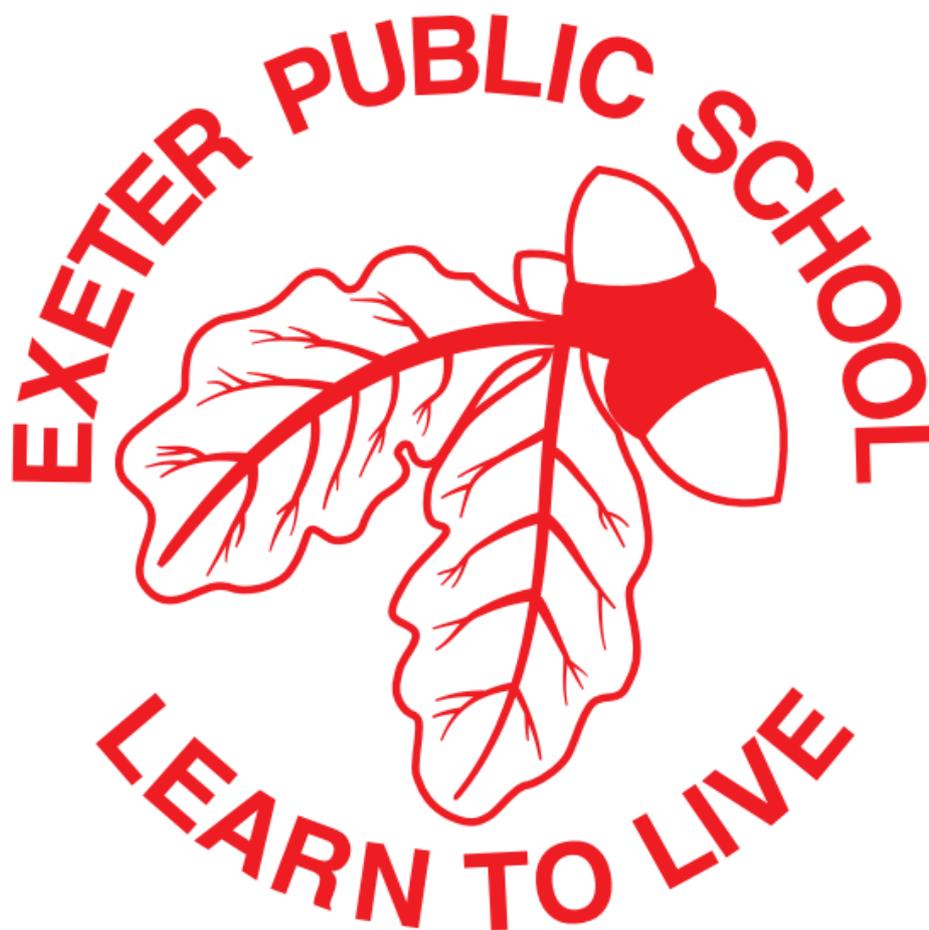


2020 Annual Report

Exeter Public School



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Introduction

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

Exeter Public School

We are committed to providing our students with the best possible opportunities in all aspects of school life.

We will achieve this through creating a culture of high expectations and support delivered by high performing staff in an inclusive, safe and nurturing school community.

Our students are the future.

School context

The school serves the small village of Exeter. It is the only school in the village, which has a population of around 600 people. The enrolment of 145 students is drawn mainly from the village and surrounding rural properties.

Our school is child-centred and our aim is to provide the best educational experience for each child to allow them to achieve their full potential in a safe, happy, friendly and stimulating environment. We value our partnership with the local school community and welcome their participation in the school.

Exeter Public School retains its rural and small school character. Our students develop caring and supportive relationships between the various age groups within the school.

Exeter Public School prides itself on its Positive Behaviour for Success values of Respect, Responsibility and Safety in all areas. Students are encouraged to incorporate these values into their educational journey at Exeter Public School.

Students also pride themselves in following the school pledge which is recited every morning at assembly.

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>

Strategic Direction 1

Quality Teaching

Purpose

To build the capacity of teachers through shared expertise, to respond to the identified needs in literacy and numeracy.

Improvement Measures

Increased % of students average scaled score in PAT Reading.

Increased % of students average scaled score in PAT Maths.

Progression of all Bong Bong schools towards excelling in the elements of Learning and Development and Data Skills and Use, as evidenced in the School Excellence Framework SAS 2020

All staff engage in professional dialogue, collaborative practice and data use as measured by confidence / satisfaction surveys.

Progress towards achieving improvement measures

Process 1: Collaborative Practice

Planned combined professional learning meetings across BBLC. BBLG collegially developed protocols for observations and feedback. Teachers participate in classroom planning, observations and feedback across the BBLC schools based on PDP goals aligned to the Professional Standards. Planned stage based meetings for consistent teacher judgement.

