

2020 Annual Report

Kentlyn Public School



2285

Introduction

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

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

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Message from the principal

2020 was a year of significant change for our country, community and school, with life changing events such as bushfires, floods and COVID-19. School life also changed in March with children needing to be kept home due to COVID-19 and using online material and resources to continue their learning.

As a staff we moved swiftly to develop material for each grade and provided physical material in an attempt to meet the vast needs of students working in a less social environment. Our collaborative planning and learning culture shone as did our strong partnership with the community who supported, acknowledged and praised the work done throughout the year by our dedicated staff. Whilst the year was disrupted by a number of challenges, we all moved forward and became creative, innovative and engaged in different teaching styles to continue to provide a high quality of educational opportunities for our students. One of my many highlights was watching the faces of our students who were excited to return to school with a spring in their step and the brightness in their manner when catching up with their friends and teachers.

Some of other highlights include:

- Improved academic results for our whole school K-6; some students results were equivalent to one to four years' worth of learning in the one year. To say this year was interrupted was an understatement, however, the commitment of my staff and my whole school community to deliver quality teaching and differentiation shone throughout 2020.
- Our security fence being installed.
- Our grant being approved for the purchase of a 11 seater mini bus.
- Our updated bell system being installed and our hall speakers updated.
- The power of connection - As a community we know that we can achieve so much more when we work together, (*Together We Can*) and how lucky we are to have such a unique and supportive Kentlyn Public School community spirit.
- We continue to retain a relentless focus on student growth and attainment, evaluative practice and wellbeing under the theme of inclusiveness and connectivity. We continue to value student wellbeing and in 2021 will be introducing our Learner Qualities. **Learner Qualities are** those behaviours that enhance a **students'** ability to learn. These **are** the same **qualities** that **are** essential for success at school and in everyday life. By **learning** these behaviours now, students **will** be preparing for a successful future throughout their schooling and beyond.
- My staff and I spent most of 2020 analysing our school plan and current practice, with a view to understand what is working and what areas need revisiting. Our new school plan is nearing completion and I am very proud of the areas that we have selected to revise and improve on..

Within this document is evidence of the amazing work undertaken in our school. I applaud my staff on their constant desire to provide a high standard of education to our students.

Androula Kavallaris

Principal

Message from the school community

Kentlyn Public School Community.

Here we are at the end of a very unique year. A year in which, we the parents and carers learned the true value of the teachers and staff here at our school. We were very lucky to have educators that went above and beyond during the "learning from home" period, who regularly and consistently engaged with our children so they didn't feel isolated away from their usual school routine and who kept them motivated with their learning. I feel the 'learning from home' period was a positive experience for most of our children due to the exceptional efforts of Ms Kavallaris and her team. In saying that, children, please keep washing your hands and coughing into your elbows because Mummy and Daddy do not want to have to teach you maths and English again.

Although the P&C was a little restricted this year with what we could actually do, we still managed some great wins for Kentlyn Public School.

Our big news this year was obviously the purchase of our school mini-bus which was funded by a grant we were given through the Community Building Partnership Program and supported by local member of Parliament, Greg Warren. This mini-bus will save us money on travel to and from school excursions and camps as well as further enhance our collaboration with Ruse Public School. Thanks also to the Gligarov family who kindly donated the signage on the bus.

This year we introduced the new school caps which have proved very popular in conjunction with our School Sun Smart procedures. Thanks to Kylie Jones for sourcing and purchasing the caps for us.

The school canteen has been able to run Wed-Fri for the majority of this year thanks to our canteen co-ordinator Michelle and the team of volunteers who man it each week. Parents and children very much appreciate the hard work you do to keep our canteen open and maintain our healthy tick status.

Unfortunately, due to Covid-19, we were unable to hold the Mother's Day stall this year, but the Father's Day stall was a smash hit. I hope all the Dad's enjoyed their gifts as much as the kids enjoyed shopping for them. Thanks to our parent helpers who assisted on the day.

Lastly, we have been blown away by the volume of contributions that the families of Kentlyn Public School have made towards our P&C raffle. In what has been a difficult year for many, your generosity towards our fundraising has not gone unnoticed.

I'd like to thank the 2020 P&C Committee - Kylie Jones, Andrijana Gligarov and Heather Campbell. You have made my job very easy this year.

