

# 2020 Annual Report

## Five Dock Public School



1920

## Introduction

The Annual Report for 2020 is provided to the community of Five Dock 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

---

Five Dock Public School

Henry St

Five Dock, 2046

[www.fivedock-p.schools.nsw.edu.au](http://www.fivedock-p.schools.nsw.edu.au)

[fivedock-p.school@det.nsw.edu.au](mailto:fivedock-p.school@det.nsw.edu.au)

9713 7044

## School vision

At Five Dock Public School we believe that through co-operation and collaboration, we will continue to foster a culture of high expectations that leads to a high impact learning environment. Our collective purpose is to provide relevant and challenging learning experiences. Through these, we will develop the skills, knowledge and understandings that empower our students to actively participate in a complex world, as respectful and tolerant global citizens. Our overall vision is to contribute to every student achieving their potential.

## School context

Five Dock Public School is situated in the Inner West of Sydney. The school caters to the needs of 407 students from Preschool to Year 6. A support unit caters to the learning needs of students with a mild to moderate intellectual disability and/or autism. All our students learn about and value inclusion and this adds to the overall positive culture of the school. The Preschool provides thirty hours of learning every fortnight for forty children, in the year prior to them commencing kindergarten. Staff, students and the community are proud of the diversity of our learners and the opportunity this provides for us to contribute towards a culture of inclusivity and acceptance within the Five Dock community.

Forty three percent of our students identify as being from a language background other than English. Whilst thirty two languages are represented, Italian continues to be the most commonly spoken language. This is a result of post World War 2 immigration patterns. Two percent of our students proudly identify as Aboriginal and the school supports their development through individualised learning programs and a cultural, health and wellbeing program implemented in partnership with the University of Sydney.

Like many suburbs in the Inner West, the area is undergoing rapid development and change. The majority of families are dual income and the P and C provides before and after school care for families who require it. The school population has increased by 50% over the last seven years and this trend is predicted to continue.

The school's core values of **respect**, **participate**, **belong** and **achieve** are integral to all our programs as we develop and grow each and every child, emotionally, socially, physically and academically.

## Self-assessment and school achievement

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

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

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

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

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

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing



## Strategic Direction 1

Excellence in teaching and learning

### Purpose

To develop strong literacy and numeracy skills in all students so that they can successfully access all curriculum areas as a result of their individual learning needs being known, understood and catered for.

### Improvement Measures

Increase the percentage of students achieving higher than expected growth in literacy.

Increase the percentage of students achieving higher than expected growth in numeracy.

All teachers are able to analyse, interpret and use qualitative and quantitative data to develop high impact teaching and learning programs.

All teachers build their capacity aligned to the *Australian Professional Standards for Teachers* to improve learning.

### Overall summary of progress

NAPLAN was not administered in 2020 due to COVID. Prior to the learning from home period we had administered the *Progressive Achievement Reading and Numeracy Tests (PAT)* to all students from Years 2 to 6. We currently use *PAT* to measure student annual growth every 12 months and as such were able to measure growth since March 2019.

Growth between Years 2 and 3 in *PAT* reading was strong. Vocabulary and fluency were identified as areas we need to focus on. The need to focus on vocabulary and fluency was confirmed through internal assessments as well.

In *PAT* numeracy our growth between Year 4 and 5 was similar to the reference group. Areas that were identified as in need of focus were space and geometry and place value. This was confirmed through analysis of our *Check-In Assessment* data.

In the latter part of 2020, strategies to improve vocabulary and reading fluency were introduced to teaching staff. This will continue to be a focus in 2021 as we commence implementation of our *2021-24 Strategic Improvement Plan (SIP)*.

In 2020, we introduced five week teaching and learning cycles from K-6. This led to all students' progress being monitored every five weeks. The capacity of teachers to analyse, interpret and use qualitative and quantitative data to evaluate the effectiveness of teaching and learning programs has increased. Student needs are being identified and targeted in a timely manner. Interventions are being regularly evaluated and there is increased differentiation. Assessment and planning across the stages takes place collaboratively with teachers being provided with additional release from their classroom teaching load.

