2020 Annual Report

Glenhaven Public School

2003

Introduction

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

Glenhaven Public School
Glenhaven Rd
Glenhaven, 2156
www.glenhaven-p.schools.nsw.edu.au
glenhaven-p.school@det.nsw.edu.au
9634 3675

School vision

At Glenhaven Public School we believe that through best practice and commitment to the development of the whole child, we will develop creative thinkers and problem solvers who are engaged and self-directed. We believe that the development of strong partnerships with and beyond the school will inspire the development of confident, resilient and innovative learners through giving every child opportunities within a culture of continual growth and high performance.

Glenhaven Public School is committed to working as a community to support students and their families through current comprehensive educational and wellbeing programs and opportunities which are designed to maximise achievement for all and build capacity for success.

School context

Glenhaven Public School is a coeducational school in The Hills Network of Schools and is located in a natural bush setting on Glenhaven Road. It is a caring school, proud of its tradition of promoting academic, cultural excellence and high personal standards and values.

Glenhaven Public School has a steady enrollment of approximately 400-420 students. Our diverse community includes students from different cultural backgrounds. Approximately 14.5% of our students are from a non-English speaking background and 1.6% Indigenous background. The school's three core values are Respect, Responsibility and Personal Best.

The school's community has a medium to high socio-economic profile with a large percentage of families having dual incomes. The school enjoys an excellent reputation and homes within the school's drawing area are keenly sought after.

The school is supported and valued by its local community and the Parents and Citizens Association is extremely active in supporting student learning.

Our dedicated staff, comprehensive programs and supportive community ensure our students are offered the best possible fully rounded education.

As a whole, our school community are continuing to embrace reforms in the education sector and are genuinely understanding of changes in practice.

Our parents are developing a continuous drive for academic opportunities to expand and embrace educational challenges for their children which again is cause for rigorous and routine evaluation of all school processes and practices.

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	Excelling
LEARNING: Curriculum	Excelling
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	Excelling
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1

Individualised, engaging, rich and innovative learning experiences in partnership

Purpose

To engage every child with a differentiated and challenging curriculum through well developed and evidence based approaches, programs and assessment processes which identify, regularly monitor and review individual students learning paths.

Improvement Measures

• 100% of staff and students will use learning intentions, success criteria, feedback and learning processes to achieve syllabus outcomes.
• Surveys reflect an improved understanding of how children can progress academically and what support is needed to get them there.
• % of students in the top two bands in Numeracy (59.3%) and Reading (68.3%) over the next 3 years

Overall summary of progress

100% of staff and students are confidently using success criteria and learning intentions, feedback and learning processes. However these will need to be looked at in further details in regards to whether they have deeply supported the achievement of syllabus outcomes. Whilst 75% of set growth targets may have been met, reflection and research from Lynne Sharrat and Simon Breakspeare in this areas has resulted in the conclusion that these targets should to be broken down into smaller sequenced or mini steps that are measured by data and can then be addressed both by whole school and individual teachers and grades if identified students look like they are not on track. Work on how students' progress academically has primarily had a focus on progression work for 12 months provided by Sona Binwall.

Progress towards achieving improvement measures

Process 1: **Positive Behaviour for Learning** - Collect, analyse and use data to monitor and refine the whole school approach to well-being and engagement to improve student learning.

Evaluation	Funds Expended (Resources)
PBL systems ae fully integrated into the culture of the school. Students and the community are more confident and informed in regards to the use of yellow and red cards. Survey results from the community achieved a high level of strong agree and agree in regards to the questions " My child understands what behaviours are expected of him/her at school". A similar response was found from other student surveys covering the same issues.	

This logged incident data has proven to be extremely useful in regards to tracking playground incidences across the school which has ensured that both the PBL matrix a and the schools Wellbeing and Discipline Policy have been followed.

Whilst data is being monitored and discussed at team meetings a review has resulted in a need for further research into areas that PBL is not addressing successfully in regards to wellbeing. This includes mental health, students' engagement and resilience.