Finally, thank you to all the members of our community who have supported the P&C this year. Please consider joining us early next year for our Annual General Meeting. We promise not to be scary or rope you into doing something you don't want to, but it does benefit our school to have as many voices as possible involved in the decisions for our children's education.

Jessica Wilson

P&C President 2020

Message from the students

Beth Martin:

My name is Beth Martin and I am one of two School Captains. Today I will be addressing how grateful I am to have been here since kindergarten, and having such great teachers, staff members, P&C and students.

I would like to start off by acknowledging the teachers at this school. You put your time and effort into all our class work, school supplies, fundraisers, and the ideas we have to make this school better. Especially to Ms Rogers and Ms Ward, you have done so much for our fun Stage 3 classes; we appreciate your effort and honour that you have put into everything you do to make this year specifically, enjoyable for us. You didn't have to do this, but you did, so on behalf of Stage 3 I would like to say a big thank you, because a lot of things wouldn't have been possible this year without you both.

Ms Kavallaris, you had to deal with a lot this year, but you still did it, you brought our ideas together to make it possible. You taught us about student voice, and how to get your voice heard and listened to. Thank you for controlling our school when we were getting a little bit carried away, and thank you for making many things possible during the time of COVID-

Now to the lovely staff members, you put your pride into our school, and as we are going through this battle of coronavirus you have gone beyond expectations to help Kentlyn Public School. As many things haven't gone as planned you still put your effort and haven't complained on what changes you had to make. You're up at the office everyday working non-stop, thank you for always being there for the students at this school when something went wrong, or being in the classroom to help out. So on behalf of the school thank you for everything you have done.

To the P&C ; thank you for always helping out when our school needed it most. Whether it was paying for the bus ride to camp, donating money, working on the Fathers' and Mothers' day stalls, or being there on special days to help out. You always put your effort into Kentlyn Public School when we had to go through difficult times. Thank you for everything you have done this year and in the past years.

Finally to the students of Kentlyn Public School; it's been a tough year but we got through it. We had to go through big changes we weren't used to in and outside of school. We went through home learning, social distancing, and months without seeing our loved ones. But how lucky are we to have committed staff knowing what to do next.

School is a place to find out new things, it isn't a place to be scared, this is a place to set challenges and goals to succeed in your future. Kentlyn Public School isn't that big, but is filled with big memories. Thank you to all the students at Kentlyn Public School, this year wouldn't be the same without the great students.

Thankyou Kentlyn Public School, it has been an honour being your School Captain and just being part of this community. The very best to you all, and good luck to the 2021 Kindergartens, and to the future Year 6s, make your last year count.

Beth Martin

2020 School Captain

Holly Cheney:

Hi my name is Holly Cheney and I am also a School Captain. I want to start off by saying thank you Kentlyn public school for letting me be a part of something that extends beyond someone's imagination, letting me be a part of student growth, school activities and so much more. My experience with Kentlyn Public School was full of learning, successes, and all-around laughs and although you are all going to have your own experience at Kentlyn, I will begin my new experience in high school. To all the little ones that still have years to go at primary I can tell you make the most of those years because they go so quickly and don't let anyone stop you from achieving your best goals in life.

Due to COVID-19 this year has been much different to the rest, it's been a struggle and a challenge but one step at a time we've got there. Out of COVID we all became more creative and excelled in the ability to solve problems.

To all the teachers, thank you for teaching me almost everything I know. You all have your own unique way of teaching and no matter how small or how big of an impact that each and everyone of you has made on my life, you are most of the reason I stand here today. On behalf of everyone here at Kentlyn, thank you for giving up your time and effort (and sleep) just to plan for us and only to make our school life better.

To the Kentlyn staff. Thank you for your countless effort of time you put into the school, you make our school brighter and happier, without you we wouldn't have things like fundraisers and excursions or camps. Your dedication to the school means so much and on behalf of the Kentlyn community, thank you.

To the P&C, putting all your time and effort in the canteen and donating money so we can have things like fundraisers and excursions and camp. What you do is incredible and we couldn't have the amazing school that we do if you weren't here so thank you, your dedication and time is everything.

