

2020 Annual Report

Fairy Meadow Public School



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Introduction

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

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

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Message from the principal

As we all know 2020 was a tough year. This was particularly evident for our students and teachers who rose to the challenges in a disrupted year that included seven weeks of remote learning due to COVID -19. For our students this was a unsettling time. I don't think there has ever been a year with so much confusion and uncertainty, however the staff and families of Fairy Meadow Demonstration School continued to support the learning of every student and work tirelessly to maintain relationships and well-being. Every student known, valued and cared for was an understatement, as staff worked to ensure that remote learning was effective and continued to support the learning of every child.

Programs continued under tight guidelines and restrictions as we navigated a way forward in a very different world. The staff collaborated and supported each other to continue to support the educational and well-being needs of our students.

Education in 2021, requires a transformation of what we see as best practice and how we execute it.. Student engagement, deep learning and making authentic connections with the global world through the use of play, technology and 4C's will allow us to re-imagine how we do things in a creative and collaborative way. Students need to think for themselves and be co-owners of their learning to ensure that they can critically reflect on their social, emotional and cognitive learning.

I look forward to continuing our transformative journey to best support and educate our learners, in the unpredictable, changing global world that we live in.

Alison Rourke

Principal

School vision

Fairy Meadow Demonstration School (FMDS) works together as a dynamic learning community for student success and achievement in an innovative, stimulating, complex and challenging environment. Every student is engaged through quality, explicit teaching and learning and has the exciting opportunity to become a successful learner. We support each and every student to become confident, happy, valued and creative individuals who will grow to be active and informed citizens who strive to reach their individual potential.

At FMDS we deliver excellence, success and opportunity.

At FMDS we are safe, respectful and responsible.

At FMDS we learn to live.

School context

Fairy Meadow Demonstration School is situated in the northern suburbs of Wollongong and the Illawarra approximately 80km south of Sydney. FMDS has classes from Preschool to Year 6 with a current enrolment of approximately 400 students, 55% of which is boys. The school has a support unit of four classes K-6 meeting the learning needs of students with mild, moderate or severe intellectual and physical disabilities. Although these students have their own classes they are integrated with mainstream students in learning opportunities including Student Representative Council, school assemblies and special events, sport and performing arts, including choir and dance. The school enrolment includes 32% of students with a non-English speaking background and 5% of students of Aboriginal and Torres Strait Island background. FMDS has a strong teaching emphasis on the core subjects of English and Mathematics while delivering a wide variety of opportunities to students in a supportive and inclusive learning environment. Our school has a commitment to deliver quality teaching, to challenge students, to deliver success in terms of student learning outcomes by engaging every student in every class and to build community partnerships. FMDS maintains strong partnerships with the University of Wollongong (UOW) delivering authentic learning opportunities for pre-service teachers within the school's classrooms from preschool, mainstream K-6 and support classes. The Illawarra Woodworkers Group volunteers to offer students, identified at risk of disengagement from learning, real opportunities to learn in woodwork classes one afternoon per week. FMDS is an active member of the Keira Community of Schools (COS) with Keira High School being our local high school.

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

Strategic Direction 1

Leading Learners - Creating a culture of aspirations and lifelong skills.

Purpose

To improve student learning through the delivery of consistently high quality and differentiated teaching practice across all key learning areas that demonstrates pedagogical excellence based on research. This will be facilitated through the development of internal and external professional community teams.

To ensure assessment data will drive innovative practices and promote student engagement, problem solving skills and the ability to think, resulting in measurable growth for all students.

The school works in partnership with the UOW to enable explicit systems that facilitate professional dialogue, observations and mentoring.

To facilitate quality assessment by knowing where learners are in their learning, where they need to go and how best to get them there.

To facilitate differentiation by teachers extending their professional knowledge and practice to improve each and every student's learning outcomes and wellbeing.

Improvement Measures

- Increase the number of students in the top two bands in writing.
- Increase the number of students in the top two bands in numeracy:
- All students show growth in literacy and numeracy in school based assessments.
- All Aboriginal students are monitored, tracked and supported to maximise their learning potential.
- All teachers' teaching and learning programs demonstrate evidence of differentiation for student needs.
- Targeted students are supported with ILPs, PLPs, G&T, STEM, LST intervention and demonstrate improved learning.
- Highest achievers are identified and provided with opportunities to maximise their learning potential.
- Increased effective use of Assessment for Learning strategies, including formative assessment and visible learning by students and teachers.
- Preschool children self-regulating on set expectations.