All classroom teachers have engaged with the *PIVOT Student Perception Survey* since 2019. Teachers have been able to explicitly reflect on areas of their practice against the *NSW Professional Standards for Teachers*. Staff work collaboratively to support each other to develop their practice through team teaching and observation. Analysis of *PIVOT* data at the end of 2020 indicates maintenance and growth across all areas. We will continue to implement *PIVOT* in 2021 to enable teachers to reflect on their teaching practice and work together to share effective strategies to engage all our students.

Teachers have developed their capacity to make learning more visible to students through the use of pre and post testing in literacy and numeracy. Learning intentions and success criteria are used throughout the school across a range of learning areas.

### Progress towards achieving improvement measures

#### Process 1: DIFFERENTIATION

A whole school approach to assessment practices that includes assessment 'for', 'of' and 'as' learning to support differentiation.

#### Evaluation

#### Funds Expended (Resources)

## Progress towards achieving improvement measures

- Staff confidence in developing differentiated teaching and learning programs improved through the provision of time to effectively collaborate in order to adjust programs according to emerging student needs
- Increased awareness of students who require additional support through early identification of our Tier 1 students. Support strategies are developed in consultation with classroom teachers and Curriculum Support teachers and School Learning Support Officers (refer to Key Initiatives).
- Twelve members of staff completed the *Online Australia Dyslexia and Significant Reading training*. The practices identified in the program will be shared with all staff in 2021 to ensure a consistent and explicit approach to reading instruction from K-6. The training consolidated our understanding of the need to focus on vocabulary and fluency development as critical for reading success.
- The *Check-In Assessment* conducted in term 3, showed evidence of an improvement in comprehension in Years 3 and 5. Staff have indicated a desire to continue to focus on and further develop their understanding of the *Super Six Comprehension Strategies* in 2021.

Teacher release time funded through professional learning and operational expenditure funds.

Twelve staff participated in *Online Australia Dyslexia and Significant Reading training*.

Regular opportunities for members of the School Leadership Team to work in classrooms with members of their stage teams.

### Funding Sources:

- Professional learning (\$30814.00)
- Quality Teaching, Successful Students (QTSS) (\$79413.00)

## Process 2: DATA LITERACY

All teachers demonstrate a consistent understanding of assessment and data concepts which is used to inform planning, identify interventions and modify teaching practice.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> <li>• The ongoing collection, collation and analysis of student learning outcomes is embedded into the culture of the school.</li> <li>• Year 3 and 5 students participated in the <i>Check-In Assessments</i> developed by the Department of Education to replace 2020 NAPLAN assessments. Year 3 students performed above the statistically similar school group in reading and numeracy. Year 5 students performed above the statistically similar school group in reading.</li> <li>• Vocabulary and space and geometry were once again identified as areas to focus on to move our students forward.</li> </ul>	Refer to Process 1: Differentiation

## Process 3: VISIBLE LEARNING

Implementation of visible learning that engages and builds student achievement and growth.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> <li>• In terms 3 and 4, focus groups were held with students from K-6 as part of the process to inform the development of our <i>Situation Analysis</i>. Students from Years 3-6 were able to identify success criteria as a method of checking how well they are doing.</li> <li>• Students from Years 3-6 indicated they were able to use learning intentions and success criteria as a way to support goal setting to move their learning forward. Teachers were able to identify formative assessment strategies to support them to understand how well students are meeting success criteria.</li> <li>• Students in Years 3-6 indicated that they enjoyed the opportunity to measure their learning through pre and post testing strategies.</li> </ul>	Stage team meetings to share formative assessment strategies (refer to Process 1 - Differentiation) as well as out of school hours meetings.

## Next Steps

Continue to develop the capacity of teachers to use formative assessment strategies that enable them to identify students who require adjustments to teaching methods, measure progress and provide feedback.

Identify internal and external data sources to ensure strategic and systematic analysis of individual student progress and achievement as well as longitudinal data regarding whole school performance. Tools that will be used are: *PLAN2*, *PAT*, *Check-In assessments*, *NAPLAN*, *Phonics Screening Check*.