To Ms Rogers and Ms Kavallaris you both have put so much of your time and effort into our school and even more this year. Ms Rogers, having to juggle between the fun class you have and Assistant Principal, I don't know how you do it but you somehow get it done every time, you're an inspiring and incredible teacher, Ms Kavallaris you're also inspiring and incredible by doing what you do for the school every day, of every hour, of every second and putting in so much effort, I don't know how you make it look easy but you get it done.

And lastly to the wonderful students of Kentlyn Public School, most of you I have grown up with though my years of primary school. Your friendship and loyalty is something I will cherish going into high school. You are all wonderful, intelligent and unique in your own ways. So keep those smiles up, keep moving forward with everything you do, strive to meet your goals and never give up, nothing is impossible. So to the wonderful students of Kentlyn, thank you so much.

Kentlyn Public School has taught me almost everything I know and to think I was a small shy girl on my first day of Kindy, that has now turned into the School Captain seven years later. I am extremely grateful to call myself a Kentlyn Public School student .

Holly Cheney

School Captain 2020

School vision

In a safe, stimulating and diverse environment, Kentlyn Public School is passionately committed to providing each student with the opportunities to acquire the necessary skills and values to fulfil their potential and become successful participants in our changing world.

Our goal is for all students to be successful, lifelong learners who are confident and creative individuals, strive for continual improvement and are active and informed citizens. Students are equipped to meet the demands and challenges of the Twenty First Century in a stimulating, inclusive environment where they are valued as individuals and are encouraged to show respect for others.

School context

Kentlyn Public School is situated in a semi-rural setting on the outskirts of Campbelltown. All 122 students who attend Kentlyn Public School have a right to enjoy their learning and their time at our school. With that as a basis, we have an ethos that puts every individual student at the forefront of our work in the school.

At Kentlyn Public School, our teachers genuinely care for their students. This, combined with the dedicated professionalism of all our staff creates a very powerful learning environment. Our school provides a safe, caring and positive learning environment where all students have the opportunity to engage in lifelong learning and to become worthy citizens through quality education.

We work with parents, committed to providing support for the school and encouragement for their children. The energy of our P & C Association complements our approach to providing the best possible educational opportunities for all of our students. Our school motto, "Always Our Best" reflects all that we do. We celebrate the uniqueness of each individual. Innovative approaches reflect the delivery of quality educational programs for all students including specific programs to meet the needs of talented students and students with specific learning needs. The school has a strong emphasis on student wellbeing, high expectations for academic achievement, technology and sporting programs which ensure all students have a broad range of educational opportunities.

Kentlyn PS is a member of the Leumeah Community of Schools and, as part of the New South Wales Public Education system under the control of the Department of Education & Communities, we are proud of our achievements to date and look forward to expanding our success into the future.

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Self-assessment using the School Excellence Framework

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

Strategic Direction 1

Learning

Purpose

To ensure student learning is supported by consistent, quality educational practices focused on high engagement and differentiated learning to develop the literacy, numeracy and technological skills of all students whilst supporting them to be critical thinkers and collaborative, creative learners. Student learning will be supported through explicit teaching, effective feedback and the use of authentic student data to inform teaching practice. Evidence based strategies will be implemented to ensure the well-being and engagement of all students as they connect, succeed, thrive and learn.

Improvement Measures

Increased student learning engagement as evidenced by measurable observation data.

Improved school well-being practices as evidenced by TTFM data.

Increased parent and community involvement in school planning as evidenced by TTFM data and increased attendance by parents at school planning meetings.

Overall summary of progress

Increased Student learning engagement as evidenced by measurable data:

PAT-R

The average effect size for Year 3-5 is 0.62

- 63.38% of students in Years 3-5 had an effect size of greater than or equal to 0.4 (a year's worth of growth)
- Ascending order of average effect sizes per grade:
 - Year 6 - 0.37 - % over 0.4= 50%
 - Year 3 - 0.42 - % over 0.4= 56%
 - Year 5 - 0.56 - % over 0.4= 65%
 - Year 4 - 1.14 - % over 0.4= 92%
- PAT-Maths
- The average effect size for Years 3-5 was 0.55
- 54.93% of students in Years 3-5 had an effect size of greater than or equal to 0.4 (a year's worth of growth)
- Ascending order of average effect sizes per grade:
 - Year 6 - 0.24 - % over 0.4= 45%
 - Year 5 - 0.47 - % over 0.4= 52%
 - Year 3 - 0.66 - % over 0.4= 63%
 - Year 4 - 0.82 - % over 0.4= 67%

Huge growth in Year 4 students. Only 3 students in maths who didn't make expected growth and one student in reading .

