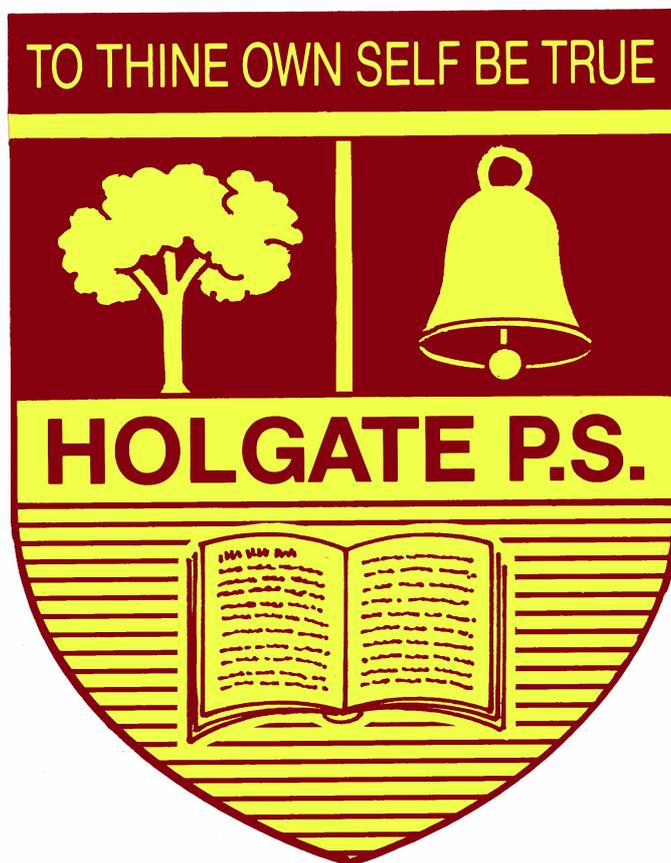


2020 Annual Report

Holgate Public School



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Introduction

The Annual Report for 2020 is provided to the community of Holgate 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 school community

2020 was an unusual year for all. However, despite the challenges the P&C still achieved a significant amount and assisted with providing an amazing array of resources to enhance the students learning environment at school. You may not be aware of all the activities that the P&C achieved, but here's a few highlights:

- The P&C provided over \$59k in facilities update projects that improve school life for the kids everyday including:
 - Installation of sun-shelters over the playground and outdoor stage area at a value over \$40k
 - Complete refurbishment of the communal BBQ facility valued at over \$17k
- Thanks to the grant committee for assisting with the grant applications
- \$2k of funding directly to classrooms for teaching resources
- Mothers & Fathers Day stalls for the kids, thank you to Natalie Miller for organising the stock and all the volunteers that assisted with managing the stall
- Facilitated the second hand uniform store, thank you to Michelle Addley for keeping the store organized and available
- Provided the School Book Club program, thank you to Hayley Batchelor for managing the Book Club initiative for the school
- Sponsored Musical Instrument hire for school band program
- The kids also learnt about the importance of managing and saving money through school banking facilities, thank you to Sally Parkes for managing the program.
- A special Thankyou presentation to teachers and staff in appreciation for all their enduring dedication to the continued education of our children throughout the pandemic.

Everyone loves Fridays, and Holgate's Canteen Friday makes the day even more of a highlight for everyone. Thank you to Richard Shedden for the great job that he has been doing with managing the canteen every week. Kids and parents alike are loving the Healthy Canteen treat that you facilitate. Furthermore, for the first time in a long time, the canteen continues to turn over a profit, great work!

I would like to thank the fantastic executive committee of Laura Butler and Peita Mazaroli who have worked hard to support the P&C and keep everything running so smoothly allowing us to provide such a wonderful array of successful resources and experiences for not only the students but the whole school community.

Thank you also to Karen Ridge of Catalyst Accounting for her continued support of the P&C with managing our taxation

reporting and statement submissions.

Finally I would like to thank Vanessa Gordon, Rebecca Rodwell and Amy Ball, plus all the wonderful teachers and school management staff for their leadership in providing an enviable learning environment for the kids. The past year has presented everyone with challenges that no one would expect, and the whole staff community has done an absolutely stellar job in managing the school through the unusual times.

There's no doubt we have a very unique offering for the kids and families that are involved with the School, and it is a quality that is worth preserving.

Thank You

Ian Goodman

P&C President

School vision

Holgate Public School provides a caring and supportive environment to allow students to achieve a diverse range of skills and understandings.

We have a shared vision between our staff and our school community to ensure each child explores and consolidates their individual strengths and interests.

School context

Holgate Public School is a small school established in 1928 and has a current enrolment of 160 enrolments, including eleven Aboriginal students. The school is located in a semi-rural setting on the Central Coast of New South Wales and is a proud member of the Erina Learning Community (ELC). Holgate Public School values community engagement and is a highly regarded school which celebrates students' strengths and is reinforce our school motto on a daily basis 'To Thine Own Self Be True'.

Holgate Public School has a mix of experienced and early career teachers. The school values its community, family and friendly feel, is focused on maintaining and building strong partnerships with staff, parents and students and is well supported by an active Parents and Citizens' Association.

A strong focus is to deliver quality teaching programs with emphasis on literacy and numeracy outcomes. The school embeds and integrates technology, Science, Technology, Engineering and Mathematics (STEM) and Creative and Critical Thinking opportunities into teaching and learning which are major aspects of future school planning and improvement.

The school provides programs to support student's wellbeing and learning and support needs. These include Positive Behaviour for Learning, Kids Matter programs such as Bounce Back and Highway Heroes and intensive intervention through Seasons For Growth and Rock and Water. The Learning Support Team (LST) support literacy and numeracy through whole school interventions.

Students are encouraged to be self-motivated, creative and successful learners and engage in all aspects of school life. The school offers a variety of environmental programs and initiatives, band, creative and performing arts activities and sport, student leadership opportunities through Parliament and Peer Support. The school offers opt in playground alternatives such as Oasis, Code Club, Robotics Club, STEM Club and structured play.

We are strengthening strong partnerships with our Aboriginal community and local Aboriginal Educational Consultancy Group (AECG) Kurriwa.

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	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Excellence

Purpose

To deliver innovation and personalised curriculum through high expectations, quality teaching, learning and leadership to maximise outcomes.

School Excellence Framework V2 links

Learning - Learning Culture, Curriculum, Assessment, Reporting, Student Performance Measures

Teaching - Effective Classroom Practice, Data skills and Use, Professional Standards, Learning and Development

Leading - Educational Leadership, School Planning Implementation and Reporting

Improvement Measures

Value added for Year 3-5 is maintained at Sustaining and Growing and Year 5-7 moves from Delivering to Sustaining and Growing (Baseline SCOUT 2017).

The percentage of Year 3, 5 and 7 students in the top two skill bands for reading and writing increase by 12% to 76%, 45% and 46% (reading) and 79%, 20% and 30% (writing) respectively (Baseline 2015-2017 average).

The percentage of Year 3, 5 and 7 students in the top two bands for numeracy by 2020 increase by 12% to 58%, 36% to 39% respectively (Baseline 2015-2017 average).

Progress towards achieving improvement measures

Process 1: Implement a whole school approach to teacher quality that encompasses effective pedagogy and explicit expectations.