Develop the capacity of all staff to provide effective and relevant feedback to all students regarding their learning.

Continue to develop strategies in the teaching of quantifying number across the school from K-6.

Continue to focus on phonological awareness and phonological knowledge development from K-2 and for those students identified as requiring additional support from years 3-6.

Continue to embed the explicit teaching of the *Super Six Strategies* using quality literature from K-6 and integrate the use of more than one strategy across the learning areas in years 3-6.

Upskill staff in the explicit teaching of vocabulary and strategies to increase fluency in recognition of their importance to develop effective reading strategies in all our students.

Conduct an inquiry into the teaching of Space and Geometry across the school.

## Strategic Direction 2

Capacity building for the future

### Purpose

Students and staff develop the skills, knowledge and understandings to prepare for tomorrow's world.

### Improvement Measures

All teachers incorporate general capabilities across the curriculum.

Every student has the capacity to access, create and communicate information and ideas.

Increased opportunities for all staff to develop their leadership capabilities.

Increased collective teacher efficacy through authentic collaboration.

### Overall summary of progress

There is evidence of explicit teaching of the general capabilities across all learning areas from K-6. The preschool (*Early Learning Years Framework*) *ELYF* curriculum also supports the development of the general capabilities with a particular focus on critical and creative thinking and personal and social capability.

STEM and project-based learning are evident across the school. Students are encouraged to communicate information and ideas in a range of formats. The library program, in conjunction with the general classroom programs, develops the capacity of students to access information.

In 2020, leadership opportunities were provided to a broad number of staff as a result of the COVID lockdown/learning from home period. Early career teachers demonstrated their leadership capabilities through developing and delivering professional learning for all staff in the areas of technology and effective communication with parents/carers.

The School's Leadership Team increased their decision making capacity through participating in *Simon Breakspear's Agile Leadership Program*. A number of classroom teachers have had the opportunity to relieve as Assistant Principals, thus broadening the leadership base across the school.

In 2020, the building of collective efficacy across the school was an ongoing project in recognition of its high leverage potential to improve student learning outcomes. The learning from home period provided additional opportunities for meaningful and authentic collaboration across all teams within the school. The organisation of five week learning cycles also contributed to an overall increase in collaboration across the school. This was highlighted during staff focus groups held in order to develop the school's Situation Analysis at the end of 2020.

### Progress towards achieving improvement measures

#### Process 1: GENERAL CAPABILITIES

Develop a deep understanding of the general capabilities.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Work samples across the school demonstrate a focus on creative and critical thinking. There is an increase in the amount of open ended tasks being offered to students. Opportunities to present work in interesting and innovative ways are provided to all students.</li><li>• There is an increased focus on STEM as a vehicle for developing the general capabilities. This has led to engaging learning opportunities across the school.</li><li>• The preschool program is developed on a philosophy of providing our early childhood learners with play-based activities that promote creative and critical thinking in areas of individual interest. The impact of this is observed in our Kindergarten/Early Stage 1 learners' capacity to problem solve and think creatively.</li></ul>	<p>Stage team collaboration to develop activities that promote creative and critical thinking as a component of teacher release time to collaborate (refer to: SD1) and out of hours team meetings.</p> <p>Loose parts play materials and storage: \$800.00 from operational expenditure.</p> <p>Disability Services Innovation Program</p>

## Progress towards achieving improvement measures

- The loose parts play program initiated in 2019 was again implemented from K-6. The school participated in a study in partnership with Disability Services to measure the impact of the program on student well-being. There was an increased opportunity for imaginative and active play during lunch breaks for students. In addition to this there is evidence of ongoing and authentic relationships between our Support Unit and mainstream students.
- There is a constant focus on sustainability through ethical waste management practices, the school's vegetable garden and ongoing awareness raising regarding the environment.

funding for loose parts play study: \$3659.00.