Progress towards achieving improvement measures

Process 1: Analysis of Assessment Data

- PLAN software and progressions will be utilised to support all staff to better meet the needs of all students. PLAN and SMART data will be used to analyse areas for improvement and success of NAPLAN target groups.
- Collaboratively develop and implement quality assessment practices to inform ongoing planning and teaching.
- Teachers participate in sharing sessions for effective strategies, resources, tracking and feedback.
- Update reporting practices in line with DoE policy.

Evaluation	Funds Expended (Resources)
The COVID- 19 pandemic impacted greatly on data analysis as collaboration teams were unable to meet in our Spiral of Inquiry mode. Data was collected and shared with stage teams as they worked remotely to determine what would be required to meet the future directions of the learners. Interventionists were employed to support the teaching of students once remote learning ended with the aim to bridge the gaps that may have occurred during this time. Reporting to parents was simplified for semester one however semester two was a full report including student voice.	Interventionist roles Spirals of Inquiry Funding Sources: <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$75475.00)

Process 2: Differentiation

- Students are engaged in lessons that are adjusted for differences in abilities including Gifted and Talented, and for students with disabilities.
- Students achieve success through differentiated lessons where a clear intention and criteria for success is stated.

Progress towards achieving improvement measures

- Process 2:**
- Targeted stage assessment groups that focus on an identified area for improvement..
 - Establish links with Keira COS and share ideas and resources.

Evaluation	Funds Expended (Resources)
<p>Work continued alongside Jann Farmer-Hailey remotely for 2020. Staff expertise in planning, programming, implementing and evaluating allowed for more explicit teaching of skills and differentiated programs to be incorporated into English.</p> <p>Differentiation of activities was supported by clear learning intentions and success criteria given to students and a focus on formative assessment and timely feedback.</p>	<p>Classroom teacher release to attend PL.</p> <p>Purchasing resources to support the programs.</p> <p>Professional Learning course fees.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$10000.00)

Process 3: Improved pedagogy using research based programs

Focussed and innovative professional learning that improves the teaching of literacy and numeracy including; Inquiry based English programs, formative assessment and the introduction of the Literacy and Numeracy Progressions. Engage in Spirals of Inquiry, an instructional leadership model of coaching, practice analysis conversations, tiered interventions and co-teaching, to improve student learning and value the practice of collaboration for staff.

Evaluation	Funds Expended (Resources)
<p>Ongoing evaluation of teaching and learning occurred through the Spirals of Inquiry collaboration model. We continued to showcase this process across the Illawarra and other local regions. The continuation of 4C Transformative Schools learning occurred including eight local schools in the learning funded by a Schools Plus grant awarded in 2019. Professional learning in this area has seen a shift in the pedagogical understanding for staff and the development of 4C skills supported by a disposition wheel as the lens of how we teach students at our school.</p>	<p>Teacher release for Spirals of Inquiry.</p> <p>Grant funds from Schools Plus for 4C Transformative Schools learning to continue.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$15000.00)

Next Steps

Our focus from the WWB document for 2021-2024, will be high expectations, explicit teaching, effective feedback, assessment (formative) and well-being. Classroom management and collaboration practices will continue to be a part of our plans but are embedded in practice. Professional Learning will be authentic and allow for choice and personal growth. The curriculum changes over the next two years will have a large impact on the professional learning opportunities that are provided to staff. We will continue to work alongside the 4C's Transforming Schools team, Jann Farmer- Hailey, Halbert and Kaser with Spirals of Inquiry and Reggio Emilia's work on early learning and discovery play. Executive staff will receive coach training through Dan Haesler's Growth Coaching model and we will create links with our Community of Schools in English and mathematics to share expert knowledge and focus on the High Potential and Gifted Education policy.

Strategic Direction 2

Excellence in Teaching - Embedding a culture of high expectations through explicit, quality teaching using evidence based strategies.

Purpose

To foster a school culture of high expectation with students, staff and parents.

To develop quality teachers and leaders who deliver excellent instruction everyday across all curriculum areas. Teachers activate learning, working in a collaborative manner to produce rich curriculum through targeted professional learning.

To facilitate assessment for learning, to learn and about learning and ensure it will be practised. Individual students will reach their potential to become productive and successful citizens now and in the future.