PBL Data Analysis

In a school of 417 students our rate of referrals for 2020 for major behaviour incidences have been 32 referrals.. The most common cause of referral for the playground was rough play, particularly in K - 2. Not following teacher instructions is also common. During 2020 we had 8 weeks of remote learning / partial attendance, so there weren't any referrals issued for this time frame.

Moving forward: Rough play (30 referrals) needs to be examined more closely as some instances of rough play may potentially be bullying.

Progress towards achieving improvement measures

Wellbeing practices need to be addressed due to an increase in name calling and students not informing staff about these incidences, which indicates that we need to have a stronger focus on what is dobbing and seeking help. Self regulation is also becoming an issue identified as aggressive behaviours (12), constant disruptions (6), rudeness to teacher (8), not following teacher instructions (10) and not following classroom expectations (9). Respect will also need to be addressed with 12 minor incidences citing respect.

Process 2: Formative Assessment - Align professional learning to cater for individual teacher needs through the establishment of Teacher Learning Communities. Formative practices will focus on explicit quality criteria, consistent teacher judgement and quality feedback.

Evaluation	Funds Expended (Resources)
Formative assessment structures have now been in place for a period of over 4 years. Whilst these will be revised and continually broadened and strengthened they are well embedded into the teaching and learning culture of the school. The focus on What Works Best and its inclusion in the new School Improvement Plan 2021-2024 will ensure these remain a focus for future years.	

Process 3: Reporting - Develop explicit processes to share both school and student data on a regular basis with parents so they are presented with a clear view of how to support their child's learning progression.

Evaluation	Funds Expended (Resources)
The schools' new reporting system as well as delivery system were well received by the community. The conversations between staff in regards to these indicators proved extremely valuable to further unpack these statements. It is anticipated that staff will find it easier in Semester Two with these new report already having been developed and will be integrated as a part of teaching and learning programs. As the schools Scope and Sequences continue to develop and change some further minor changes may need to be made. Community feedback has been very positive.	**Funding Sources:** • SENTRAL ($10000.00)

Process 4: Curriculum - Differentiated curriculum delivery through dynamic teaching and learning programs which address individual student needs with evidence of revisions based on feedback and ongoing student assessment. Curriculum provision aligned to NSW Education Standards Authority.

Evaluation	Funds Expended (Resources)
Curriculum delivery changed from face to face to online learning through Semester One. Staff combined both Zoom conferences as well as prepared online delivery to ensure lessons were still differentiated and that all students had access to quality teaching and learning. The school successfully implemented Essential Assessment which is a online assessment program to enable the school to track students growth and highlight areas of further needs. As a result of this analysis individual learning programs can be further support to ensure each child reaches their full potential.	

Next Steps

Evaluation of these initiatives will form the basis of the new School Improvement Plan 2021-2024.

Strategic Direction 2

High quality, evidence based and explicit teaching

Purpose

To drive ongoing school-wide improvement in teaching practice and student results including a strong foundation in the core skills of Literacy and Numeracy. Dynamic and reflective teaching methods are identified, promoted and modelled with student progress and achievement data used to inform future focussed practices.

Improvement Measures

- NAPLAN results reflect a sustained increase in percentage of students who achieve in the proficient bands.
- 85% of students achieve or exceed their expected cluster on the Literacy Continuum using PLAN data.
- School data shows 90% of students achieve school reading exit levels in Years K-6.
- TTFM survey indicates an increase in student learning engagement.
- Increased parent attendance at school run workshops and information sessions which support student improvement.

Overall summary of progress

NAPLAN results have sustained an increase in the percentage of students achieving in proficient bands but not as much in year 5 where data appears to indicate students are disengaging throughout this time. 93% (target of 90%) of students achieved reading exit level in Year K-6 assessed through benchmarking. Although the school offered, pre COVID, various information sessions attendance only increased slightly. The school has found however that the use of Class Dojo where work can be shared has increased parent interaction with both students work and the class teacher. This will continue to be a focus to engage the community further to ensure the aspirations of higher expectations and students reaching their true potential are met more successfully. Reflections in this area result in evidence that TEN and early K-2 interventions throughout the school plan of Synthetic phonics, have resulted in an increase of NAPAN scores in year 3. However the disengagement from years 3-5 needs to be addressed through more Explicit Direct Instruction and less prepared white board lessons and completed work which is not as interactive, differentiated or engaging.