## Process 2: ICT AND ADAPTABLE LEARNING

Up to date and reliable information and communication technology tools within flexible learning spaces that optimise teaching and learning for all.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> <li>• <i>SENTRAL</i> is being used by all staff for administrative and record keeping needs. It is also being used for reporting to parents/carers purposes.</li> <li>• Additional laptops were purchased to ensure all students have access to laptops throughout the day. Laptops were also provided for staff to use for formative assessment purposes. There is improved equity of access for students, and staff report being able to record literacy and numeracy progress more effectively in <i>PLAN2</i>.</li> <li>• There is a demonstrable improvement in the technology skills of all staff as a result of the learning from home period. This has resulted in <i>Google Classroom</i> software to support learning at school and outside of school being widely used by teachers.</li> </ul>	<p>\$40000.00 ex operational expenditure to purchase additional laptops and charging stations.</p> <p>Stage team meetings and collaborative planning (refer to Strategic Direction 1: Excellence in teaching and learning).</p> <p>\$23640 - External IT support paid through operational expenditure.</p>

## Process 3: LEADERSHIP

Increased levels of staff leadership.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> <li>• As a result of a more defined and rigorous approach to assessment of learning across stages, there has been an observable increase in the capacity of the School Leadership Team to lead productive and rigorous professional conversations regarding student learning and the next steps needed to move learning forward.</li> <li>• The School Leadership Team are able to access a range of strategies to support decision making regarding school programs and set realistic timeframes.</li> <li>• The Student Representative Council and School Captains and Prefects had some opportunities to lead activities. This was however, impacted on by COVID-19 restrictions.</li> <li>• The implementation of school assemblies led by students using Zoom had a positive impact on the public speaking skills of many of our students who demonstrated improved confidence when speaking without a script.</li> </ul>	<p>\$3500.00 - <i>Simon Breakspeare's Agile Leadership</i> training for all members of the School Leadership Team - Operational Expenditure.</p>

## Next Steps

We will continue to provide our students with open ended tasks and play-based learning activities to complement explicit teaching in the knowledge that play is the primary mode of learning for children.

The loose parts play lunchtime program will continue and be expanded.

We will ensure sustainability is included in all appropriate learning areas and is an ongoing feature of the school.

Increase the management of student information, including personalised learning plans, in *SENTRAL*.

Teaching and non-teaching staff will be encouraged to identify and accept leadership roles in the knowledge that they

are supported to develop these skills and add value to the school.

The School Leadership Team will work towards embedding the strategies identified through the School Leadership Team's participation in *Simon Breakspear's Agile Leadership* professional learning to plan and evaluate our progress towards our 2021-24 strategic priorities.

Develop the leadership skills of all our students to ensure we are developing confidence and providing them with experiences and skills in primary school so that they can continue to be built on in the secondary school setting.



### Strategic Direction 3

Strong learning partnerships

#### Purpose

Clarity and consistency throughout the community to develop a shared understanding of learning and wellbeing.

#### Improvement Measures

Increased engagement with the local community within and external to the school.

Increased knowledge of current teaching and learning strategies within the school community.

Establish and strengthen strategic partnerships beyond the school.

#### Overall summary of progress

The impact of the COVID lockdown was that we were restricted in the way we were able to connect with our immediate, and the broader community.

The learning from home period did however increase the capacity to communicate on line with families and students. There was also the advantage of parents/carers being made more aware of the skills and content knowledge that is being developed in their children.

*DOJO* home/school communication program is now used by all staff. This has increased the knowledge of parents/carers of the learning taking place in the classroom and enabled parents/carers to celebrate their child's learning achievements.

*Zoom* software was used for student/parent/teacher conferences in term 3. This was well received by parents/carers and demonstrated to them, the self-awareness their children have regarding their learning and what they need to do to move their learning forward.

#### Progress towards achieving improvement measures

##### Process 1: ENGAGING WITH THE COMMUNITY

Increase the profile of the school across the community.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>A community liaison officer was employed for one day a week to ensure parents/carers of students who have a disability are provided with information regarding the school and an opportunity to connect with each other. This has supported increased participation in the life of the school for these parents/carers even with the COVID restrictions.</li><li>Community consultation regarding future directions for 2021-24 commenced in term 3, 2020. The input from the community informed the development of the <i>Situational Analysis</i>, the <i>2021-24 vision Statement</i> as well as the <i>2021-24 School Improvement Plan (SIP)</i>. Consultation included focus groups, whole school surveys and analysis of <i>Tell Them From Me</i> data.</li></ul>	\$18836.00 - Employment of a community liaison officer from operational expenditure funds.

