

2020 Annual Report

Kempsey East Public School



2278

Introduction

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

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

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School vision

Collaborative high impact teaching and supportive partnerships enable students to become active and motivated learners who can connect, succeed and thrive.

School context

The school is located in Kempsey, a town of approximately 11,000 people on the NSW Mid North Coast. The school was established in 1881 and has a rich tradition of excellence. There is a strong commitment to improving literacy and numeracy for all students.

The school has an active Student Representative Council and parent involvement is evident in classrooms and through the P&C.

The school is a Positive Behaviour for Learning, (PB4L), school. There is a supportive learning environment that caters for the needs of every child, equips students to be successful learners and encourages parents as partners in learning.

The school is an EAFS school and has an instructional leader on staff. All teachers regularly analyse data to make informed teaching decisions.

There are 194 students enrolled in the school, 25% of these students identify as Aboriginal or Torres Straight Islander. The school has a high average attendance rate which is above both the state and SSSG schools.

The Family Occupation and Education Index (FOEI) for the school community in 2019 is 126. The state FOEI average is 100 (the higher the FOEI, the more disadvantaged the school).

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
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	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

High Impact Teaching

Purpose

To improve student outcomes, with a focus on literacy and numeracy, through teachers working collaboratively, reflecting on and refining their practice to ensure high impact teaching.

Improvement Measures

- To increase the percentage of students in the Year 3, 5 and 7 NAPLAN proficiency bands, ensuring we are consistently above the percentage achieved by similar schools (SSSG) in all areas of NAPLAN.
- All teachers are designing and effectively implementing high impact teaching practices, facilitated by improved school instructional systems.

Progress towards achieving improvement measures

Process 1: Best Practice Teaching

Providing opportunities for teachers to continue to develop their understanding of, and embed quality teaching practice using the Australian Professional Standards for Teachers, evidence based practice, Australian Curriculum and the required skills for 'future' learners (Hub structures/protocols/collaboration, LI SC, analysis and use of data, mentoring).

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• There is a school culture of genuine collaboration across the school with all staff working, programming, analysing data and working together as an effective team. This is evidenced by the Effectiveness Indicators Of Highly Effective Teams ineffective-functional-effective-synergetic 2018 compared to 2020 (still in data collection not all added response as yet) Is Self Aware- moved from functional to effective and synergetic, Is a Learner- moved from functional/effective to effective/synergetic, Manages Conflict- moved from functional to effective, Demonstrates Social, Sensitivity- moved from functional/effective to effective/synergetic, Communication efficiency team time moved from functional/effective to effective/synergetic, Collective Efficacy Responsibility, shared purpose to improve- functional/effective to effective/synergetic, Collective Review problem solving-functional-effective, Trust functional-synergetic, Team awareness Strength Based- ineffective/functional-effective/synergetic. This data demonstrates that their has been a significant increase in the effectiveness of the team at KEPS throughout this planning period.• All teaching staff have now completed project based learning training. This has seen projects being run across the school. Student, staff and parent surveys indicate that students are engaged in projects and this has increased their learning outcomes.• Mentoring is happening weekly in collaborative planning- a recording system is now in place for notes and monitoring in TEAMS 3/6 and k/2 are both working-compared to last year where only k/2 was working well. The instructional leader and 3-6 AP are now both in collaborative planning time into 3-6 time as well as k-2. In teacher survey 2021 all staff indicated that they had enough support in mentoring and collaborative planning time. All hubs using data collection systems and checklists as driven by mentoring• Visible Learning practices are embedded across the school. Learning Intentions Success Criteria 2018-2020 (walk thru data) Literacy- 70% visible and 20% students could explain to 3-6 90% visible and 65% of students could explain k-2 86% visible and 71% of students could explain. Numeracy- 40% visible and 35% could explain to 3-6 100% visible and 92% could explain k-2 100% visible and 57% could explain. These are being sent home via dojo to parents but data from student is that they are not discussing these at home. There has been an increase of 62% of 3-6 students that knew how they could be successful in numeracy and 41% increase in where to next in	15 casual days professional development

Progress towards achieving improvement measures

their learning. In literacy 3-6 students had a 53% increase in what it takes to be successful and 63% increase in understanding where to next in their learning.