Using Data to Inform Practice

Collection of baseline data across schools in the form of surveys. Quality professional learning provided to teachers in the effective use of data. All schools to complete PAT comprehension and Maths in term 4. Regular stage meetings for teachers to share and analyse data.

Evaluation	Funds Expended (Resources)
<p>Due to COVID-19, the Bong Bong Small Schools did not meet as planned. Our staff met regularly to support each other in the curriculum provisions for home learning, with great success. Our staff quickly adapted to Google Classroom, using Zoom and other online resources to support learning at home.</p> <p>Our school based internal assessments showed a growth that was lower than average fro Semester One, however, increased to meet the average growth for Semester Two.</p> <p>Our staff met regularly in Term 4 to analyse PAT reports to inform the 2021 school year planning. Our average scaled score decreased from 2019-2020 in:</p> <p>Reading 120 to 112.7</p> <p>Maths 120 to 117.6</p> <p>Although growth was achieved, our scaled score was lower than in previous years.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• (\$10540.00)

Next Steps

Continue to use PAT assessment data to drive student learning. Triangulate this data with the Check-In Assessments and other internal data to drive student performance.

Provide time for staff to collaborate in planning for learning.

Strategic Direction 2

Quality Learning

Purpose

To build staff, student and community knowledge on how students learn, with a focus on visible learning strategies and building resilience.

Improvement Measures

Every student will enhance knowledge and strategies to build resilience, as measured in student surveys in Term 4 each year.

Every class will implement Learning Intentions and Success Criteria (LISC) for literacy and numeracy lessons.

Parents have an increased understanding of topics presented at parent workshops, as evidenced by parent surveys.

Progress towards achieving improvement measures

- Process 1:**
- Parent Information Workshops.
 - Bounce Back implemented in every classroom every week.
 - LISC and Visible Learning strategies evident in every classroom.

Evaluation	Funds Expended (Resources)
Due to COVID we did not hold any parent information sessions in 2020. Based on the evaluation of Bounce Back, it was determined that Second Steps be the focus for social/emotional learning. Strong planning has been underway to ensure this is taught consistently from 2021 onwards, including parent information sessions.	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$4851.00)• (\$0.00)

Next Steps

Plan for parent information sessions in literacy, numeracy, technology and social/emotional learning.

Develop a communication and engagement plan to have clear boundaries and paths for positive communication to occur.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$6 888.00) 	This money was used to support students' learning through the employment of a School Learning Support Officer (SLSO). Funds were also used to subsidise school cost for Aboriginal students, engage the local Aboriginal community and purchase resources to support the teaching of Aboriginal perspectives in all classes.
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$46 504.00) 	This funding was used to employ our learning and support teacher (LAST) and student learning support officer (SLSO).
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$26 362.00) 	This funding was used to cover off-class time for the teaching principal work with staff to ensure assessment practices and classroom teaching practices are aligned to best practice. The Teaching Principal also took classes where needed for staff to have time for planning.
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$9 937.00) 	This funding was used for: <ul style="list-style-type: none"> - Student Assistance Funds - Exec release to run Little Bookworms transition program - Purchase classroom teaching resources to support students learning - Additional SLSO time to support student learning

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	65	67	70	73
Girls	66	73	72	66

Student attendance profile

School				
Year	2017	2018	2019	2020
K	96.9	93.5	94.4	93.8
1	95.7	96.4	94.3	95.9
2	95.7	95.3	94	92.4
3	96.3	95.5	92.6	96.3
4	95.9	96.1	91.8	93.3
5	95.8	96.9	91.9	93.5
6	93.9	93.2	94.7	92.9
All Years	95.8	95.4	93.2	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
Assistant Principal(s)	1
Classroom Teacher(s)	4.79
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.4
School Administration and Support Staff	1.71

*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	196,141
Revenue	1,445,684
Appropriation	1,363,399
Grants and contributions	82,043
Investment income	242
Expenses	-1,533,239
Employee related	-1,380,842
Operating expenses	-152,397
Surplus / deficit for the year	-87,555
Closing Balance	108,587

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	16,514
Equity Total	63,330
Equity - Aboriginal	6,888
Equity - Socio-economic	9,937
Equity - Language	0
Equity - Disability	46,504
Base Total	1,175,502
Base - Per Capita	34,152
Base - Location	4,748
Base - Other	1,136,602
Other Total	59,780
Grand Total	1,315,125

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

Our school did not participate in TTFM this year.

We frequently seek information from parents about school satisfaction in an informal ways through meetings and conversations during drop-off and pick up times. We conducted community consultation in the form of focus groups via Zoom in late 2020, which gave us clear directions for the 2021-2024 School Planning cycle.

Parent satisfaction is high, although there is a clear need to recommence parent information workshops on topics such as literacy/numeracy, technology and social/emotional learning.

This is an area of focus for 2021, as we are now signed up to TTFM for students, staff and parents.

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.