Improvement Measures

- Implement and review FMDS Curriculum Plan and Scope & Sequence in Writing, Spelling and Mathematics.
- University of Wollongong DEMs Programs implemented and reviewed.
- All classrooms demonstrate effective and ongoing Assessment for Learning and formative assessment strategies.
- Research best practices and implement pedagogical changes where required
- Increased evidence of critical and higher order thinking in all classrooms supported by G&T, STEM and 4C's learning.
- Evaluate newly amended Aboriginal perspective units and RAP Action Plan.
- PBL and wellbeing data reflects positive growth in all areas.
- Review Preschool QIP.

Progress towards achieving improvement measures

Process 1: Curriculum

- Revise and review the curriculum areas of writing, spelling & mathematics K-6.
- Deliver and share dynamic Teaching & Learning programs across all KLAs as well as strategies in assessment (formative, summative and feedback).
- Preschool utilise EYLF and ELSA to plan and implement quality learning experiences and assess children outcomes.

Evaluation	Funds Expended (Resources)
<p>The COVID-19 pandemic impacted on the implementation of all planned professional learning however;</p> <ul style="list-style-type: none">• Quality Improvement Plan (QIP) evaluated and goals set for 2020. Focus on environment, communication with families, programming and environmental education.• MathsBurst program was successful in stage 2 and 3 to improve the spacial awareness and understanding of mathematical concepts for students. 100% of students improved by average expected growth.• Spelling scope and sequence was altered to support the learning needs of the students identified by assessment. K-2 staff working on a scope and sequence that embeds phonological awareness and effective reading strategies.	<p>Funding of professional learning.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Literacy and numeracy (\$8265.00)

Process 2: Learning and Development

- Teachers use embedded and explicit systems for professional dialogue, collaboration and observations.
- Teachers model highly effective practices and strategies to UOW students.
- Staff professional learning addresses effective strategies to improve their teaching and learning, particularly in the area of future focussed learning through 4C's Transforming Schools, formative and summative assessment and feedback for assessment purposes.
- Mentoring and coaching opportunities to improve teaching and develop aspiring leaders.
- Preschool and AP P-2 liaise with P-2 DoE Officer for mentor, coaching to support quality practices.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

University of Wollongong (UOW) demonstrations were unable to continue due to COVID-19 pandemic.

Preschool transformation was completed with the playground environment completed in 2020. Pedagogical changes to meet the growing needs of our contemporary learners was investigated and implemented in 2020.

Differentiated professional learning for staff was a great success as staff chose an area of interest to learn about and a presentation of the learning was delivered to all staff at the end of the year.

Teacher release days for professional learning.

Funding Sources:

- Socio-economic background (\$5000.00)

Next Steps

Our focus from the WWB document for 2021-2024, will be high expectations, explicit teaching, effective feedback, assessment (formative) and well-being. Classroom management and collaboration practices will continue to be a part of our plans but are embedded in practice. Professional Learning will be authentic and allow for choice and personal growth.

Strategic Direction 3

Leading - Developing effective leadership capacities to promote a positive school culture, supporting student and community engagement through a shared strategic vision.

Purpose

To maintain a focus on authentic, distributed, instructional leadership by establishing a professional learning community focused on continuous improvement of teaching and learning and improved student learning outcomes.

To create an environment that encourages the community to be active participants within the school. Deep, genuine, shared connections will enrich and expand the lives of learners.

Improvement Measures

- Increased leadership capabilities and capacity, teaching and leadership standards, leadership profiles, roles and responsibilities.
- Tell Them from Me data analysed annually.
- Improvement in parent participation in Tell Them from Me survey.
- Increased parental engagement in school activities and programs to support children's learning eg. Meet the Teacher attendance data, P&C.
- Increasing enrolment trends for Preschool and Kindergarten following effective transition programs and positive school profile. Preschool review of NQF QA 6 & 7.

Progress towards achieving improvement measures

Process 1: Leadership Roles

- Promote leadership roles within teaching staff through TPL and PDP's and actively promoting higher levels of accreditation.

Evaluation	Funds Expended (Resources)
Interested staff attended professional learning on higher levels of accreditation. Lead teacher completed maintenance. Three teachers were accredited at proficient level. Two beginning teachers utilised funds to observe others teachers practice, be mentored by professionals inside and external to the school and work collaboratively with a team.	Teacher release days. Professional learning courses. Funding Sources: <ul style="list-style-type: none">• Support for beginning teachers (\$20000.00)• Professional learning (\$3000.00)

Process 2: Wellbeing Support

Accessing research based programs and experts to identify and source expertise that provides tailored programs and interventions, supporting wellbeing and learning.