Evaluation	Funds Expended (Resources)
<p>Improving K-6 teacher quality is a collaborative and evidence based practice at Holgate Public School. Teachers work together shoulder to shoulder in classrooms and in professional learning. All teacher quality practices are data driven and researched based. As a result, Tell Them From Me (TTFM) teacher survey indicates that collaboration (giving feedback on teaching, discussing assessment strategies, teaching strategies to support particular students) is rated at 8.1 which is 0.3 above the NSW Government norm an increase of 0.7 from teacher survey results in 2019. Teacher's indicated that they valued the collaboration time during Quality Teaching Rounds (QTR) rounds and Consistent Teacher Judgement (CTJ) days. QTR and CTJ have created consistent practices across classes, grades and stages. Applying knowledge from such professional learning has allowed teachers to use data to inform their teaching practice. This is evident where learning behaviours of students are embedded into teaching programs and results discussed during data talks each term. Results from the TTFM survey indicate that teachers use assessment tasks to highlight student or class areas of opportunity and rated it at 8.9. The average score of 8.3 has Holgate Public School above NSW Government norm of 7.8 which is an increase of 0.7 on the 2019 results.</p> <p>NAPLAN value added data for 2020 Years 3 to 5 and Years 5 to 7 is unavailable due to the cancellation of NAPLAN 2020 and COVID_19.</p>	<p>Quality Teaching Successful Students \$16000</p> <p>Professional Learning \$9000</p>

Process 2: Implement research based literacy teaching and learning programs that are dynamic, showing evidence of consistent practices that track student progress and achievement.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

Improving K-6 literacy is a collaborative and evidence based practice at Holgate Public School. Teachers work together shoulder to shoulder in classrooms and in professional learning. All teacher literacy practices are data driven and research based. However, due to COVID_19 NAPLAN was cancelled and Holgate Public School engaged in check-in assessments and monitoring and tracking of students through the learning progressions.

Reading Levels K-6

- 90% of Kindergarten are at or above grade expectation
- 78% of Year One are at or above grade expectation
- 65% of Year Two are at or above grade expectation
- 79% of Year Three are at or above grade expectation
- 95% of Year Four are at or above grade expectation
- 100% of Year Five are at or above grade expectation
- 100% of Year Six are at or above grade expectation

2020 classroom teachers engaged in Action Research in Understanding Texts with a vocabulary focus. The teachers selected five focus students as part of the Action Research. Moving into 2021 teachers will utilise Understanding Text with a vocabulary focus whole class.

Creating texts specific Vocabulary - Writing Progression Levels

- 87% of Kindergarten are at or above grade expectation
- 94% of Year One are at or above grade expectation
- 76% of Year Two are at or above grade expectation
- 68% of Year Three are at or above grade expectation
- 100% of Year Four are at or above grade expectation
- 92% of Year Five are at or above grade expectation
- 83% of Year Six are at or above grade expectation

The school only focussed on one of four sub heading as more professional learning is planned 2021. Moving into 2021 and beyond the professional learning needs to unpack crafting ideas and text forms and features to get true validity in data.

Check in assessments

Analysis of school data and the Check in Assessment highlighted areas of opportunity in specific areas of reading (see below). A focus will be to improve on our results when compared to SSSG (like schools) schools.

Year 3 Reading

63% of questions correct:

- HPS above SSSG of 61.9%
- HPS above state of 58.6%

Cohort percentage correct by Area of Learning:

- 49.1% Vocabulary
- 66.4% Comprehension
- 68.9% Processes

Year 3 Performance by Syllabus Content:

- 64.8% correct Objective A English Syllabus
- 58.9% correct Objective B English Syllabus

Year 3 Performance by Stage Outcome

- 83.7% Stage One
- 63.3% Stage Two
- 38.3% Stage Three

Year 5 Reading

61.3% of questions correct:

- HPS below SSSG of 64.5 %
- HPS above State of 60.7%

Cohort percentage correct by Area of Learning:

- 53.3% Vocabulary

Quality Teaching Successful Students
\$8000

Professional Learning \$2000

Progress towards achieving improvement measures

- 61.6% Comprehension
- 67.36% Processes

Year 5 Performance by Syllabus Content:

- 62.2% correct Objective A English Syllabus
- 62.6% correct Objective B English Syllabus
- 55.3% correct Objective C English Syllabus

Year 5 Performance by Stage Outcome:

- 93.3% Stage One
- 74.7% Stage Two
- 47.8% Stage Three

Year 3 reading results continue to be above state and SSSG however, Year 5 results have areas to improve on when compared to SSSG.

When reviewing the percentage of correct responses in reading across the domains of vocabulary, comprehension and processes both Year 3 and Year 5 have the lowest number correct in vocabulary, with 49.1% and 53.3% respectively.

Similar performance from Year 3 and 5 in correct area of learning with vocabulary as the lowest performing area, followed by comprehension then processing. Students need mastery of the stage prior in grammar, vocabulary and punctuation in a wide range of texts and need to look at using language to shape and make meaning according to the purpose, audience and context.

Vocabulary continues to be an area of opportunity for performance uplift. Unpacking learning progressions in vocabulary and comprehension to develop a deeper understanding of Objective B and C from the English syllabus.

Using 2019 - 2020 NAPLAN and Check-In Assessment data in item analysis, the key areas that would leverage school improvement when comparing to state, SSSG and school performance in reading are:

Year 3 - interpreting the effects of vocabulary choices used by authors; characterisation; locating, interpreting and inferring information in texts.

Year 5 - identifying main themes in texts; characterisation; locating, interpreting and inferring information in texts; interpreting vocabulary choices used by authors; inferring the purpose of texts.

Professional learning for 2021 in reading will be centred around revising Focus on Reading Phase 1 and the Super Six strategies and continue to build on vocabulary professional learning from 2020. In addition short, sharp, explicit lessons on reading and answering a range of comprehension questions will become a consistent practice K-6. The school will investigate Simon Breakerspear research into learning sprints and develop reading pedagogical practices as learning sprints.

Process 3: Implement research based numeracy teaching and learning programs that are dynamic, showing evidence of consistent practices that track student progress and achievement

Evaluation

Improving K-6 numeracy is a collaborative and evidenced based practice at Holgate Public School. Teachers work together shoulder to shoulder in classrooms and in professional learning. All teacher numeracy practices are data driven and researched based. However, due to COVID_19 NAPLAN was cancelled and Holgate Public School engaged in Check-in assessments and monitoring and tracking of students through the learning progressions.

Funds Expended (Resources)

Quality Teaching Successful Students \$8000
Professional Learning \$2000

Additive Strategies - Progression Levels

- 100% of Kindergarten are at or above grade expectation
- 100% of Year One are at or above grade expectation
- 85% of Year two are at or above grade expectation
- 95% of Year Three are at or above grade expectation
- 62% of Year Four are at or above grade expectation
- 88% of Year Five are at or above grade expectation
- 78% of Year Six are at or above grade expectation

This data indicates that as students move through syllabus content consistent teacher practice in concrete, visual and abstract is required. Explicit and systematic strategies are areas of future school focus. A deep dive into the data indicating that a variety of additive strategies can be demonstrated by students but is limited with subtraction.

Number Place Value / Quantifying Numbers - Progression Levels

- 100% of Kindergarten are at or above grade expectation
- 100% of Year One are at or above grade expectation
- 88% of Year Two are at or above grade expectation
- 89% of Year Three are at or above grade expectation
- 95% of Year Four are at or above grade expectation
- 56% of Year Five are at or above grade expectation
- 61% of Year Six are at or above grade expectation

Stage 3 Place value and counting processes are areas of future focus. Learning progression data aligns to Check in Assessment data 2020.