##### Process 2: ENGAGED PARTNERSHIPS

Establish a communication strategy that meets the needs of parents/carers to be informed about current teaching and learning practice and their child's progress.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>The period of learning from home during the COVID lockdown, resulted in over 95% of staff and parents/carers communicating through <i>Class Dojo</i> to ensure timely information regarding teaching and learning. <i>Dojo</i> was also</li></ul>	

## Progress towards achieving improvement measures

used to have a weekly 'welcome to the week' video by the principal.

- *Zoom* meetings were used for parent/carer/student conferences in term 2. *Zoom* meetings were also used for teachers to host whole class check-ins during the learning from home period.
- There has been an observable increase in staff confidence using technology platforms for communication with students. *Google Classroom* is used for homework across the school. Feedback from parents/carers indicate that they are finding the increase in communication strategies useful (refer to Strategic Direction 2).
- A school *Facebook* account was also set up to celebrate learning across the school. This is complemented by the *P and C Facebook* account which serves as a communication tool for reminders and upcoming school events.

### Process 3: STRATEGIC LEARNING PARTNERSHIPS

Developing learning partnerships to build system capacity.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Two other schools in the Inner West participated in the PIVOT Student Perception Survey. As a result of having to adhere to COVID isolation restrictions, across school activities did not take place.</li></ul>	

### Next Steps

Continue to employ a community liaison officer for one day per week to liaise with the community, particularly our families of students with a disability and to support school promotion.

Utilise *Dojo* as a tool for informing parents/carers of teaching and learning programs and strategies to support their children regularly throughout the term as well as celebrating their children's learning.

Ensure there are opportunities for the community to provide feedback on school improvement and operations.

Look for opportunities to connect with local schools to foster system capacity.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>0.124 (1 hour) per week to release a teacher from class to run the <i>Koori Kids Club</i> ex staffing entitlement.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$8 343.00)</li> </ul>	<ul style="list-style-type: none"> <li>Five Dock Public School is on the land of the Wangal people of the Eora nation. This is acknowledged by our indigenous students at all formal school events. The majority of our students can explain the importance of an acknowledgement of country.</li> <li>The <i>Koori Kids program</i> which runs for our Aboriginal students was disrupted due to COVID restrictions. Some sessions were implemented once restrictions were eased.</li> <li>The school has a strong link with the <i>Sydney University Indigenous Health</i> team who support our <i>Koori Kids</i> program. This support includes access to culturally appropriate resources and opportunities for our students to connect with Aboriginal young people who are positive role models.</li> <li>100% of our Aboriginal students are making progress that is commensurate with their potential and our knowledge of their learning progress over the years. There is no significant difference between our Aboriginal students and their non-Aboriginal peers.</li> <li>The school's well-being groups are named after famous indigenous Australians and an Aboriginal perspective is included in these lessons.</li> <li>Across the curriculum, students learn about the impact of white settlement and the importance of country to Aboriginal people.</li> </ul>
<b>English language proficiency</b>	<p>Additional curriculum support teachers and School Learning Support Officers attached to each stage</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>English language proficiency (\$35 952.00)</li> </ul>	<ul style="list-style-type: none"> <li>The systems and processes we put in place to support all of our students have resulted in ongoing progress for all our students who identify as EALD and are consolidating their English proficiency.</li> <li>Intensive one to one support for a new arrival student for one day a week in terms two to four. This led to independent functional language acquisition.</li> </ul>
<b>Low level adjustment for disability</b>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$96 784.00)</li> </ul>	<ul style="list-style-type: none"> <li>Low level adjustment for disability funding was used to provide additional teacher and SLSO support for students. Five week cycles of literacy and numeracy learning programs enabled stage teams to analyse student progress, make adjustments, implement these and again, measure progress.</li> <li>All teaching staff report the program to have had a positive impact on student learning outcomes. Consistent support for students with identified learning needs led to more continuous support over the week. In addition, there has been flexibility in the provision of support with a combination of small group tuition and team teaching. As student learning goals were achieved, their support was decreased and other students who required support were provided with it.</li> <li>100% of curriculum support staff are included in stage team collaboration meetings. This results in all children's needs being known and sharing of strategies.</li> <li>In order to ensure all students are known and there is continuity of programs, a transfer</li> </ul>