- Australian Curriculum Information and Technologies Capabilities Learning Continuum- Staff have had training during the 3 years but this is not embedded across the school. Student/teacher and parent surveys 2019 and 2020 demonstrate an increase in technology skills.
- Feedback PL has happened with staff and padlet demonstrates that staff are showing a greater understanding of this and this was also demonstrated by student walk thru data with all students discussing that they are receiving feedback from their teacher regularly. The critique wall in literacy 3-6 showed 57% using feedback given to improve work and 57% also using peer feedback to improve.
- There has been no parent school community information sessions this year due to COVID but 2019 data shows an increase in community understanding.
- All staff are using Australian professional standards in their growth plans to drive PDP discussions and there are 2 staff working towards mastery of teaching currently.
- effective systems and structures are in place to collect and analyse data (coll planning, reading writing checklists, essential assessment, L3 data, SENA)

Process 2: Improving Literacy and Numeracy Outcomes

A focus on developing teacher knowledge of best practice literacy and numeracy teaching. and developing skills to confidently use data to inform learning programs (EAfS, 7 steps to writing, PLAN 2 Best Start, Progressions).

Evaluation	Funds Expended (Resources)
<p>Mentoring</p> <ul style="list-style-type: none"> • In planning time IL, AP and classroom teachers are using evidence based approaches (assessment) to analyse and evaluate teaching and learning using the notice, wonder, action and mentor protocols. 75% of K-2 staff and 50% of 3-6 staff are regularly using the notice and wonder protocols to document evidence based approaches to teaching and learning. During the planning time IL, AP and classroom teachers have collaboratively develop responsive learning programs. • The notice, wonder, action and mentoring protocols are regularly used to document evidence based approaches used by teachers with 100% of K-2 staff and 50% of 3-6 staff indicating that they are regularly using the notice and wonder protocols to document evidence based approaches to teaching and learning. 87.5% of teachers reported that they had used their assessment/CTJ writing checklists to create responsive teaching programs. <p>Building Numeracy Leadership</p> <ul style="list-style-type: none"> • Classroom teachers involved in the BNL project collaboratively plan, teach, assess and analyse using the seven practices (evidence based approaches) to engage students in persistence and productive struggle by developing tasks that provide opportunities for students to bridge between mathematical concepts and skills and student learning (responsive learning programs). This is evident in all K-2 teaching programs and is in the beginning stages of 3-6. 75% of K-2 teachers felt that they had increased their pedagogical knowledge in teaching mathematics using open ended tasks and 50% in 3-6. • The Building Numeracy Leadership team have shared their professional knowledge and findings to the community of schools through the MPS SDD in 2019. The feedback from was extremely positive with 100% of participants in both sessions agreeing that the PL was relevant and connected to the NSW Mathematics syllabus. They agreed that they would take the evidenced based teaching pedagogy and teaching strategies back to use at their school. Karen (Instructional leader) has been asked to represent the community of schools network day and the school will continue to increase their 	<p>0.8 DP Instructional Leader</p> <p>45 casual days professional development</p> <p>0.4 teacher to support collaborative planning</p>

Progress towards achieving improvement measures

pedagogical knowledge through BNL projects including 7 Practices this year. KEPS will also measure impact data at the end of this year.

Seven Steps To Writing

- 7 steps to writing success professional learning is ongoing. 100% of 3-6 teachers said they had increased their knowledge of the Seven Steps to Writing pedagogy through the professional learning sessions and had implemented these strategies in the classroom.

Learning Progressions/PLAN 2

- The executive team is not yet regularly using PLAN 2 to identify data trends in identified areas however, we have been regularly reviewing our writing checklists and are more regularly using our pre and post assessment data for discussions and to analysing trends. Staff are now beginning to use the analysis tool in PLAN 2 which allows teachers to make checklists based around outcomes and progression markers.
- All staff are confidently using the Learning Progressions to record student progress in Creating Texts and Quantifying Numbers elements as part of the teaching and learning cycle. We will need to change our focus to understanding texts for next year.

Literacy/Numeracy Data

- 2019 SCOUT value add data show K-3 as delivering.
- 2019 NAPLAN data suggests that 34% of students in Year 5 made at or expected growth from years 3-5. The writing checklist and consistent teacher judgement show that all students made growth in at least one area of writing this year.
- 2019 NAPLAN data suggests that Year 3 Aboriginal students were above the state in all areas and Year 5 Aboriginal students were above the state in writing and above SSSG in numeracy. Year 5 data suggests that in all five areas they were below SSSG where Year 3 students were above SSSG in numeracy and grammar and punctuation

Strategic Direction 2

Engaged, Inspired and Connected Learners

Purpose

To develop responsible independent students who are committed to learning, supported in an environment that is responsive to their individual needs.