Check in Assessment

Year 5 performed above SSSG and state in general however, Year 3 are below SSSG and state. Results from NAPLAN 2019 indicated this as well. All students have moved along the learning progressions additive strategies and quantifying numbers and this is clearly shown in each class' monitoring graph.

Numeracy Year 3:

64.8% of questions correct:

- HPS below SSSG of 65.5%
- HPS above state of 62.8%

Cohort percentage correct by Area of Learning:

- 48.2% Measurement and Geometry
- 72.5% Number Sense and Algebra
- 80% Statistics and Probability

Year 3 Numeracy Performance by Stage Content:

- 81.1% of Stage One correct
- 50.10% of Stage Two correct

Numeracy Year 5

65% of questions correct:

- HPS above SSSG of 63.7%
- HPS above state of 60%

Cohort percentage correct by Area of Learning:

- 60% Measurement and Geometry
- 67.6% Number Sense and Algebra
- 78% Statistics and Probability

Measurement and Geometry often underpinned by poor application of number sense and algebra skills and knowledge.

Year 5 Numeracy Performance by Stage Content:

- 98% of Stage One correct
- 66.9% of Stage Two correct
- 55.6% of Stage Three correct

Check in assessment percentage correct by Area of Learning:

Year 3

- 48.2% Measurement and Geometry
- 72.5% Number Sense and Algebra
- 80% Statistics and Probability

Year 5

- 60% Measurement and Geometry
- 67.6% Number Sense and Algebra
- 78% Statistics and Probability

These results strongly highlight our future focus of Measurement and Geometry as an opportunity to improve student growth and performance.

Check in analysis identified Measurement & Geometry in both Year 3 and 5 check assessment as areas of future focus and improvement. Staff identified place value language; conversions; units within length; area; volume and capacity; mass; 3D and 2D as focus outcomes.

High expectation were also discussed as students are already demonstrating achievement of 50% or more of stage outcomes.

COVID_19 impacted the professional learning we were planning and a decision was made to move our formative and summative assessing to 2021. However, as things settled in Term 4 2020, CTJ days focused on collaborating and setting explicit teaching strategies for the learning progressions additive strategies and number and place value. As a result, K-6 formative and summative assessments have been written for these two learning progressions.

Executive staff visited a local school to review explicit teaching strategies in mathematics and identify aspects that could be implemented at Holgate based on our results and evidence based research in learning sprints.

Measurement and Geometry underpinning strong number sense are areas of opportunity for performance uplift. Learning progression knowledge and transferring number skills to numeracy, word problems and complex problems. More rigor to a whole school NAPLAN practice with resources to support. Review scope and sequence and look at explicit direct instructional practice in numeracy. Identify summative assessment practices for longitude data. The school will investigate Simon Breakerspear research into learning sprints and develop numeracy pedagogical practices as learning sprints.

Check in assessment percentage correct by Area of Learning:

Year 3

- 48.2% Measurement and Geometry
- 72.5% Number Sense and Algebra
- 80% Statistics and Probability

Year 5

- 60% Measurement and Geometry
- 67.6% Number Sense and Algebra
- 78% Statistics and Probability

These results strongly highlight our future focus of Measurement and Geometry as an opportunity to improve student growth and performance.

Strategic Direction 2

Equity

Purpose

To develop self-motivated and dynamic learners with the skills, processes and resilience to successfully engage as confident and creative individuals.

School Excellence Framework V2 links

Learning -Wellbeing, Learning Culture, Assessment, Curriculum

Teaching -Effective Classroom Practice, Learning and Development

Leading - Educational Leadership

Improvement Measures

Positive Learning Culture (6.5), Learning Culture (7.2) Advocacy at school (7.5), Interested and motivated students (65%), Challenging and visible goals (7) exceeds NSW Government norms by 2020 (2017 TTFM baseline data).

School Evaluation Tool (SET) indicated an improvement in the mean score 50.2% (baseline 2017) to 90% by 2020.

Progress towards achieving improvement measures

Process 1: Review and strengthen an evidence based whole school approach for implementing wellbeing to support learning.

Evaluation	Funds Expended (Resources)
<p>In 2020 90.45% of students reported positive wellbeing using the Tell Them From Me (TTFM) survey. This was an improvement from 86.8% (2018) and 87.83% 2017). There has been a consistent upward trend in positive wellbeing. In 2019 and 2020 Holgate Public School has been above state, SSSG and the network of schools in wellbeing.</p> <p>The 2022 wellbeing target of 90.1% of students reporting positive wellbeing has been achieved in our Semester One 2020 data at 92.59%. On reflection, our PBL journey, whole school universal and tiered wellbeing programs have been instrumental in this improvement. Our school wellbeing data has been on an upward trend since 2017. Our challenge will be sustaining and maintaining this trend. To achieve the aspirational target of 95.1% our school requires an uplift from the baseline of 11% or an increase of 2.51% from current results.</p> <p>Key facts extracted from the TTFM survey and SCOUT data:</p> <ul style="list-style-type: none">• Sense of belonging has had a consistent upward trend from 2018, 2019 and 2020 from 83.33% to 88% TTFM (2020), this is above the NSW Government norm of 81%• Expectations for success is on a consistent upward trend 96.61% (2019) which is above SSSG and state• Expectations for success TTFM 2020 data is at the NSW Government norm of 8.7• Advocacy at school is on an upward trend from 91.53% in 2019• Advocacy at school TTFM 2020 8.7 is at the NSW Government norm <p>The school wellbeing indicators when compared to state and SSSG and previous school scores are on an upward trend and above state and SSSG performance.</p> <p>Holgate Public School has implemented a variety of attendance improvement</p>	<p>Low Level Adjustment for disability LAST \$48000</p> <p>Equity Disability \$6000</p> <p>SLSO \$85000 Literacy and Numeracy and Integration and Support Funding</p>

Progress towards achieving improvement measures

systems and communication strategies to improve school organisation and student attendance rates. The percentage of students attending 90% or more is 79.90% (December 2019). This indicates that Holgate Public School has 20% absent 90% of the time, which equates to one day per fortnight. The school needs to focus and improve the percentage of students attending 90%. This requires an uplift of 9.2% to achieve the lower bound target of 89.1% for 2022 and an uplift of 14.2% to achieve the aspirational target. Attendance rate is on an upward trend, above state and network at 93.54% (2019). The school attendance rate has been under state and like schools in 2016, 2017 and 2018. With improved use of a variety of platforms, systems and communication this has seen our attendance data 2019 shift above state and like schools in 2019. Attendances profile rates:

2016 below state DoE average of 94 at 93.8

2017 below state DoE average of 93.9 at 93.5

2018 below state DoE average of 93.4 at 93.3

2019 above state DoE average of 92.8 at 93.9

In the next school plan Holgate Public School needs to continue to improve communications in a variety of modes and strategies with students, staff, parents and carers to achieve lower and upper bound targets and continue the upwards trend in attendance rates and percentage of students attending 90% of the time.

The implementation of Positive Behaviour for Learning as a whole school behaviour system including tier two interventions in wellbeing has been effective. This system is valued, has proven demonstrated success and will be continuing to be the core focus of our wellbeing approach.

Process 2: Develop evidence based and visible teaching and learning pedagogy.

Evaluation

Visible learning implementation was inconsistent. Further professional learning and whole school collaboration and systems development needs to continue to be a core focus for improved student self-regulation and motivated learners.