Year 3 data shows good growth from most students working below stage levels. Going into 2021, we will focus on the students who are close to working at stage level, in maths.

Inconsistent growth in high achieving Stage 3 students. In 2021 we will correlate this with the AGAT (ACER General Ability Test) assessment to ensure we're catering for our high potential students in Stage 3.

Our below stage level students grew the most in Year 5. Going into 2021, we will continue to put faces to the data and monitor various Stage 3 students who did not make expected growth.

Progress towards achieving improvement measures

Process 1: PBL- Wellbeing

Effectively implement Positive Behaviour for Learning across the school; Wellbeing framework to be incorporated in all our policies; Review and update well-being policies and practices.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>Question: How has PBL positively impacted student wellbeing?</p> <p>Data: Changes in our data and Tell Them From Me surveys</p> <p>Analysis: The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. Consistent language regarding behaviour is used throughout the school as a result of PBL (Safe, Respectful, Learner) Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.</p> <p>Implications: In 2021, we will continue to strengthen wellbeing at our school and ensure the cognitive, social, emotional, physical and spiritual wellbeing of students is addressed through student voice and engagement.</p>	<p>\$5,000</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$5000.00)

Process 2: Learning and Support

Provide equitable academic opportunities; programs and assessments must indicate what all students are expected to know, understand and do; Refine systems and procedures to support all students in need; Work with an external professionals

in providing support practices/ strategies across all aspects of the school community.

Evaluation	Funds Expended (Resources)
<p>Question: Has the change in pedagogical practice resulted in an improvement in learning outcomes for students?</p> <p>Data: Data Conversation Meeting Minutes, teaching and learning programs and Internal Assessments</p> <p>Analysis: Consistent English programming based around the Gradual Release of Responsibility with recommended structure and time allocations has been implemented effectively. Teaching and learning programs describe expected student progression in knowledge, understanding and skill and the assessments that measure them.</p> <p>Implications: In 2021, there will be ongoing professional learning and support in ensuring students are provided with increasingly more complex tasks and are asked challenging questions that require deeper thinking and problem solving in literacy and numeracy.</p>	<p>\$10,000 Data days, teacher planning days, an hour of extra RFF for stage meetings and collaborative practice across K-6</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$10000.00)

Process 3: Student Engagement

Progress towards achieving improvement measures

Process 3:

Continue to develop authentic assessment Practices.; Enhanced student engagement and active learning across the school through developing quality teaching practices within all KLAs. Collaborating with Ruse PS staff and identified external experts to improve learning engagement for all students.

Evaluation	Funds Expended (Resources)
<p>Question: How well did teachers use the assessment tools to inform teaching, monitor progress and reflect on practice?</p> <p>Data: Internal Assessments, Data Conversation Meeting Minutes, program meetings and teacher observations</p> <p>Analysis: Assessments are developed/sourced and used regularly across stages/year levels to help promote consistent and comparable judgement of student learning, monitor student learning progress and identify skill gaps for improvement and areas for extension. Data is used consistently to inform programming and provide opportunities to obtain meaningful data from planned learned experiences.</p> <p>Implications: In 2021, all teachers will record student achievement data in PLAN2 and learning goals will be set for all students.</p>	<p>\$15,000 - assessment tools and training</p> <p>Extra hour of release to further support collaborative practice and planning.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$15000.00)

Strategic Direction 2

Teaching

Purpose

The school will proactively build the capabilities of all staff as learners, teachers and leaders, to strengthen and sustain a shared culture of high expectations for success. Every staff member recognises they need to engage with evidence-based, relevant and future focused professional development, to support the ongoing delivery of quality learning practice. This is not only to meet and maintain accreditation with the National Standards, but is our moral responsibility as leaders of learning.

Improvement Measures

Improved student outcomes in literacy and numeracy as evidenced by internal and external assessment data. 80% of students achieving literacy and numeracy benchmarks; NAPLAN (bottom 2 bands down, top 2 bands up 8%, growth); Premier's priorities.