Improvement Measures

-TTFM data (skills challenge, relevance, positive sense of belonging, advocacy) and student surveys indicate that students are increasingly feeling a sense of belonging, identity and report increased positive relationships and advocacy.

- A school wide increase in student skill and confidence in growing into self directed, autonomous goal driven learners.

Progress towards achieving improvement measures

Process 1: Supportive Learning Environment

Developing a supportive environment with a focus on PB4L, Got It, Aboriginal Education, Cultural Identity Project, LST systems and a wellbeing policy, to ensure students develop social skills and have a strong sense of belonging.

Evaluation	Funds Expended (Resources)
<p>PB4L</p> <ul style="list-style-type: none">Throughout the 2018-2020 planning period, the school's PB4L practices have been reviewed, updated following staff, student and community consultation and implemented to help monitor and address student behaviour. Revamped structures have included the updating of the PB4L matrix and lessons to ensure that they are more reflective of the needs of the school and students. This has similarly been supported through the implementation of greater communication, data tracking and analysis procedures, allowing for greater teacher consistency and student understanding, promoting a more adaptive and pre-emptive approach towards the explicit teaching and reinforcement of desired behaviours. As a result, TTFM student survey data has shown a significant increase in the Positive Learning Climate and Positive Behaviour at School elements, increasing from the initial base line of 6.0 at the beginning of 2018, to 7.8 by mid 2020. To further embed positive behaviour across the school, a continued focus will be required in the new SIP, involving the finalisation of updated school signage, integration of revised PB4L lessons and alignment of school practices to new DoE Behaviour, Discipline, Wellbeing and Suspension policies. <p>Belonging / Advocacy</p> <ul style="list-style-type: none">Student sense of belonging continued to fluctuate throughout the planning period from 2018 to 2020, though is now demonstrating positive trends in both the Student Sense of Belonging and Student Advocacy elements of the TTFM Survey. This trend initially continued to decline, beginning at approximately 52% of students in 2018, down to 45% at the end of 2019, before steadily rising to over 62% by mid 2020. In addition, there has been an increase in students reporting Positive Relationships at School, up approximately 12% over the planning period.. In the new School Improvement Plan, continued focus will be required to help embed, sustain and extend initiatives to promote positive relationships, belonging and advocacy at school, including the breakfast club, interest electives for primary students and learning journal structures, along with the explicit teaching and integration of wellbeing initiatives such as Life Skills Go, Growth Mindset and mindfulness.	<p>training for therapy dog \$2000</p> <p>LST network release days 6</p> <p>PB4L training 6 days</p>

Progress towards achieving improvement measures

- Breakfast program embedded and supported by students and wider community to help improve sense of belonging and connection

LST / Wellbeing

- Between 2018 and 2020 Learning Support structures were reviewed and updated to better accommodate the diverse range of student needs across the school. SLSO staff allocations were redirected to enable greater in class and small group interventions, helping to promote greater student engagement and inclusion. In addition, throughout 2020, there was greater utilisation of itinerant behaviour and learning support staff, helping to build staff capacity and embed new behaviour and support procedures. The school's Learning Adjustment procedures were revised, enabling greater partnerships with parents and external agencies in the support of individual academic, social, behavioural and wellbeing needs, leading to 91% of families indicating that they were satisfied with the individualised learning support received by their child.
 - These revised systems helped to access additional integration funding, up approximately \$100,000 over the previous year.
- Throughout 2020, a small group of high-risk target students engaged in an individualised social and behavioural support program, aligned to Cognitive Behaviour Therapy. This initiative was highly successful in developing self-regulatory strategies within the cohort, with 100% of participating students engaging positively with the individualised goal setting process and expressing positive feedback about the sessions.
- During the 3 year planning cycle, staff understanding and capacity to support the mental health needs of students increased through participation in extensive professional learning, including Trauma Informed Practice, Mental Health First Aide and MAPA, among others, helping to ensure that staff apply an evidence based approach to supporting student wellbeing

Process 2: Learning about Learning

Providing opportunities for students to understand effective learning processes with a focus on growth mindset, learning dispositions, learning pit, feedback and learning maps.

Evaluation	Funds Expended (Resources)
<p>There has been a significant increase in the positive learning behaviours of students during the school plan cycle as evident from the data below;</p> <ul style="list-style-type: none">* Walk thru data indicates that students in 2018 compared to 2020 have had an increase of 43% of who can explain their learning goal or Learning Intention. 2020 data indicates that 63% of students were able to.* 2020 data 63% of students have a clear understanding of what it takes to be successful, this was a 53% of an increase from 2018-2020.* 63% of students were also able to articulate how they use feedback to understand where to next in their learning. this increased from 5% in 2018 so a 58% increase.* All classes have critique walls with writing samples this was a further increase from 2019* Data indicates that only 13% are discussing their learning goals with their families. Families indicated that receiving their learning goals made them more aware of their child's learning but the school will have to look at new ways to encourage learning conversations at home.* 75% of students could discuss growth mindset this has remained stable for the three years.	