Comparing our What Works Best 2020 survey results to DoE average, Holgate Public School is under the average for explicit teaching, effective feedback and classroom management and the school is above average for wellbeing, use of data and assessment. On reflection those above DoE average have been whole school focus for the last two years. Interestingly, the school has identified assessment as a future focus however, WWB data indicates Holgate Public School is above average in this theme.

Staff feedback on each element identifies a disparity below the average for effective feedback of -0.12, explicit teaching of -0.02 and classroom management of -0.03. Staff feedback in the survey indicated above the average for Use of data of +0.1, assessment +0.03, wellbeing of +0.2 and collaboration +0.02. The positive and negative aspects of the WWB themes when compared to the average does not necessarily correlate to other data source results. Those that are consistent, effective feedback and explicit teaching will be utilised as school implications for future planning. However, inconsistencies when compared to other sources highlighted wellbeing, collaboration, assessment and use of data.

On reflection the implication for future focuses in WWB when triangulated with other sources is the need to drill into effective feedback, use of data and explicit teaching.

Funds Expended (Resources)

Equity Socio Economic \$6000

Progress towards achieving improvement measures

TTFM Student Semester Two 2020 findings when compared to NSW Government norm are:

Student results indicate above NSW Govt norm in most areas. Areas where we are below and are consistent trend overtime in interest motivation, effort and sense of belonging.

TTFM Teacher Semester Two 2020 findings when compared to NSW Government norm are:

Teacher survey indicated we were at or above in all areas. This is an improvement on the last four years. Looking at the gap, analysis quality feedback and staff technology skills are areas to improve.

Overall, the TTFM has highlighted the following key messages:

Relationships (sense of belonging), setting goals, meeting challenges, motivation and interests, effort, technology and quality feedback from all stakeholders are the common threads for future school focus.

Poll results:

What the community see as strengths of Holgate Public school :

The classroom teacher's ability to help children learn according to their individual needs

Parents are happy because their children are happy attending school

Regular and open communication

What the community would like sustained at Holgate Public School:

Dedication, commitment and empathy of teachers towards the progress of children in their class

Student engagement including making learning fun

PBL - children are responding well to positive encouragement/reinforcement and increase technology across the school Considerations for future directions in teaching, learning and wellbeing at Holgate Public School:

Seek opportunities for funding to support student growth and development

Ensure children are being prepared for life beyond Holgate Public School - emotionally, socially and academically

The existing school plan focus in the Equity strategic direction of future focused learners was intended to build teacher and student capacity to embed and integrate creative critical thinking strategies into all areas of the curriculum. While there have been many successes and highlights within this work, it has been difficult to maintain an explicit focus and integrate it into other school initiatives beyond Peer Support. In the next school plan, the successful practices learnt and taught in this plan will be subsumed into other areas, incorporating the general capabilities and conceptual programming (big ideas) into future teaching and learning and syllabus implementation.

Process 3: Develop student leadership and mentoring opportunities across all areas of the school.

Evaluation

Funds Expended (Resources)

Due to COVID _19 our leadership and mentoring programs did not occur.

Strategic Direction 3

Engagement

Purpose

To create purposeful learning opportunities and establish informed and connected partnerships across the community.

School Excellence Framework V2 links

Learning - Reporting

Teaching - Learning and Development

Leading - Educational Leadership, Resources, Management Practices and Processes

Improvement Measures

Technology (5.7) (Baseline 2017) staff TTFM survey to exceeds NSW Government norm by 2020.

Parent Involvement (6.4), Inclusive School (7.6) (Baseline 2017) parent TTFM survey exceeds NSW Government norm by 2020.

Inclusive school (7.6) student TTFM survey exceeds NSW Government norm by 2020.

35% of Aboriginal students in the top two skill bands where data is significant by 2020. (Baseline 2015-2017 not significant).

Progress towards achieving improvement measures

Process 1: Build strong and cohesive partnerships that engage the whole school community and create a culture of high expectations.

Evaluation	Funds Expended (Resources)
<p>Strong and cohesive home school partnerships are essential in creating a high expectations culture throughout the school. The Covid-19 pandemic has hindered face to face opportunities for community involvement, however we have utilised digital platforms to connect with families. Seesaw has been used as a tool to share learning in class with families at home and the school newsletter, Skoolbag App and email continue to be used to communicate school news..</p> <p>Videos have been made to share school events with the community, such as school assemblies, Harmony Day, Easter activities, Holgate@Home, Education Week, Science Week, Book Week, NAIDOC Week, Remembrance Day, Maker Faire, school band performances, Music Count Us In choir performance, Erina Fair Christmas Tree Decorating Competition, and end of year goodbyes. Events such as Kinder Orientation, Kinder Information Evening, Presentation Day and the Year 6 Farewell have been livestreamed via Microsoft Teams.</p> <p>Under the circumstances, communication and sharing of learning has been successful and there have been many opportunities for families to engage with their child's learning. Tell Them From Me (TTFM) data indicated a score of 7.1 (6.6 NSW Government norm) for parents feeling informed, 7.8 (7.3 NSW Government norm) for the school supporting learning and 7.5 (7.4 NSW Government norm) for parents feeling welcomed. 86% of parents surveyed believe that the school supported learning from home and 89% of parents believe that school contact during home learning was good. The school received informal emails and phone calls with positive feedback from the community about the various events we shared. Additionally, 82% of students surveyed in the student TTFM indicated they try their best and 83% are proud of their school, evidence of the positive impact community</p>	Per Capita \$7000

Progress towards achieving improvement measures

engagement has made.

Moving forward, we will continue to seek opportunities to engage the community with student learning and continue to create a culture of high expectations. Hopefully, Covid-19 restrictions will ease and allow face to face engagement to resume.

Process 2: Develop expertise within staff to deliver innovative future-focused practices, incorporating technology.

Evaluation	Funds Expended (Resources)
<p>Holgate Public School partnered with the Central Coast Academy of Science, Technology, Engineering and Mathematics (STEM), connecting us with around 20 schools around the Central Coast, as well as experts in STEM and industry professionals. Professional learning was delivered to staff in using the STEM process as a pedagogy and the Department of Education's STEM process was implemented across the school from Kindergarten to Year 6, using consistent steps and terminology. Signage was created around the STEM process and displayed in every classroom, as well as the newly finished Maker Space.</p> <p>The Maker Space provides a future focused learning area for classes to utilise. Much of the schools' technology is now stored in this room as well as a variety of STEM materials. A booking system has been established and this roster shows that classes are regularly using this space for learning, especially for Science RFF.</p> <p>A Maker Faire was planned and held in Term 4. Classes spent three terms planning projects and working through the STEM process to complete the projects. Students posed problems and worked at creating solutions to them. Due to Covid-19 restrictions, we were unable to invite parents to share our learning face to face, and so a Marvellous Maker Movie was created to share with families. The video featured student 'reporters' interviewing classes about their projects and the steps they took to create their finished products, clearly demonstrating understanding of the STEM process.</p> <p>STEM enrichment groups were held in Semester Two to provide opportunities for students with strength in STEM learning. Students chose personal interest projects to complete.</p> <p>A new fleet of iPads and laptops was purchased. Booking systems and teaching and learning programs show these are being utilised by classes.</p> <p>Although the Maker Faire was a huge success, Tell Them From Me results indicate there is further work to do with technology. The teacher survey indicated a score of 6.6 (6.7 NSW Government norm) for technology, with lower scores indicated for goal setting and providing student feedback through technology. Student results showed the skills-challenge connection only scored 39% for high skills high challenge compared to 53% for the NSW Government norm.</p> <p>Next year, we will continue our journey with the Central Coast Academy of STEM, with staff undertaking further professional learning around embedding the STEM process as a pedagogy across all key learning areas. We will connect with industry professionals to create authentic learning experiences. This will help to increase the use of technology in learning, as well as upskill staff and engage students in high skill high challenge future focused learning.</p>	<p>Per Capita \$</p>

Process 3: Develop a whole school learning culture of continuous improvement.