Increased use of evidence based strategies by all teachers as evidenced by observational data and learning engagement tool data.

Improved parent capacity to support student learning as evidenced by TTFM data and parent satisfaction survey data.

Progress towards achieving improvement measures

Process 1: Literacy and Numeracy

Provide teachers with coaching and mentoring support, professional learning and access to expertise and innovation; Formalised structures to facilitate continual professional learning and development of effective, inclusive instructional strategies in literacy and numeracy; Collaborative learning in Learning Progressions K-6, STEAM, collaborative practice model with Ruse PS and Peer Observations.

Evaluation	Funds Expended (Resources)
<p>Question: What was the impact of collaborative practices?</p> <p>Data: TTFM, teaching and learning programs, staff feedback</p> <p>Analysis: Tell them from Me surveys indicated an improvement in collaborative practices at Kentlyn Public School. Learning from and home and wholes school plans during online learning were evidence that teachers were working collaboratively on and off site.</p> <p>Implications: In 2021, time will be continued to be dedicated for working with colleagues to plan, develop and refine teaching and learning programs.</p>	<p>\$15,000 for intervention support</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$15000.00)

Process 2: Evidence Based Practice (Collaboration)

Teachers implement evidence-based, responsive teaching strategies to ensure active student learning across all KLAs.; Facilitate continual collaboration between external partners, executive, teachers and support staff relating to effective changes in Pedagogy.

Evaluation	Funds Expended (Resources)
<p>Question: Do teachers implement evidence-based teaching strategies with differentiated learning?</p> <p>Data: Teaching and Learning Programs/ Curriculum meetings/stage meetings/supervisor discussions</p>	<p>\$3000 - teacher relief for program and data discussions</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Literacy and numeracy (\$3000.00)

Progress towards achieving improvement measures

Analysis: Teaching and learning programs show evidence of curriculum differentiation to meet the needs of students.

Implications: Ongoing professional learning and support in differentiating content so that lessons can be adjusted or paced to students' skills and knowledge will continue in the next Strategic Improvement Plan.

Process 3: Evidence-informed teaching (Formative Assessment)

Teachers use a wide range of evidence based strategies to collect, collate, analyse and use student data; Regular evaluation of teaching and learning programs and practices to ensure authentic differentiation is evident and to set future learning directions.

Evaluation	Funds Expended (Resources)
<p>Question: How well did teachers use achievement data to inform teaching, monitor progress and reflect on practice?</p> <p>Data: Internal Assessments, Data Conversation Meeting Minutes</p> <p>Analysis: Assessments are developed/sourced and used regularly across stages/year levels to help promote consistent and comparable judgement of student learning, monitor student learning progress and identify skill gaps for improvement and areas for extension. Data is used consistently to inform programming and provide opportunities to obtain meaningful data from planned learned experiences.</p> <p>Implications: In 2021, all teachers will record student achievement data in PLAN2 and modified Personalised Learning and Support Plans will be written for all students that are working below and above stage levels.</p>	

Strategic Direction 3

Leading

Purpose

Kentlyn Public School staff will engage with our community to deliver future focused, developmentally appropriate learning experiences that support every student to strive to be a successful, confident, creative learner and positive global contributor. Professional Development opportunities will assist in improving student learning and outcomes in literacy and numeracy using evidence based and informed teaching practices resulting in rich, engaging and differentiated learning.

Improvement Measures

Increased parent participation in school planning and activities as evidenced by participation data trends and parent satisfaction survey responses.

Increased engagement and opportunities for student leaders as evidenced by student forum data and TTFM student survey results.

Improved engagement for teachers in the Performance Development process as evidenced by TTFM data.

Improved administrative processes as evidenced by staff feedback.

Progress towards achieving improvement measures

Process 1: Student Leadership

Provide opportunities for students to organise and run projects which will enhance and build upon their leadership skills. Students will engage in leadership development programs and network with other schools within our school and community. Promote an active student voice in school decision making.