Evaluation	Funds Expended (Resources)
Many aspects of our planned activities were hindered by the impact of the COVID-19 pandemic. Our PBL team continued to be one of the strongest and most influential teams in the school. Our quiet play areas were refurbished and our Aboriginal Yarning circle was completed.	Yarning Circle completed. Refurbishment of quiet play areas. Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$10000.00)• Aboriginal background loading (\$20923.00)

Process 3: Build effective community partnerships by establishing:

- Effective transition programs,
- Ongoing learning partnerships,
- Forum for parent voices,

Progress towards achieving improvement measures

- Process 3:**
- Parent meeting spaces,
 - Specific strategies for difficult to reach families and
 - valuing skills and expertise of community members.

Evaluation	Funds Expended (Resources)
<p>The COVID-19 pandemic impacted greatly on our parent engagement activities, however new processes and platforms needed to be introduced to support the learning of our students and maintain engagement in 2020.</p> <p>Parent engagement was a place of new learning and investigations into effective online platforms for communication began. Facebook had a significant increase in followers and communication about children's learning became a focus of the posts. Seesaw, Dojo and Kinderloop became prominent platforms for communication.</p> <p>Transition to school programs for preschool and kindergarten were held with three sessions of transition for kindergarten and four for preschool. These transition programs were modified and compliant with COVID-19 regulations.</p> <p>Parent involvement in evaluation of the year was conducted through Tell Them From Me surveys and phone calls to families seeking feedback.</p>	<p>Purchasing online platforms</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$5000.00)

- Process 4: Active student welfare teams**
- Active, efficient and responsive Learning Support Team, PBL Team and Aboriginal Education Team led and driven by aspiring leaders to strongly support teachers and targeted children.

Evaluation	Funds Expended (Resources)
<p>The EAL/D teacher worked with 40 students K-6 and delivered in class support as well as withdrawal group support in English and mathematics. Refugee students were supported additionally and offered one on one support where required.</p> <p>Aboriginal Education funds were used to create a Yarning Circle and an SLSO to support PLP's in classrooms.</p> <p>Low level adjustment for disability funds employed an SLSO to work in stages 2 and 3.</p> <p>PBL and LST teams were expertly led to function as very productive teams who kept their core business centred around children and their learning and well-being.</p>	<p>Staffing costs</p> <p>Construction of Yarning Circle</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • English language proficiency (\$61666.00) • Low level adjustment for disability (\$47434.00) • Integration funding support (\$30000.00)

Next Steps

Relationships with our school community will be enhanced to create a partnership in learning opportunity and to showcase the work of our students. We will promote the school and find opportunities to demonstrate and celebrate success to the wider community. Student leadership and ownership of learning will continue to be promoted and researched through agency and voice opportunities, especially in the learning domain. Feedback, not only on what they are learning and where to next, but also feedback on their development of the nine disposition skills required to be 4C learners, will be given. The focus on high expectations for what students produce will provide a platform for improvement and innovation. We will aim to create more inclusive and collaborative family-school-community partnerships.

Our world is a forever changing world that requires a different mindset of teaching and learning to achieve the greatest potential for future global citizens. Sustainability education can be fun, engaging and empowering for students. It allows them to take responsibility for their actions and to contribute their vision for a sustainable future. Sustainability is not a separate subject - it is embedded across all relevant learning areas. Sustainability is important for many reasons including: Environmental Quality - In order to have healthy communities, we need clean air, natural resources, and a nontoxic environment.. Sustainability aims to use our resources efficiently to benefit our community. Permaculture is modelled on the relationships found in nature. The term was coined by Bill Mollison (permanent agriculture and permanent culture). More specifically it is the design of agriculturally productive ecosystems which have diversity and