Evaluation	Funds Expended (Resources)
<p>Personal Learning Pathways were written for all Aboriginal students in</p>	<p>Equity Aboriginal</p>

Progress towards achieving improvement measures

collaboration with students, parents and teachers. These PLPs outlined individual academic, social and cultural goals for each student that were reviewed regularly by classroom teachers. Surveys conducted with Aboriginal families in Term 4 indicated that 100% of families were happy with the goals set for their child and believed their child's goals had been met for 2020. All Aboriginal students were given the opportunity to present the Acknowledgement of Country at some school assemblies.

Due to the Covid-19 pandemic, Gulang Fest was cancelled, taking away this opportunity for our students. Staff professional learning focuses needed to be re-evaluated and 8 Ways learning was unable to be completed.

NAIDOC celebrations were held. A whole school Aboriginal art mural was completed with artist Maurice Goolagong. As part of Aboriginal student PLPs, Aboriginal students spent time individually with Maurice painting their own artwork and discussing culture. Class 1/2P created a Yarning Circle as their Maker Faire project and liaised with Maurice about possible designs and local totems. Teachers were also given time during professional learning to design meaningful NAIDOC activities including sport, art, literacy and other cultural activities across the week. As part of PLP'S, each Aboriginal student worked with their family to create a short presentation about their own family cultural background to share with the wider community. A video of the making of the art mural and the NAIDOC celebrations was created and shared with the community. 100% of Aboriginal parents surveyed said they watched the video multiple times, as well as sharing it with family members. One parent said that parents of her child's friends have commented about how impressed they were with the video, while another said they enjoyed learning about the family stories. One parent commented that it was great to see the whole school involved, not just the Aboriginal students.

Moving forward, Maurice Goolagong has identified an opportunity for our Aboriginal students to be involved with an Acknowledgement of Country at a regional event in 2021. We are planning the completion of further art murals by Aboriginal families within our community in line with 2021 PLPs. It is important that we continue to engage the whole school in learning about Aboriginal culture. Staff will be participating in learning around culture in Term 3 2021.

\$7000

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Equity Aboriginal \$7000	All students have a Personalised Learning Plan (PLP) and made progress across the literacy and numeracy continuum. Aboriginal students demonstrated progress above the average level compared with non-Aboriginal students. PLP's were reviewed each term, tracking and monitoring student goals and progress. It provided valuable feedback to teachers, parents and carers. There was a 100% engagement rate by Aboriginal families in the development and monitoring of PLP's. Positive Behaviour for Learning professional learning was delivered to support Aboriginal wellbeing. Aboriginal cultural and arts initiatives such as the murals with Maurice Goolagong partnership and NAIDOC were funded through the Aboriginal background loading. The school attended Kuriwa ACEG meetings and engaged in the Gulang Fest meetings. Due to COVID Kuriwa ACEG meetings did not occur Term 2-4 and Gulang Fest was cancelled 2020.
English language proficiency	Equity English and Language Dialect \$500	Employment of a Learning and Support Teacher (LAST) who coordinated the learning support team, monitored student progress, individual learning plans and adjustments for our English And Other Language / Dialect (EAL/D) students.
Low level adjustment for disability	Equity Funding and disability flexible funding allocated for Instructional Leader LAST 0.6	<p>Holgate Public School employed a Learning and Support Teacher Instructional Leader (LIL) who coordinated the learning support team, monitored student progress, individual learning plans and adjustments. The school engaged additional days 0.8 per fortnight to implement intervention groups in reading, writing, phonics and phonemic awareness. This included delivering high potential and high-performance groups in mathematics and writing. LIL provided on going inclass and individual teacher and student support in the use of technology for students requiring significant adjustment with lap tops and software programs and tools. The LIL engaged in daily class observation and coaching and mentoring with teachers.</p> <p>Learning Support Team (LST) interventions were implemented to improve students reading, phonemic awareness, numeracy and writing to improve students learning to either meet grade expectations or provide enrichment. The LST programs were implemented based on school and systems data. Staff engaged in five weekly cycles to update National Consistency Collation of Data, Personalised Learning and Support Plans and Out of Home Care Plans. The school implemented Kids Matter Program on Resilience, mindsets through The Equity Strategic Direction Team to support student wellbeing. Unfortunately due to COVID 19 the community unable to engage in wellbeing workshops for 2020.</p>

Low level adjustment for disability

Equity Funding and disability flexible funding allocated for Instructional Leader LAST 0.6

Interventions through the Equity Team indicated below:

The school utilised Sentral notifications on a fortnightly basis to plan and implement Positive Behaviour for Learning (PBL) lessons and used school-based data to inform future directions. The Equity Team responded to school notifications in the playground through PBL lessons and implemented High Five across the school.

The school reviewed and implemented attendance policy and practices. This has seen improvements in communication, record keeping practices and systems across the school. The school engaged in Personal Health and Development (PDH) professional learning during Staff Development Days, on-going professional learning sessions throughout 2020 and participated and liaised with the Erina Local Management Group (LMG) PDH programs development.

As a result of these strategic attendance and wellbeing strategies (2018-2020) discussed above the following has been achieved:

2019 90.45% of students reported positive wellbeing using the Tell Them From Me survey. This was an improvement from 86.8% (2018) and 87.83% (2017). There has been a consistent upward trend in positive wellbeing. In 2019 and 2020 Holgate Public School has been above state, SSSG and the network schools in wellbeing.

The 2022 wellbeing target of 90.1% of students reporting positive wellbeing has been achieved in our Semester One 2020 data at 92.59%.

On reflection, our Positive Behaviour Learning journey, whole school universal and tiered wellbeing programs have been instrumental in this improvement. Our school wellbeing data has been on an upward trend since 2017. Our challenge will be sustaining and maintaining this trend. To achieve the aspirational target of 95.1% our school requires an uplift from the baseline of 11% or an increase of 2.51% from current results.

Key facts extracted from the TTFM survey and SCOUT data:

Sense of belonging has had a consistent upward trend from 2018, 2019 and 2020 from 83.33% to 88% TTFM (2020), this is above the NSW Government norm of 81%

Expectations for success is on a consistent upward trend 96.61% (2019) which is above SSSG and state

Expectations for success TTFM 2020 data is at the NSW Government norm of 8.7

Low level adjustment for disability

Equity Funding and disability flexible funding allocated for Instructional Leader LAST 0.6

Advocacy at school is on an upward trend from 91.53% in 2019

Advocacy at school TTFM 2020 8.7 is at the NSW Government norm

The school wellbeing indicators when compared to state and SSSG and previous school scores are on an upward trend and above state and SSSG performance.