Progress towards achieving improvement measures

Process 1: **Data Skills -** Staff use assessment data to monitor achievement in student learning and inform planning. Grade teams focus on establishing frameworks for consistent assessment and reporting including reflective practices to plan future learning.

Evaluation	Funds Expended (Resources)
Data collection whilst gathered has not effectively led to a change in teaching and learning practices as far as the school had designed nor shown the level of improved student progress and desired growth. Evidence of analysing whole school data, whilst shared with staff needs to go beyond the executive with regular data wall walks being an integral part of the teaching and learning processes. Throughout our Strategic Direction 2 data analysis played a major focus. Whilst these areas were implemented they were not achieved to the extent that the school would've liked to see and will be embedded with our future School Improvement Plan, especially Strategic Defection One Student Growth and Achievement, Differentiated assessment tasks have been made more readily through the implementation of Essential Assessment which allows for students to be assessed both beyond and below expected stage outcomes with how this data will impact teaching and learning programs to be addressed next. Areas that have not been achieved and will need to be embedded into our future directions is explicit growth targets being more readily identified and described to parents on a more regular basis. This has been achieved in a more generic way with work samples and explicit identification of areas of need. **This whole school data has been utilised for the following.**	**Funding Sources:** • Professional learning ($2000.00)

Progress towards achieving improvement measures	
1. **Data walls.** This data has been placed onto the walls in the Data room to give a visual spring board for whole school or group discussions. This can be reflected on in relationship to students NAPLAN and check in results as well. 2. **Whole school 1-6 overview** where the number of students in each grade with their ability bands can be shared with staff. These are in all areas- Number and Algebra ,Measurement and Geometry and Statistics and Probability. It was noted that the spread of student levels widened as the they progressed through the school years raising the question of what was being done for the top students. 3.**Targeted children** have been identified with specific areas of concern or required skill increase for COVID supplementary teacher to address. This gives us a clear baseline for student growth during implementation in 2021. Other areas will be supported with this data, including a deeper knowledge of Numeracy outcomes as well. It should also be pointed out that the conversations that have been a result of this data, all varied, have proven to be very valuable.	

Process 2: **Literacy and Numeracy** - The use of Literacy and Numeracy progressions are embedded in classroom practice to support the effective differentiation of the curriculum.

Evaluation	Funds Expended (Resources)
Phonological Awareness Diagnostic Assessment - During September, Kindergarten students took up an on-demand assessment and completed the Phonological Assessment to inform teaching practice for the remainder of the year. It is noted that 60% of students could sometimes and 40% could always identify the number of phonemes that make up a spoken one-syllable word comprising of less than four phonemes. 100% of students could either sometimes or always orally segment words of two or three phonemes into single sounds. 17% of students were not observed as being able to say the new word when asked to substitute an initial, middle or final phoneme (phoneme substitution - c-a-t becomes b-a-t, bat becomes b-e-t, bet becomes b-e-ll). This assessment links with the school's current priority and implementation of a K-4 synthetic phonics program which has seen an improvement of overall spelling evident through student writing samples. The assessment was conducted as a result of the CESE Literature review - Effective reading instructions in the early years of school. **Macquarie University Research Writing Project** The school is part of a Writing Research project with Macquarie University. Both students and three teachers were surveyed at the beginning of this project. Lessons were video taped. Feedback form the researchers was that the majority of our students have identified themselves as autonomous or metareflexive writers. COVID restrictions in 2020 had paused this initiative however it is now back in place. Professional learning and fortnightly lesson observations as well as writing samples will continue to be embedded into 2021.	**Funding Sources:** • Professional learning ($3000.00)

Process 3: **Explicit Teaching -** Staff demonstrate and share expertise of current evidence-based teaching practices. Develop inclusive, relevant and differentiated learning programs as an adjustment to core programs. This includes the provision of both STEM and Project Based Learning initiatives K-6.