<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$96 784.00)</li> </ul>	of information session was held at the end of 2020 for all teachers. This included stage outcome achievements, running records and wellbeing issues being shared with receiving teachers. This results in less disruption with year to year progression.
<b>Quality Teaching, Successful Students (QTSS)</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$79 413.00)</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers were provided with support to either observe another's practice in an identified area or, to team teach. The whole school focus for this was the <i>Super Six Reading Comprehension Strategies</i>. An important part of this program was for the Deputy Principal/Instructional Leader and Assistant Principals to model explicit teaching of the <i>Super Six Comprehension strategies</i>. Teachers reported being more confident in the explicit teaching of comprehension. Our reading results in the Check-In Assessment were above our SSSG.</li> <li>• The <i>PIVOT Student Perception Survey</i> results informed the development of one of the 2020 PDP goals for all teachers. Teachers had the opportunity to measure their progress as a result of their ongoing participation in the PIVOT Student Perception survey program.</li> <li>• The majority of teachers achieved their <i>Performance Development Plan (PDP)</i> goals even with the disruption experienced through the COVID lockdown. Peer observation, personal reflection and additional <i>PIVOT Student Perception Surveys</i> being implemented in term 2 and term 4 contributed toward the ongoing professional growth of all staff.</li> <li>• Teachers will be provided with support to identify individual, team and whole school goals in term 1, 2021. This will once again be based on <i>PIVOT</i> data as well as teacher identified interests.</li> </ul>
<b>Socio-economic background</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Socio-economic background (\$23 297.00)</li> </ul>	<ul style="list-style-type: none"> <li>• All students who are identified as being at risk of educational disadvantage through low socio-economic factors that impact on their learning are provided with curriculum support. This is based on prior knowledge of families and attendance patterns.</li> <li>• Those students who are targeted as being at risk, have made sound progress. The exception to this is for students who continue to experience attendance issues. These students are referred to the <i>Home School Liaison Officer (HSLO)</i>.</li> </ul>
<b>Support for beginning teachers</b>		The school did not receive funding for Beginning Teacher support in 2020.
<b>Targeted student support for refugees and new arrivals</b>	2 X TRD = \$526.00  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Targeted student support for refugees and new arrivals (\$708.00)</li> </ul>	<ul style="list-style-type: none"> <li>• Our small cohort of refugee students have been provided with curriculum support when needed and are closely monitored.</li> <li>• Intervention for new arrivals was provided and there was evidence of progress in Language Acquisition (refer to English language proficiency).</li> </ul>
<b>PBL</b>		<ul style="list-style-type: none"> <li>• The PBL program continues to underpin our well-being and behavioural support practices across the school.</li> </ul>

<p><b>PBL</b></p>		<ul style="list-style-type: none"> <li>• Ongoing data collection takes place throughout the year and is analysed and any trends identified and strategies put in place to support student with any challenges they may face.</li> <li>• Meetings with parents/caregivers are held for students who appear to be experiencing ongoing behavioural, social or emotional challenges.</li> <li>• In 2021, the intention is to review our PBL program in order to ensure ongoing relevance.</li> </ul>
-------------------	--	---

## Student information

### Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	216	208	196	187
Girls	192	194	196	184

### Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.9	95.8	95.6	96.9
1	93.6	95.3	93.6	94.3
2	95	93.6	94	96
3	95.3	93.6	92.2	96
4	94.6	94.4	92.7	92.3
5	94.1	94.8	93	93.3
6	93.6	92.9	94.5	92.8
All Years	94.6	94.4	93.7	94.5
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)	16.33
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	7.12
Other Positions	1