Holgate has implemented a variety of attendance improvement systems and communication strategies to improve school organisation and student attendance rates. The percentage of students attending 90% or more is 79.90% (December 2019). This indicates that Holgate has 20% absent 90% of the time, which equates to one day per fortnight. The school needs to focus and improve the percentage of students attending 90%. This requires an uplift of 9.2% to achieve the lower bound target of 89.1% for 2022 and an uplift of 14.2% to achieve the aspirational target. Attendance rate is on an upward trend, above state and network at 93.54% (2019). The school attendance rate has been under state and like schools in 2016, 2017 and 2018. With improved use of a variety of platforms, systems and communication this has seen our attendance data 2019 shift above state and like schools in 2019. Attendances profile rates:

2016 below state DoE average of 94 at 93.8

2017 below state DoE average of 93.9 at 93.5

2018 below state DoE average of 93.4 at 93.3

2019 above state DoE average of 92.8 at 93.9

In the next school plan Holgate needs to continue to improve communications in a variety of modes and strategies with students, staff, parents and carers to achieve lower and upper bound targets and continue the upwards trend in attendance rates and percentage of students attending 90% of the time.

Interventions action, data and evaluation LIL:

Each intervention/enrichment program had a specific goal and learning intention based on school data. A pre and post assessment was conducted to measure the effectiveness of each program. However, it is important to note that in some programs the final data didn't always demonstrate student improvement. This has provided evidence to consider the type of assessments LIL utilise in the future to measure student achievement. COVID_19 impacted the groups in Semester One as a shift was required to support and assist teachers/Student Learning and

<p>Low level adjustment for disability</p>	<p>Equity Funding and disability flexible funding allocated for Instructional Leader LAST 0.6</p>	<p>Support Officers (SLSO's) with establishing learning from home programs, in particular coaching and mentoring for our beginning teachers.</p> <p>Year 2 reading group: eight students were selected based on reading levels. Our target group was the middle range to offer opportunities to extend on their reading skills and move them to the middle bands in NAPLAN 2021. The learning intention was to read with improved fluency and improve the comprehension of what they had read.</p> <p>Results: 100% of students improved reading levels and 88% (seven or eight) have achieved the school determined reading expectation for Year 2 students with 25% (two of eight, initially target two) achieving expectations for Year 3 and above. 100% of students improved on their pre-assessment results.</p> <p>Future focus: Rereading paragraphs to locate inferences and provide regular opportunities for students to develop a deeper understanding on selecting the best and answer and why it is the best answer based on other information they have read. Incorporate into class teaching, daily routines and create learning sprints to monitor student achievement and future learning needs. Continue to track reading on monitoring graphs and use the learning progression, understanding texts to monitor whole class progress.</p> <p>Year 4 mathematics group: Eight students were selected based on NAPLAN results in 2019. Our target group had performed in the two middle bands in the NAPLAN assessment. The goal was to teach explicit maths strategies to support the academic growth into the top two bands in 2021. The learning intention was to identify the mathematics required to answer a question, explain the reasoning and show working out. After the pre-assessment, it was evident that students also needed support with completing three - and four-digit subtraction and finding the perimeter with an unknown side.</p> <p>Results: 88% of students improved from the pre to the post assessment, however 100% of students improved when attempting subtraction using the decomposition method and working out the perimeter of an unknown side. Using NAPLAN as a pre and post assessment provided an abundance of data to use to inform teaching and where to next for the target group. However, every student that had achieved a correct response in a question in the pre-assessment answered incorrectly in the same question in the post assessment. Therefore, saying they improved based on this assessment alone is not adequate. 100% were more confident in tackling word problems and indicated that</p>
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Low level adjustment for disability

Equity Funding and disability flexible funding allocated for Instructional Leader LAST 0.6

they liked sharing their thoughts and working through problems together in a small group. 63% (five of eight) of students began to recognise errors in their answers when encouraged to persevere and think about what the question was asking them. The students were able to identify the error and correct it to select the most accurate response. 25% (two of eight) of students found the group challenging and needed significant support with basic number skills to improve their automaticity when attempting to identify the strategies required to solve word problems.

Future focus: Interestingly, analysing specific question data from pre and post assessments it highlighted that aspects of measurement and geometry is an area of improvement. While not a focus during this intervention, it correlates with data analysed in the 2020 Year 3 and 5 Check In assessments. This evidence indicates a change in explicit teaching for the strand of measurement and geometry. Daily NAPLAN practice questions will be used in classes to reinforce skills in this area. In addition, all staff are aware of the opportunity in measurement and geometry and that it will be a whole school focus in 2021. Learning sprints will be conducted each term and the results used to identify student progress in all maths strands and consider new areas of opportunity throughout the year.

Kindergarten Phonemic Awareness group: seven students were identified from our initial assessment on phonemic awareness. The learning intention was to orally blend and segment phonemes in three and four phoneme words and in addition to identify initial, medial and final phoneme changes and the new word it creates.

Results: 100% of students improved in blending and segmenting phonemes enabling them to meet the level of Basic Phonemic Awareness. One student only improved minimally however, this is because she has now developed a better understanding of spelling rules and she knew how it was spelt and therefore didn't use the phonemes. This was supported in her results as she was one mark off achieving Advanced Phonemic Awareness skills on the learning progressions. 58% (four of seven) of students in total went on to achieve the Advanced Phonemic Awareness level.

Future focus: Continuing to identify the number of phonemes in a word and in particular middle sounds. Substituting phonemes and adding phonemes needs to be a continued focus. Completing the Phonemic Awareness Assessment earlier in the year, end of Term 1 will allow programming to be more effective in meeting the needs of our students and incorporate teaching strategies much earlier. Retesting in the beginning of

<p>Low level adjustment for disability</p>	<p>Equity Funding and disability flexible funding allocated for Instructional Leader LAST 0.6</p>	<p>Term 4 will be beneficial to ascertain their growth or what else needs to occur to prepare students for Year 1.</p> <p>Technology intervention group: Six students with reading difficulties who are unable to access material on the internet or texts were identified. Our target group was selected from students with confirmed diagnoses of Dyslexia and those with other reading challenges to participate in sessions on how to use speech to text and immersive reader.</p> <p>Results: 100% of students improved using technology to conduct small research and writing tasks. 67% (four of six) became skilled at recording sentences to reflect their ideas in a writing task. 50% were able to compose paragraphs with sequenced ideas. 83% (five of six) were skilled at locating quality information and copying this onto a word document to allow the immersive reader to read it to them so they could comprehend the information. 100% of students became engaged regardless of the task and content, which was often not the case with 50% of this group.</p> <p>Future focus: Conduct professional learning for all staff to demonstrate how easy it can be to differentiate using technology for students with learning difficulties. Support teachers to implement it in classrooms for all students to access.</p> <p>LIL supported teachers in classrooms in implementing strategies and providing ongoing mentoring and coaching.</p> <p>LIL engaged in the Learning Support Team and provided advice and coaching to support teachers and staff in classroom teaching and learning.</p> <p>The school's Learning and Support Team processes were enhanced with a focus on supporting teachers and students for personalised learning and building the classroom teachers' strategies.</p> <p>The school used the National Consistent Collection of Data (NCCD) to engage teachers in meaningful professional dialogue about how to cater for the varied needs of the students in their classes. The LIL facilitated classroom teacher discussion about individual student learning. The LIL engaged in classroom observations to inform teacher strategies for identified students. In school-based data 95% of teachers reported that LIL learning and support processes were valuable in supporting student and teacher need and professional learning. The LIL improved documentation and cyclic review of Personalised Learning and Support Plans, adjustments and accountability practices.</p>
<p>Quality Teaching, Successful</p>	<p>Quality Teaching</p>	<p>Staff engaged in professional learning on</p>