Evaluation	Funds Expended (Resources)
The introduction of an Instructional leader in 2020 has brought about a marked improvement in student outcomes and progress as well as teacher proficiency, curriculum knowledge with staff requesting support and advice regularly.	**Funding Sources:** • Professional learning ($4000.00)

Progress towards achieving improvement measures

Literature and Research:

After a reflection on our progress on our school plan and data received through both external and internal surveys and assessment the school began a learning journey utilising current evidence based research to booth extend the knowledge and expertise of the school's leadership team as well as to more clearly understand, reflect and discuss where we were and what skills were needed to be developed to move forward.

We reflected that in past school plans that we had implemented programs and initiatives but had not always been analysed and evaluated as thoroughly along the way and had assumed that "one size may fit all".

Therefore we have drawn on the evidence base from the following publications ad programs.
 • **Simon Breakspear: Agile Leadership.**
A team completed this program that consisted of Instructional leader, LaST, Assistant principals and Principal. This group provided a broad base across the school. The use of clarifying canvases which identified where exactly we want to be and how were we gong to get there will be utilised as part of our future School Improvement Plans.
 • **Clarity: What Matters Most in Learning,** Teaching and Leading and Putting Faces to Data by Lyn Sharratt. Through unpacking this book, especially parameter 1 and 14 the school has increased information and knowledge to focus on professional collaboration and the engagement of the teacher with purposeful collaborative activities, with the core aim of improving student outcomes. The third teacher and stand up meetings relate and link in a variety of ways to the views and learning from Simon Breakspear. Putting faces to data has resulted in a data room being set up in regards to Reading and Numeracy, with internal and external sources of data. Not only is this a visual representation of student growth but a wonderful springboard for in-depth conversations about student learning across the school.
 • **Explicit Direct Instruction:** The Power of a Well-Crafted, Well-taught lesson by John Hollingsworth and Sylvia Ybarra. As a result of staff feedback in regards to student engagement and of classroom observations, a need was identified for explicit teaching practice to be improved as a way to drive increased student achievement and growth. The breakdown of an explicit lesson including engagement norms and regular checking for understanding (CFU) have brought about a change to extensive teacher dialogue with little student input into the end of a set lesson. The use of Engagement norms and Tapple have been identified as useful strategies with our current cohort.
All of the above research links to the school's already well developed use of Learning Intentions and Success Criteria with effective feedback. Other publications and documents that have been utilised as the school analyses effective ways to move forward are

CESE
 • What Works Best: 2020 update
 • Re-assessing assessment
 • What Works Best in practice
 • What Works Best toolkit
 • High Impact Teaching Strategies: Victoria Teaching
 • Social and Emotional Learning in the Classroom
 • The Social Mind. Zones of Regulation
 • Teaching Reading is Rocket Science: 202 Loisa C Moats
 • Moving Learning Forward: Corwin Conference with a special focus on Douglas Fischer and Jenni Donohoo on Collective Efficacy.

Next Steps

Evaluation of these initiatives will form the basis of the new School Improvement Plan 2021-2024.

Strategic Direction 3

Effective and strategic leadership through high expectations and proactive engagement

Purpose

To develop a shared responsibility for student engagement, learning and development through a culture of high performance supported by effective mechanisms and strategies to deliver ongoing, measured improvement of student progress and achievement.

Improvement Measures

- TTFM survey indicates an improved result of overall parent and community satisfaction.
- Staff survey displays an increase of 40% indicating that professional learning has been beneficial in the implementation of change to teaching practice.
- More staff members are confident in the implementation of LMBR systems and structures.
- Performance and Development Framework annual review processes provide clear evidence that 100% of staff are engaged and actively working towards achieving professional goals.

Overall summary of progress

TTFM and school surveys show an increase in overall parent satisfaction. In regards to the TTFM some responses were affected by the COVID 19 input especially in regards to learning at home. The parent surveys as a whole reflect an issue still with supporting work at home and volunteering within the school for various roles. Increase in Professional Learning being beneficial has been seen. Whilst formal surveys need to be conducted more regularly, the evidence of various areas covered being seen in either classroom practice or programs supports its relevance. Executive have also been increasing their professional learning and reading through various research areas resulting in high level discussions especially in regards to student outcome improvements and teacher practice. Performance plans whilst conducted thoroughly is still an area that could be improved in regards to being more robust and challenging for each specific teacher.