Progress towards achieving improvement measures

* 100% of students could name the learning dispositions and 100% of students could give a simple or detailed explanation of these. This has increased by 18% from the previous year.

* 100% of students can now explain how their effort impacts on their learning.

* 75% of students feel that their learning journal helps their teacher to understand and know, value and care for them.

* Learning from home saw students use other forms of instruction such as instructional videos from teachers and 88% of students reflected that this helped with their learning. Only 40% of students wanted to include videos into classroom practice when face to face teaching resumed.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>0.2 Aboriginal SLSO for language delivery \$12250</p> <p>Aboriginal SLSOs to support programs \$48347</p> <p>Yarning circle resources and labour \$10 000</p> <p>Resources for language and wellbeing \$9000</p>	<p>* Three Aboriginal Year five students participated in the Quicksmart numeracy program. With these students on average having an effect size gain of 1.434 which is a growth of over three and a half years in one year.</p> <p>* 2 Aboriginal SLSO staff were employed to provide social structures to support students on the playground and also work closely with teachers, students and families in building positive school relationships. During COVID home learning these staff contacted families weekly and more regularly when needed to support students learning.</p> <p>* Dhunghutti language was taught to all students across the school. This not only ensures that Dhunghutti students have a stronger link to their culture but provides all students with local knowledge and understanding.</p> <p>* Welcome to Country in language was taught to all Stage 2 and 3 Aboriginal students and students confidently presented at weekly assemblies and at special occasions throughout the year.</p> <p>* SLSO support was provided in our Early Explorers transition to school program. This supported both Aboriginal students and their families in the successful transition to school. An Aboriginal SLSO also contacted all families to discuss their successful transition to school.</p> <p>* All Aboriginal students showed growth in academic achievement. This was evidenced by Year 3 Aboriginal students achieving above non Aboriginal students at the school in all 5 areas of NAPLAN in 2019 and Year 5 Aboriginal students achieving at or above state expected growth in three out of five areas. All Year 3 Aboriginal students are achieving at or above National Minimum Standards in 2019 NAPLAN results.</p> <p>* The Aboriginal attendance rate is 90.3% and is close to our non indigenous rate of 90.7%. This is higher than the state and SSSG averages..</p> <p>* All students have PLP's and consultation has happened at least twice a year with all families across the school. Due to COVID phone calls were made with the restrictions that were in place.</p> <p>* Ten Year six students participated in the Mission Australia transition program gaining self confidence, cultural knowledge and leadership skills. This involved a variety of community groups to broaden students knowledge. Extra transition activities were</p>

Aboriginal background loading	<p>0.2 Aboriginal SLSO for language delivery \$12250</p> <p>Aboriginal SLSOs to support programs \$48347</p> <p>Yarning circle resources and labour \$10 000</p> <p>Resources for language and wellbeing \$9000</p>	<p>unfortunately unable to happen this year due to COVID restrictions.</p> <p>* Unfortunately Connecting to Country Training was unable to run due to COVID 19 restrictions.</p> <p>* A yarning circle is being established in playground 1. This space will give both the students and the wider community an out door space to connect. The seating will be installed in 2021.</p> <p>*Dhuggutti dictionaries and literacy resources purchased to support the language program and engagement of student in this program.</p>
Low level adjustment for disability	<p>0.2 teacher</p>	<p>* LST met regularly and worked remotely with families over the phone meetings were mainly used due to COVID restrictions. Sentral was continued to be used to record adjustments and plans.</p> <p>* Social stories were used with transition for 2020 with students also being involved in classroom time with their 2020 teachers. This will ensure a smooth start to the new year.</p> <p>* Families have had contact with the teacher at least twice this year and the LST teacher has contacted families at least 1 other time during the year to review their child's progress.</p> <p>* SLSOs have been employed to run small groups of targeted interventions. These have included MiniLit that has targeted Year 1 and 2 students not meeting reading outcomes, Quicksmart Numeracy targeting Year 5 students and ALNF groups targeting our younger students.</p> <p>* Strong transition programs are in place where targeted students were offered further high school transition with the support of an SLSO. An SLSO worked in the Early Explorers program and we worked closely with local preschools and Early Connection to provide the best start possible to our Kindergarten students.</p>
Quality Teaching, Successful Students (QTSS)	<p>0.084 teacher planning and exec days</p>	<p>* action plans drive a mentoring program where all staff have mentoring from executive members during collaborative planning time.</p> <p>* executive staff and teaching staff completed walk thrus to ensure that students and teachers were on track with their targets.* All staff have regularly met with their supervisors to reflect on their progress with their PDP goals and to determine future directions. Growth plans were used in 2019 for teachers to reflect on their practice against the standards.* Executive staff have had time to reflect of school data and to use this to drive future directions for the school. The school was involved in the external validation progress this year and the panel validated all</p>