<p>Students (QTSS)</p>	<p>Successful Students \$28000</p>	<p>Quality Teaching Framework (QTF), staff participated in two Quality Teaching Rounds (QTR) to improve lesson design within the QTF. Staff participated in Instructional Rounds in numeracy, engaged in moderating writing task, developed writing rubrics and success criteria. Staff unpacked learning progressions in mathematics and developed short sharp teaching moments to address gaps identified in data. Teachers unpacked DoE Check In assessments and developed teaching lessons and units to address gaps identified within the analysis. Staff engaged in the School Excellence Framework and rigorous school evaluation to celebrate successes and plan the schools next steps.</p> <p>As a result, staff established, planned and engaged in professional learning in the QTF and the implementation of QTR. Teachers engaged in collaborative practices which allowed them to jointly plan and observe lessons using coaching conversation, the QTF or instructional rounds. Effective mentoring and coaching practices provided constructive feedback to individual teachers on lesson design, programming, assessment and classroom management. The school-based survey indicated that 100% valued QTR and Instructional Rounds, 100% of teachers indicated that they valued coding the lesson designed and led to improved lesson design in their classrooms. Teachers valued QTR and Instructional Rounds and indicated that it improved learning culture amongst staff and it had led to positive improvements in the learning environment for students. All stages developed units of work and assessment tasks. Teachers reported that this enhanced understanding of student learning, effective classroom practice and supported syllabus implementation. Teachers engaged in data coaching sessions each term to analyses and improve monitoring of student progress to inform teaching instruction. The school-based survey indicated that 100% of staff found these data talks valuable and informed teaching instruction and student differentiation and class learning goals. Teachers engaged in DoE Check In analysis in reading and numeracy to identify areas of strength and improvement. Teachers developed targeted teaching outcomes and strategies to be implemented in the classroom. The school-based data indicated that teachers valued having the time to identify school needs in these areas and plan and implement a coordinated approach across the school.</p> <p>In 2021 teachers will engage in learning sprints and Instructional Rounds in literacy and numeracy, consistent teacher judgement practices, professional learning on the learning progressions, and whole school data talks every ten weeks.</p>
<p>Socio-economic background</p>	<p>As per Low Level Disability</p>	<p>During 2020 a universal approach K-6 was</p>

<p>Socio-economic background</p>	<p>As per Low Level Disability</p>	<p>undertaken in wellbeing which included PBL lessons and LST tier two programs through the School Counsellor. The impact indicates in 2019 90.45% of students reported positive wellbeing using the Tell Them From Me survey. This was an improvement from 86.8% (2018) and 87.83% (2017). There has been a consistent upward trend in positive wellbeing. In 2019 and 2020 Holgate Public School has been above state, SSSG and the network schools in wellbeing.</p> <p>The 2022 wellbeing target of 90.1% of students reporting positive wellbeing has been achieved in our Semester One 2020 data at 92.59%. On reflection, our PBL journey, whole school universal and tiered wellbeing programs have been instrumental in this improvement. Our school wellbeing data has been on an upward trend since 2017. Our challenge will be sustaining and maintaining this trend. To achieve the aspirational target of 95.1% our school requires an uplift from the baseline of 11% or an increase of 2.51% from current results.</p> <p>Key facts extracted from the TTFM survey data:</p> <ul style="list-style-type: none"> • Sense of belonging has had a consistent upward trend from 2018, 2019 and 2020 from 83.33% to 88% TTFM (2020), this is above the NSW Government norm of 81% • Expectations for success is on a consistent upward trend 96.61% (2019) which is above SSSG and state • Expectations for success TTFM 2020 data is at the NSW Government norm of 8.7 • Advocacy at school is on an upward trend from 91.53% in 2019 • Advocacy at school TTFM 2020 8.7 is at the NSW Government norm <p>The school wellbeing indicators when compared to state and SSSG and previous school scores are on an upward trend and above state and SSSG performance.</p> <p>Two Peer Support Programs were written. The two areas of focus were Creative and Critical program and Resilience. Due to COVID_19 Resilience was run during Term 4. The Creative and Critical Peer Support program has been deferred to 2021. Parliament continued to drive student initiatives and encourage the student voice with 85% of students reporting involvement in initiatives or attending a Parliament session.</p>
<p>Support for beginning teachers</p>	<p>Employment of additional teacher 0.1</p> <p>Employment of Instructional Leader 0.6 (equity loadings and LAST entitlement)</p>	<p>The beginning teacher has engaged in cyclic fortnight mentoring and supervision opportunities. Each term the beginning teacher attended the school based and Central Coast Accreditation Network meetings, engaged in Equity Team meetings each fortnight, engaged and implemented universal PBL and in class systems, participated in QTR and Instructional Rounds and professional learning opportunities, observations and coaching consistently</p>

<p>Support for beginning teachers</p>	<p>Employment of additional teacher 0.1</p> <p>Employment of Instructional Leader 0.6 (equity loadings and LAST entitlement)</p>	<p>throughout the Term 1-4.</p> <p>The beginning teacher and mentor were released from class and participated in collaborative planning, mentoring and coaching, programming and professional development. Beginning teacher sessions included lesson observation, participation in QTR, Instructional Rounds, moderating work samples, developing summative and formative assessments, professional learning on classroom management, PBL and in-class systems, student engagement, syllabus familiarisation and developing quality programs. All professional learning ensured the development of knowledge and skills in classroom management and school programs and that the teacher felt confident in the teaching and learning cycle. Support was also provided for the teacher to annotate appropriate evidence to contribute to their accreditation. The teacher actively participated in school and stage planning and reporting and annual school reflection and evaluation. Feedback identified the process as highly supportive.</p> <p>In 2020 an Instructional Leader was employed for in class coaching, mentoring and team teaching to occur. The beginning teachers engaged in QTR, consistent teacher judgement practices and professional learning in wellbeing and curriculum.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	87	90	84	84
Girls	68	71	70	76

Student attendance profile

School				
Year	2017	2018	2019	2020
K	94	90.9	96	92.7
1	91.7	94.8	93.6	96.8
2	90.9	94.5	92.6	92.4
3	96.3	93.9	94.7	94.7
4	93.2	93.7	92.9	92.3
5	95.7	92.5	93.6	93.7
6	92.8	93	94.1	93.2
All Years	93.5	93.3	93.9	93.5
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)	2
Classroom Teacher(s)	5.85
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.4
School Administration and Support Staff	2.01

*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	149,435
Revenue	1,741,841
Appropriation	1,644,482
Sale of Goods and Services	2,898
Grants and contributions	94,040
Investment income	421
Expenses	-1,714,458
Employee related	-1,511,811
Operating expenses	-202,647
Surplus / deficit for the year	27,383
Closing Balance	176,818

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	50,833
Equity Total	61,853
Equity - Aboriginal	7,254
Equity - Socio-economic	6,113
Equity - Language	400
Equity - Disability	48,086
Base Total	1,417,864
Base - Per Capita	37,038
Base - Location	0
Base - Other	1,380,827
Other Total	60,788
Grand Total	1,591,338

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

To inform the school improvement agenda staff were surveyed and focus groups conducted, the community engaged in a phone poll and Tell Them from Me (TTFM) survey and students participated in TTFM survey. A summary of the findings is recorded below.

Staff focus groups findings:

* Staff value the collaborative opportunities that are strategically planned through professional learning and staff possess a mindfulness and willingness to share and learn with and through each other. Staff indicated that they would like the 2020 collaborative practices to remain to allow deep dive and understanding of practices. Focus groups indicated instructional leadership and in class professional learning and sharing needs to be expanded. They indicated that collaborative practices can be hindered by the structure and number of staff, time poor and often imposed compliance, timetabling and competing team agendas which can hinder the potential of collaboration across the school.