Progress towards achieving improvement measures

Process 1:   Professional learning - Professional learning programs are personalised, needs-based, collaborative , reflective and aligned to the schools strategic directions.

Evaluation	Funds Expended (Resources)
The school continued to embed relevant and research based professional learning. At the commencement of the year this involved whole school development in the area of remote learning. Staff embraced this challenge admirably and delivered outstanding personalised education to all students. Other professional learning focus was placed on Simon Breakspear Agile Leadership series of seminars as well as an introduction to works by Lynne Sharratt and John Hollingsworth. Due to COVID 19 and its restrictions the majority or all of this learning was through ZOOM or webinars. This included the Corwin Conference which was planned as part of a major conference. Staff utilised the provision of learning hubs by the Department of Education as a valuable tool to extend and support their teaching in these more challenging times.	**Funding Sources:** • Professional learning ($1000.00)

Process 2:   Leadership - The leadership team ensures that implementation of syllabus and associated assessment and reporting processes meet NESA and DoE requirements and support a culture of high expectations and community engagement resulting in measurable and sustained whole school improvement.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures	
The school, through the leadership team have successfully implemented a change to the school reporting system. The reports have moved to a indicator approach which will provide the community with a more explicit and whole school approach to student progress. These indicators are measured throughout a students learning journey and provide a clear and transparent understanding of where the student is currently at and what they need to do next to progress. A variety of online assessment tools have also been trialled and purchased to enable the school to have an understanding of student progress across a variety of KLAs with a focus on reading and Numeracy. These assessment scores will serve as baseline data to effectively measure student progress and teacher quality as well as identifying future areas of instructional focus.	Essential Assessments $ 4000.00

Process 3:   Financial Management - Long term strategic financial planning is integrated with school planning and implementation processes to address school strategic priorities and meet identified improvement goals.

Evaluation	Funds Expended (Resources)
The school utilised funds to create a position for an Instructional Leader in Literacy and Numeracy. It should be noted that although all staffing entitlement were allocated and budgeted for, the school has had a total of 5 beginning teachers who are completing their third year of teaching and close to moving in their pay increments. For this reason the school has rolled over with extra money. This will cease to happen and they progress up the pay scale and needs to be noted for future budget planning and expenditure. The school's current enrolment may fall just under a 16th class for 2021. Due to the impact this has on class structures and the cohorts in that grade the school will fund a classroom teacher to support improved student outcomes.. Internal assessment as well as wellbeing monitoring has been commenced as a baseline to see the impact and validity of this decision.	**Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($78543.00) • Literacy and numeracy ($21343.00)

Next Steps

Evaluation of these initiatives will form the basis of the new School Improvement Plan 2021-2024.

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	**Funding Sources:** • Aboriginal background loading ($4 200.00) • Socio-economic background ($9 444.00) • Low level adjustment for disability ($31 471.00)	Equity funds were planned and were fully expended by completion of the year. The school also funded extra SSLOs to supplement these programs. Funds were spent on SSLOs , resources to support Spelling Mastery, Mimi Lit and mUlti Lit as well as Rip it Up Reading.. The school has not had EALD funding before and has needed to commence upskilling both LaST and SSLOs in this area.
Quality Teaching, Successful Students (QTSS)	**Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($78 543.00)	The school embraced on a change of use of these funds this year with a stronger focus on improving student outcomes through leadership support in identified areas. Each Assistant Principal was provided with a days release where they provided support, classroom observations, small group tuition and team teaching practices to support their teachers in their allocated stage.