Evaluation	Funds Expended (Resources)
<p>Question: Did we promote an active student voice in school decision making?</p> <p>Data: Student surveys and TTFM data</p> <p>Analysis: Students were supported to access , curriculum and experiences that would not have been possible due to Covid-19. Student voice increased towards the end of the year.</p> <p>Implications: In 2021 there will be a strong focus on student voice in our updated school plan.</p>	

Process 2: Systems Leadership

Developing the capacity of staff through systems leadership and the implementation of mentoring, coaching, targeted feedback, reflective practice and personalised professional learning; Strengthened administrative systems and processes; Promote distributed leadership opportunities for all staff.

Evaluation	Funds Expended (Resources)
<p>Question: Does the leadership team actively support change that leads to school improvement?</p> <p>Data: Internal and external assessments, staff feedback; staff mentoring and coaching</p> <p>Analysis: Teaching and learning programs were evaluated regularly through stage meetings. Programs included evidence of curriculum differentiation to meet the needs of students. Teachers implemented learning cycles/short</p>	

Progress towards achieving improvement measures

sprints driven by data.

Implications: In 2021, lesson planning will reference student information including progress and achievement data, curriculum requirements and provides continuous improvement for all students

Process 3: Communication

Improved communication processes to ensure effective consultation with the whole school community; Increased community involvement in school activities through the promotion of volunteers, engaging parent consultation forums and community events; Increased opportunities for community use of facilities.

Evaluation	Funds Expended (Resources)
<p>Question: Do parents and the community feel connected to the school?</p> <p>Data: TTFM surveys, Feedback at P&C meetings</p> <p>Analysis: The school regularly solicits and addresses feedback on school performance from students, staff and parents and the broader school community. Participation and engagement was difficult due to COVID-19 and the cancelling of most school based events. The SkoolBag and Seesaw apps were a very effective way of connecting and communicating with our community in regards to day-to-day operational matters, upcoming events, notices and notifications.</p> <p>Implications: In 2021, we hope to welcome back our parents and community.</p>	<p>\$10,000 setting up resources for home learning</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Low level adjustment for disability (\$10000.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$6,030 - intervention support + NAIDOC Day Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$6 030.00) 	Intervention support as well as teachers providing explicit and targeted support for identified Aboriginal students. NAIDOC celebrations were very successful; we celebrated with various rotational activities for all students K-6 involving our Aboriginal Elders and our Aboriginal Instructional Leader. All students got the opportunity to taste various traditional Aboriginal foods as well as participate in Aboriginal painting, led by an elder, and participate in traditional dancing and Aboriginal children games. All Aboriginal/Torres Strait Islander students have a Personalised Learning Pathway (PLP) which was created with parents, where possible, and students. These PLPs were reviewed regularly.
English language proficiency	\$17,575 - Intervention support Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$17 575.00) 	Flexible funding - Teachers and intervention support providing explicit and targeted support for identified EALD students.
Low level adjustment for disability	\$24,068 Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$24 068.00) 	Funding used to support the learning outcomes of identified students through the delivery of specialised support (interventionist and SLSO) All students requiring adjustments and accommodations continued to be catered for within the school and tracked by the Learning Support Team.
Quality Teaching, Successful Students (QTSS)	\$24,502	Instructional Leader supported teachers K-6 in the delivery of curriculum one day a week.
Socio-economic background	\$65,161 Interventionist teacher and School Learning Support Officers Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$65 161.00) 	All students were supported to access curriculum at their individual levels with intensive support from our intervention teacher and SLSO (School Learning and Support Officers) The majority of our students K-6 demonstrated a year's growth in a year of learning, with some students demonstrating an equivalent of four years of growth, in a year of learning. New resources were purchased to ensure our 'home learning' programs were well planned, with many differentiated activities catering for their needs as well as opportunities to revise previous taught content through online games and other practical and 'hands on' activities.
Support for beginning teachers		No funding for this initiative, however, all our teachers were supported throughout the whole year by executive and senior executive staff.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	88	79	68	64
Girls	72	64	56	53

Student attendance profile

School				
Year	2017	2018	2019	2020
K	96.7	94	91.8	87.2
1	92.9	93.7	93.1	91.9
2	93.9	94.2	93.4	93.6
3	94.4	93.5	90.7	92.4
4	94	92.6	91.9	93.1
5	92.3	91.8	93.1	88
6	94	92.5	88.2	83
All Years	94	93.1	91.7	89.1
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)	1
Classroom Teacher(s)	4.63
Literacy and Numeracy Intervention	0.21
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.2
School Administration and Support Staff	1.81