stability while considering the existing environment and natural ecosystems. True permaculture, is not just organic farming - the ideology should in practice means harmonious integration of environment and people - providing their food, shelter, and energy in a sustainable way. At Fairy Meadow Demonstration School it is apparent that the environment that we occupy is vast and rich in history. The school was established in 1854 and was farming land. As a school community we are united in a focus that will allow us to create sustainable living onsite and educate the future generations. David Attenborough believes that we are not too late to change the way we live in the world to make it a sustainable place but we need to act now. We need to change the way that we eat and produce food and work with the land that are provided with.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal background loading \$19,473 Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$20 923.00) 	Aboriginal Education was promoted and celebrated throughout 2020. The development of PLP's for all students brought families and staff together to design goals and expectations for the year ahead. . The art incursion in 2019 saw every child paint a stone that will become a part of the yarning circle that was completed in 2020.
English language proficiency	EAL/D Teacher \$51,247 Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$61 666.00) 	COVID-19 impacted on the learning of our first phase EAL/D students, however with support and planning a successful year of learning for our EAL/D students saw them achieve the goals set for them at the beginning of the year. The EAL/D scales allowed for achievement to be tracked and success measured.
Low level adjustment for disability	Learning and Support teachers 1.2 SLSO 0.2 Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$178 695.00) 	Three teachers working part time were allocated to the support role in 2020. Focus was given to priorities for the Learning and Support Team determined by referrals. LaST's were allocated to support in Literacy and Numeracy as well as social development programs and Memory Mates to improve the working memory of some of our students. An SLSO was employed 4 days per week to support Stages 2 and 3 in English.
Quality Teaching, Successful Students (QTSS)	Casual relief for Spirals to occur. Interventionists to action learning in classrooms and support teaching and learning. Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$75 475.00) 	143 days were available to run 8 spiral sessions over the year for each stage. Staff were released to participate in a Spiral of Inquiry collaboration. Data was shared and scanned. A focus was decided upon and a hunch developed. Learning by all staff was completed if required and a decision to take action around a new way of teaching was created. The implementation of the new way of teaching was undertaken and a checking process was carried out after 3-4 weeks. This intense level of collaboration was incredibly successful and impacted on student learning outcomes.
Socio-economic background	English, mathematics and other KLA resources. Professional Learning for staff. Interventionists- English and Mathematics 0.6 Celebration days and events. Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$166 854.00) 	All resources to support the teaching and learning of students were purchased. Professional Learning funding supplemented to support; remote learning, MathsBurst, L3, Jann Farmer-Hailey and 4C's Transformative Learning. Employment of interventionists to support the transition from remote learning to in school learning. Celebrations of well-being and achievement to support the challenges that COVID-19 presented in 2020.
Targeted student support for refugees and new arrivals	EAL/D teacher Funding Sources: <ul style="list-style-type: none"> Targeted support for refugees and new arrivals 	12 hours of additional support to refugee students and new arrivals as required.

Targeted student support for refugees and new arrivals	(\$2 437.00)	12 hours of additional support to refugee students and new arrivals as required.
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Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	206	196	198	194
Girls	170	159	167	171

Student attendance profile

School				
Year	2017	2018	2019	2020
K	93	93.5	93.3	92
1	94.8	92.4	91.4	92.2
2	91.9	94.5	92.8	91.1
3	95.3	91.8	92.4	93.8
4	94.7	93.4	94	92.3
5	94.5	94.6	93	92
6	93.8	92.8	94.3	94.2
All Years	94	93.2	93.1	92.5
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	17.38
Literacy and Numeracy Intervention	0.53
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.8
School Counsellor	0.8
School Administration and Support Staff	9.22

*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	658,634
Revenue	4,783,362
Appropriation	4,748,562
Sale of Goods and Services	-27,956
Grants and contributions	46,404
Investment income	352
Other revenue	16,000
Expenses	-4,697,639
Employee related	-4,176,444
Operating expenses	-521,195
Surplus / deficit for the year	85,723
Closing Balance	744,358

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	32,379
Equity Total	428,135
Equity - Aboriginal	20,923
Equity - Socio-economic	166,854
Equity - Language	61,664
Equity - Disability	178,695
Base Total	3,598,268
Base - Per Capita	98,549
Base - Location	0
Base - Other	3,499,719
Other Total	559,587
Grand Total	4,618,369

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

Due to Covid-19 restrictions, parent interviews were held as phone conversations with parents during Term One. An enormous amount of contact was provided to families via online platforms and weekly check-ins to ascertain the level of support required for families. Family feedback indicated that a majority of families felt supported and acknowledged for the work they were doing at home during the pandemic.

During this time and at more informal times of the year, data was collected indicated that parent/caregivers were impressed with the high expectations of students and the interaction between staff and students. They were impressed with the changes to communication across the school and parents felt that they were communicated to effectively. There was an increase in the use of social media for communication across the school and this was appreciated.

Staff were involved in the evaluation of the 2020 school plan and milestone achievements and the situational analysis of the school. They evaluated and reflected on the achievements and provided the where to next for 2020, with significant input into the strategic directions and the initiatives proposed from the finding of the situational analysis..

Students were involved in the end of year evaluations and completed in school surveys on programs that had been administered in 2020. Student leaders were active in decision making processes and were members of the evaluation team that analysed the Tell Them from Me survey and findings will be activated in 2020. Students acknowledged the work of staff during the pandemic and felt supported during this time.

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.