\*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 <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	387,461
<b>Revenue</b>	4,650,045
Appropriation	4,393,250
Sale of Goods and Services	-5,344
Grants and contributions	241,886
Investment income	1,461
Other revenue	18,791
<b>Expenses</b>	-4,908,470
Employee related	-4,376,749
Operating expenses	-531,721
<b>Surplus / deficit for the year</b>	-258,425
<b>Closing Balance</b>	129,036

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 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	183,454
<b>Equity Total</b>	164,376
Equity - Aboriginal	8,343
Equity - Socio-economic	23,297
Equity - Language	35,952
Equity - Disability	96,784
<b>Base Total</b>	3,341,616
Base - Per Capita	99,631
Base - Location	0
Base - Other	3,241,984
<b>Other Total</b>	638,719
<b>Grand Total</b>	4,328,164

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](https://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/CAREGIVERS SATISFACTION

The *Tell Them From Me 'Partners in Learning'* parent survey was open to parents from August to October. Fifty seven parents/carers responded. A summary of the results follows:

- The majority feel welcome and if they have concerns, report that they are listened to.
- The majority indicated that the written student reports provided each semester on their child's progress are presented in terms they understand.
- 84% of parents/carers have attended meetings at the school (e.g. student-parent-teacher meetings). Zoom meetings were held at the end of first semester to accommodate COVID restrictions. More than 95% of parents/carers participated in these.
- 24% of parents/carers indicated they were actively involved in the school's P and C Association.
- The majority of parents/carers indicate the school supports learning through encouraging their children to do their best work.
- The school is a place where the majority of parents/carers report their children feel supported and safe.
- The school is above the state norm in term of being an inclusive school.
- The fortnightly school newsletter continues to be the most useful communication tool for parents/carers.

In addition to the *Tell Them From Me* survey, the school consulted broadly with the community in preparation for the development of the *Situational Analysis* and the *2021-24 Strategic Improvement Plan*. We were particularly interested in how they perceive the school, our communication and the characteristics of our students.

- The three most common words/features that the community used to describe our school were: Community spirit, inclusive and welcoming.
- Focus groups expressed the themes of positivity, friendliness and accessibility of teachers and the principal, were features of the school.
- Once again the community newsletter was identified as the most useful communication tool
- Characteristics of our students were identified as creative, community minded and enthusiastic.

## STUDENT SATISFACTION

The *Tell Them From Me Student Outcomes and School Climate* survey was administered in late May. It should be noted that this was just after the students had returned to school after the learning from home period. One hundred and thirty five students from Years 4, 5 and 6 participated in the survey.

- 86% of students indicated they have friends they can trust at school and who encourage them to make positive choices.
- 95% of students reported that they do not get into trouble at school for disruptive and inappropriate behaviour.
- 85% reported that they try hard to succeed in their learning.
- Students who have experienced bullying was 20% lower than the NSW norm. The majority of students know where to seek help if bullied.

In addition to this, a number of students were provided with the opportunity to participate in focus groups to inquire about their understanding of learning challenges and what they do when something is difficult or challenging them.

- Younger students (K-2) focused on physical challenges and writing as being difficult things to do. The most common strategy for when they find learning difficult is to ask three people and then their teacher.
- As children progress through the school, their friendships become increasingly important to them.
- The older students report that teacher feedback on their learning is useful to support them in establishing goals to move their learning forward.

## TEACHER SATISFACTION

The *Tell Them From Me Focus on Learning Teacher Survey* was administered in September. Twenty one teachers responded.

- In the area of leadership, the school scored above the NSW norm.
- The school was also above the state norm in collaboration.
- Learning culture and teaching strategies are at the NSW norm.
- Teachers identify the use of data as a means to understanding what they need to do to move students forward.
- The school is considered to be inclusive.

Focus groups were held to establish teachers' views regarding teaching and learning in the school.

- Staff identified enthusiasm, resilience and respect as characteristics of students.
- Staff communicate their expectation of students through feedback, discussion and the *Positive Behaviour for Learning (PBL)* program.
- Staff use their five week cycles of learning to plan for differentiation.
- Staff work hard to establish positive relationships with their students and understand the explicit link between students feeling cared for and academic achievement.



# 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.