*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	195,181
Revenue	1,470,793
Appropriation	1,434,639
Sale of Goods and Services	678
Grants and contributions	26,269
Investment income	469
Other revenue	8,739
Expenses	-1,456,200
Employee related	-1,250,012
Operating expenses	-206,189
Surplus / deficit for the year	14,593
Closing Balance	209,774

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	19,360
Equity Total	167,525
Equity - Aboriginal	6,030
Equity - Socio-economic	65,161
Equity - Language	17,575
Equity - Disability	78,760
Base Total	1,090,622
Base - Per Capita	29,823
Base - Location	0
Base - Other	1,060,799
Other Total	76,914
Grand Total	1,354,421

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

Student Survey:

In the 2020 Tell Them From Me student survey from students in Years 4 - 6 we had the following summary results.

Perspectives of Students from the 2020 Tell Them from Me Survey

89% of students participated in school sports

87% of students reported that they have positive relationships

89% of students value schooling outcomes

88% Effort - Students trying hard to succeed in their learning.

64% of students in this school had a high sense of belonging

We are above state average with our students participating in school sports and in students having positive relationships. We are slightly below stage average with students having a high sense of belonging.

We are below state average with students that value schooling outcomes and have positive behaviour at school.

Parent Survey:

Perspectives of Parents from the 2020 Tell Them From Me survey. The survey included seven separate measures, which were scored on a ten-point scale. The scores for the Likert-format questions (i.e., strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree nor disagree).

PARENTS FEEL WELCOME

Strengths

I feel welcome when I visit the school. 8.9

I can easily speak with my child's teachers. 7.9

I am well informed about school activities. 8.1

Teachers listen to concerns I have. 7.3

I can easily speak with the school principal. 8.3

Written information from the school is in clear, plain language. 8.1

The school's administrative staff are helpful when I have a question or problem. 8.5

Areas for improvement

Parent activities are scheduled at times when I can attend. 6.2

PARENTS ARE INFORMED

Strengths

Reports on my child's progress are written in terms I understand. 7.3

If there were concerns with my child's behaviour at school, the teachers would inform me immediately. 7.9

The teachers would inform me if my child were not making adequate progress in school subjects. 7.1

I am informed about opportunities concerning my child's future. 7.5

Areas of improvement

I am informed about my child's social and emotional development. 6.3

I am informed about my child's behaviour at school, whether positive or negative. 6.5

I am well informed about my child's progress in school subjects. 6.5

PARENTS SUPPORTING LEARNING AT HOME

Strengths

Discuss how well your child is doing in his or her classes. 6.9

Encourage your child to do well at school. 8.8

Praise your child for doing well at school. 8.3

Talk with your child about feelings towards other children at school. 7.1

Areas of improvement

Talk about how important schoolwork is. 6.5

Ask about any challenges your child might have at school. 6.2

Take an interest in your child's school assignments. 6.5

SCHOOL SUPPORTS LEARNING

Strengths

Teachers have high expectations for my child to succeed. 8.5

Teachers show an interest in my child's learning. 8.8

My child is encouraged to do his or her best work. 8.9

Teachers take account of my child's needs, abilities, and interests. 8.6

Teachers expect my child to work hard. 7.9

Areas of improvement

Teachers expect homework to be done on time. 5.2

SCHOOL SUPPORTS POSITIVE BEHAVIOUR

Strengths

Teachers expect my child to pay attention in class. 9.0

Teachers maintain control of their classes. 8.5

My child is clear about the rules for school behaviour. 8.6

Areas of improvement

Teachers devote their time to extra-curricular activities. 8.3

SAFETY AT SCHOOL

Strengths

Behaviour issues are dealt with in a timely manner. 7.3

My child feels safe at school. 8.2

My child feels safe going to and from school. 8.9

Areas of Improvement

The school helps prevent bullying. 7.1

INCLUSIVE SCHOOL

Strengths

Teachers help students who need extra support. 8.2

School staff create opportunities for students who are learning at a slower pace. 7.7

School staff take an active role in making sure all students are included in school activities. 8.2

Teachers help students develop positive friendships. 7.9

Areas of Improvement

Teachers try to understand the learning needs of students with special needs. 7.5

We are proud to report that in all the above measures our school scored above the NSW government norm.