* Staff focus groups indicated that there were lots of opportunities to engage in evaluative practices including data talks, Consistent Teacher Judgement (CTJ), NAPLAN analysis, SCOUT, Positive Behaviour for Learning data, surveys and analysis and the use of monitoring graphs. Staff indicated that lesson observation, mentoring opportunities and the Instructional Leadership program was valued, and evaluative practices occurred at a classroom level and requested more in future school planning. Staff indicated that professional learning and time were allocated to evaluative practices around data collation and analysis and school evaluation, however, felt at times more time was needed to be allocated to allow deeper understanding and to avoid evaluative practices becoming just compliance and administration. Additional compliance and administration (DoE imposed) also clashed with or took away from school milestone activity and teacher time. Staff indicated that a deeper understanding of learning progressions and the data would improve teaching and learning. Staff indicated the need to build time into school timetables for evaluative practices and data collection and analysis and develop school systems for curriculum units and scope and sequences. Finally, increasing feedback and sharing opportunities across classes.

* Focus groups indicated that time, casuals, money and timetabling are allocated to collaborative practice and evaluative practices. This includes Release from Face to Face, beginning teachers support, Positive Behaviour for Learning and high potential and high-performance groups. The executive has strong planning, consistently reviewing financial resources to link to resourcing and professional learning. The school has improved use of software platforms and therefore has a systematic approach to collaborative and evaluative approaches through Sentral and PLAN2. Focus groups at times indicated conflicting team agendas, school staff numbers, time and spaces hinder collaboration and evaluative practices. Staff indicated strategic timetabling, technology resourcing, building on LAST Instructional Leader and Learning Support Team practices and spaces, expanding and mapping planning as opportunities for collaboration and continued professional learning. Finally, time to unpack data and analysis of data and teaching practices was noted as valuable and productive to staff.

The Lead Evidence Evaluation and Data (LEED) project required staff to engage in additional focus groups and surveys. The analysis of 2020 LEED teacher surveys and focus groups in the areas of collaboration, evaluative practices and resource allocation indicate the following:

* Collaboration - Areas of strength indicated are our coaching and mentoring and shared decision making. Areas of opportunity are embedding collaboration and continuing to deepen our high impact professional learning.

* Evaluative Practice - Areas of strength indicate that there are systems in place for regular data collection, analysis and evidenced-based decision-making (classroom and school - wide). Areas of opportunity are improving regular evaluative practices to inform and trial new teaching strategies.

* Resource allocation - Areas of strength are time and available space for engaging in collaborative and evaluative practices. Moving forward, technology for data use and evaluation are identified as areas for improvement.

Staff school-based survey findings:

School based surveys indicate our biggest consideration for our next school plan are STEM, the use of data practices and visible learning in teaching and learning, continuing to meet student learning, engagement and wellbeing needs of all our students within our school structure and resources. In addition, any DoE policy and syllabus reforms that occur. Staff identified our professional learning, collaboration days which involved Consistent Teacher Judgement, learning progressions, writing, pedagogy development and learning as aspects that worked well. Staff identified instructional leadership as valuable and staff collegiality and high expectations as effective. Staff identified Positive Behaviour Learning, mentoring and professional learning on pedagogy as working and requested these to continue and remain the same or be expanded on. Staff surveys indicated that Release from Face to Face teaching needed to change, Science and Technology be taught in classes and the STEM process be embedded across all key learning areas. Staff indicated that more technology and STEM professional learning was required and that they needed to continue to have a deeper

focus on curriculum and assessment. The staff indicated if possible, the school class structure should allow for as much collaboration as possible to improve and allow for greater collaboration and sharing in all areas.

Parent school poll results:

What the community see as strengths of Holgate Public School:

- * The classroom teacher's ability to help children learn according to their individual needs
- * Parents are happy because their children are happy attending school
- * Regular and open communication

What the community would like sustained at Holgate Public School:

- * Dedication, commitment and empathy of teachers towards the progress of children in their class
- * Student engagement including making learning fun
- * Positive Behaviour for Learning - children are responding well to positive encouragement and reinforcement

Considerations for future directions in teaching, learning and wellbeing at Holgate Public School:

- * Enhance and increase technology across the school
- * Seek opportunities for funding to support student growth and development
- * Ensure children are being prepared for life beyond Holgate Public School - emotionally, socially and academically

Tell Them from Me (TTFM) student, teacher and community findings are described below.

TTFM Parent Semester Two 2020 findings are:

Parents value the variety of communication modes

Our school community aspire to tertiary education

60% find our school environment welcoming

Parents felt the grounds are well maintained

An area that the school can support parents in is supporting learning at home, especially when talking with students about challenges they might have at school and completing homework

- 100% of parents agree that Holgate Public School is their first choice of school
- 94% of parents indicated they would recommend our school
- 60% indicated that the school helps students with a disability or special need feel welcome
- 72% agreed and strongly agreed that they had been well supported during learning from home
- 89% agreed and strongly agreed that the school was consistently in contact during home learning
- 92% strongly agreed and agreed that they had resources available during home learning
- 66% agreed that student learning continuity occurred during home learning.

TTFM Student Semester Two 2020 findings when compared to NSW Government norm are:

School Level Factors Associated with student engagement

- Positive teacher student relations 8.8 NSW Government Norm 8.4
- Positive learning climate 7.5 NSW Government Norm 7.2
- Expectations for success 8.7 NSW Government Norm 8.7

Social- Emotional Outcomes

- Student participation in school sports 80% NSW Government Norm 83%
- Student participation in extra curricula 70% NSW Government Norm 55%
- Students with a positive sense of belonging 78% NSW Government Norm 81%
- Students with positive relationships 87% NSW Government Norm 85%
- Students that value school outcomes 95% NSW Government Norm 96%

- Students with positive homework behaviours 44% NSW Government Norm 63%
- Students with positive behaviour at school 92% NSW Government Norm 83%
- Students who are interested and motivated 74% NSW Government Norm 78%
- Effort 90% NSW Government Norm 88%
- Effective learning time 8.6 NSW Government Norm 8.2
- Relevance 7.9 NSW Government Norm 7.9
- Students who are victims of bullying 15% NSW Government Norm 36%
- Advocacy at school 8.0 NSW Government Norm 7.7
- Positive teacher student relations 8.8 NSW Government Norm 8.4
- Positive Learning Climate 7.5 NSW Government Norm 7.2
- Expectations for success 8.7 NSW Government Norm 8.7

When I finish high school, I expect to go to university: 47% strongly agree, 21% agree and 21 % neither agree or disagree

I feel proud of my school: 55% strongly agree, 31% agree and 10% neither agree nor disagree

Student perseverance: 47% high and 44% medium

Students with a positive growth mindset:

- I try to do my best 24% strongly agree, 51% agree and 16% neither agree or disagree
- I try to improve 48% strongly agree and 37 % agree
- I like challenging goals 21% strongly agree, 38% agree and 27% neither agree nor disagree
- I set challenges 33% strongly agree, 36% agree and 20% neither agree nor disagree

Students Classroom:

- Everything works 25% strongly agree and 50% agree
- Clean and well looked after 48% strongly agree and 42% agree
- Can fit everyone 45% strongly agree and 45% agree

Explicit Teaching Practices:

Teachers set clear goals for learning, establish expectations, check for understanding and provide feedback 8.1 - currently no NSW Government norms are available.

Overall, the TTFM has highlighted the following key messages:

Relationships (sense of belonging), setting goals, meeting challenges, motivation and interests, effort, technology and quality feedback from all stakeholders are the common threads for future school focus.

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.