Student information

Student enrolment profile

Students	Enrolments			
	2017	**2018**	**2019**	**2020**
Boys	223	238	230	218
Girls	214	203	208	199

Student attendance profile

School				
Year	**2017**	**2018**	**2019**	**2020**
K	96.4	94.5	96.1	93.6
1	95.3	95.6	94.1	95.6
2	95.4	94.9	95.8	93.5
3	94.1	94.6	94.2	94.6
4	94.8	94.9	95.6	93.6
5	95	95.9	93.6	94.2
6	94.9	94.6	95.4	96
All Years	95.2	95	95	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)	4
Classroom Teacher(s)	14.11
Literacy and Numeracy Intervention	0.2
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
School Administration and Support Staff	3.12

*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	636,654
Revenue	3,459,533
Appropriation	3,221,478
Sale of Goods and Services	60
Grants and contributions	236,636
Investment income	1,259
Other revenue	100
Expenses	-3,460,293
Employee related	-2,991,444
Operating expenses	-468,850
Surplus / deficit for the year	-761
Closing Balance	635,893

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	21,253
Equity Total	120,290
Equity - Aboriginal	4,307
Equity - Socio-economic	12,618
Equity - Language	5,667
Equity - Disability	97,698
Base Total	2,895,858
Base - Per Capita	105,341
Base - Location	0
Base - Other	2,790,517
Other Total	181,031
Grand Total	3,218,431

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

Parents were given 6 statements and asked to rank them in relation to their importance on a scale of 1-10 with all responses ranked either an 8 or 9. 84% of parents agree that their child is motivated to achieve their best and continually improve with 94% indicating that all stakeholders have a shared responsibility for student learning. 84% of parents agreed that staff are responsive to student wellbeing, 84% agreed teachers engage their child and promote a sense of person best whilst only 68% of parents believe their child understands the steps required to improve their work including the required growth expected. 75% of parents agree that the school demonstrates a high performance culture with a clear focus on student progress and achievement. Disappointingly only 57% of parents indicated that their child feels comfortable informing a teacher in regards to a personal or playground issues.

Interestingly, parents were provided with a range of priorities and asked to choose the three most important. Student wellbeing ranked the highest with 72% of respondents placing this in their top 3 priorities. This was followed by creative and critical thinking and then literacy and numeracy. Only 4% of respondents chose History and Geography as one of their three priorities and only 8% chose performing arts.

Student Voice - Student survey:

62.2% of students indicated that they always try their best with a further 30.2% indicating they often try their best. 33.4% of students strongly agree that they know what they need to do to improve with a further 49.9% agreeing. 95.6% of students agree that they know how they are expected to behave in the classroom and the playground. Disappointingly, 45.5% of students strongly agree that they will go to the teacher for help if they have a problem in the playground which is evidenced by 40.2% indicating they are worried that they are dobbing if they tell the teacher someone else is doing the wrong thing. Students were asked to choose three of the most important subjects at school of which 66% chose Mathematics, 46.9% chose reading, 34% writing and 42.5% spelling.

It is interesting to note that the 83.3% of students agree they know what they need to do to improve compared to 68% of parents thinking the same.

Wellbeing

Tell Them From Me (TTFM) surveys have students reporting an increase of 7% in the area of a **sense of belonging** having grown from 74% to 81% which is equal to the NSW GOVT norm.

Positive relationships have also increased from 90% to 93% which is 8% above govt.

In Interest and motivation although student reflected an increase of 6% to 65% it is still considerably below NSW Govt norm and is an area which needs to be addressed. In the areas of Valuing school outcomes, homework behavior are both below NSW Govt norms by 1% and 7% respectively, there have still been an increase in this area.

Students responded to the question of whether they has been subjected to moderate to severe bullying at 23%. This is a decrease of 7% from 2019 and is 13% below NSW Govt norms. This still is an area that will need to be focused on.

In the TTFM survey reported that 6.7 students understood the clear rules and classroom expectations. This is in contrast to internal school survey conducted in 2020 where 95.6% of students from 341 response stated that "i know how I am expected to behave in the classroom and in the playground"/ as strongly agree (76%) sad Agree (19.6%)

Internal data collected through student surveys reflected a response that 80.7% of students strongly agreed or agreed that "if they have a problem in the playground they will go to the teacher for help: However when asked if "i worry if I tell the teacher that someone else is doing the wrong thing I am dobbing" received 40.2% of students replying Yes. In regards to the school's recent survey only 57% of parents agreed or strongly agreed that "My child feels comfortable informing a teacher in regards to playground, friendship or personal issues"

This result is reflected in PBL data and communication in regards to playground incidences that are not being reported to the school. This will continue to be monitored

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.