Quality Teaching, Successful Students (QTSS)	0.084 teacher planning and exec days	areas.
Socio-economic background	<p>0.295 teacher to cover planning</p> <p>36 planning days \$18961</p> <p>SLSO 1.2</p> <p>Office staff to complete admin \$10383</p> <p>Principal Support SAO \$11668</p>	<p>* seventeen students participated in a modified Early Explorers Program due to COVID restrictions, staffed by a teacher and a SLSO. This enabled students to have a successful transition into Kindergarten for 2021 and ensured that every students had all the necessary supports in place before this transition. Local preschools have described this program as being beneficial not only for students but also to bridge relationships across the settings.</p> <p>* Employment of SLSO staff to run the Quicksmart program. Students in this program this year saw an average effect size of 2.2 on the PAT test which is equivalent to over four worth of growth for a years worth of learning.</p> <p>*SLSO staff ran social groups for targeted students. In these groups students participated in real life play and scenario situations to increase their social competence.</p> <p>* STEM learning and Project Based Learning opportunities were embedded across the school with students being exposed to coding and robotics as well as computer fundamentals.</p> <p>* Flexible furniture was purchased for the personal best room which gives students a calming space to ensure that they are ready for classroom learning.</p> <p>* One Kindergarten and One Year 1 teacher commence L3 training and three Stage One teachers completed OPL training successfully. These staff worked closely with our Instructional Leader to build their practice.</p> <p>* three staff were trained in close reading and this ran effectively in stage three and two.</p> <p>* There was a school focus on number talks and the instructional leader facilitated this across the school building students number understanding.</p>
Support for beginning teachers		There were no beginning teacher at Kempsey East in 2020 and no beginning teacher funds received.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	110	108	98	93
Girls	116	114	111	99

Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.8	93.6	92.2	92.5
1	94.5	90.9	93.5	89.9
2	95.1	92.1	89.9	93.1
3	93.8	92.5	92.9	88.3
4	94	94	92.5	94.9
5	93.9	90.9	92.2	91
6	95.8	92	90.3	92.3
All Years	94.5	92.2	91.8	91.7
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)	6.99
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.4
School Administration and Support Staff	2.12

*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	121,555
Revenue	2,445,142
Appropriation	2,391,511
Sale of Goods and Services	9,309
Grants and contributions	43,983
Investment income	339
Expenses	-2,438,715
Employee related	-2,253,583
Operating expenses	-185,132
Surplus / deficit for the year	6,427
Closing Balance	127,982

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	72,850
Equity Total	403,633
Equity - Aboriginal	80,747
Equity - Socio-economic	186,034
Equity - Language	0
Equity - Disability	136,853
Base Total	1,570,984
Base - Per Capita	50,265
Base - Location	1,831
Base - Other	1,518,888
Other Total	261,572
Grand Total	2,309,039

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

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

The Tell Them From Me Parent Survey had an average rating of 8.1 for parents feel welcome at school this was an increase of 0.5 and above the state norm of 7.4. 7.4 felt that they were informed which was an increase from 2019 of 0.7 and above the state norm of 6.8.. The school supports positive behaviour and the school supports learning also increased from 2019 and both are above the state norm.

The results from Student Tell Them From Me indicate that though students sense of belonging increased from 2019 from 75% to 78% we are still below the state norm of 83%. Positive relationships remained stable from 2019 to 2020. we continued to grow students in the high skill high challenge sector increasing 10% from 2019 to now being 11% over NSW Gov Norm.

The results from teachers Tell Them From Me survey indicate an average rating of 7.8 in the Leadership domain which remained steady from 2019, which is above the State average. In the area of collaboration staff indicated an average rating of 8.5 which also remained stable compared to 2019 results and is above the state average of 7.8. 100% agree or strongly agree that the leaders clearly communicate the school vision and direction and 100% agree or strongly agree that leaders were leading improvement and change.

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.