TEACHER SURVEY

Perspectives of Teachers from the 2020 Tell Them From Me survey

The teachers were surveyed on Eight Drivers of Student Learning. The scores for the Likert format questions (i.e., strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement, 10 indicates strong agreement, and 5 is a neutral position (neither agree nor disagree).

LEADERSHIP

Strengths

School leaders have helped me establish challenging and visible learning goals for students. 7.2

School leaders have helped me create new learning opportunities for students. 7.2

School leaders have provided me with useful feedback about my teaching. 7.5

School leaders have helped me improve my teaching. 8.1

School leaders have provided guidance for monitoring student progress. 7.5

I work with school leaders to create a safe and orderly school environment. 7.8

School leaders have supported me during stressful times. 7.5

Areas of improvement

School leaders have taken time to observe my teaching. 6.9

COLLABORATION

Strengths

I work with other teachers in developing cross-curricular or common learning opportunities. 8.1

Teachers have given me helpful feedback about my teaching. 7.8

I talk with other teachers about strategies that increase student engagement. 8.4

Teachers in our school share their lesson plans and other materials with me. 8.4

I discuss my assessment strategies with other teachers. 8.1

I discuss learning problems of particular students with other teachers. 8.4

I discuss my learning goals with other teachers. 7.8

Areas of improvement

Other teachers have shared their learning goals for students with me. 7.5

LEARNING CULTURE

Strengths

I talk with students about the barriers to learning. 7.8

In most of my classes I discuss the learning goals for the lesson. 8.8

Students become fully engaged in class activities. 7.8

I monitor the progress of individual students. 8.8

I set high expectations for student learning. 9.1

Students find class lessons relevant to their own experiences. 7.5

Areas of improvement

I am effective in working with students who have behavioural problems. 6.9

I give students written feedback on their work. 7.2

DATA INFORMS PRACTICE

Strengths

My assessments help me understand where students are having difficulty. 8.4

I regularly use data from formal assessment tasks to decide whether a concept should be taught another way. 8.1

I use formal assessment tasks to discuss with students where common mistakes are made. 7.8

When students' formal assessment tasks or daily classroom tasks fail to meet expectations I give them an opportunity to improve. 8.1

I use results from formal assessment tasks to inform my lesson planning. 8.8

I give students feedback on how to improve their performance on formal assessment tasks. 8.4

Areas of improvement

I provide examples of work that would receive an "A", a "B", or a "C" (or their equivalent). 7.2

I use formal assessment tasks to help students set challenging goals. 7.5

TEACHING STRATEGIES

Strengths

When I present a new concept I try to link it to previously mastered skills and knowledge. 8.1

I can easily identify unproductive learning strategies. 7.8

My students are very clear about what they are expected to learn. 8.4

I use two or more teaching strategies in most class periods. 8.1

Students receive feedback on their work that brings them closer to achieving their goals. 8.8

I discuss with students ways of seeking help that will increase learning. 8.4

Areas of improvement

Students receive written feedback on their work at least once every week. 6.6

I help students set challenging learning goals. 7.5

TECHNOLOGY

Strengths

Students have opportunities to use computers or other interactive technology for describing relationships among ideas or concepts. 7.8

I use computers or other interactive technology to give students immediate feedback on their learning. 7.5

Students use computers or other interactive technology to track progress towards their goals. 6.9

Students have opportunities to use computers or other interactive technology to analyse, organise, and present subject matter. 6.9

I help students use computers or other interactive technology to undertake research. 6.9

I help students to overcome personal barriers to using interactive technology. 7.5

Areas of improvement

I work with students to identify a challenging learning goal relevant to the use of interactive technology. 6.2

I help students set goals for learning new technological skills. 6.6

INCLUSIVE SCHOOL

Strengths

I am regularly available to help students with special learning needs. 8.1

I strive to understand the learning needs of students with special learning needs. 8.8

I establish clear expectations for classroom behaviour. 8.4

I make sure that students with special learning needs receive meaningful feedback on their work. 8.1

I make an effort to include students with special learning needs in class activities. 8.1

I use individual education plans to set goals for students with special learning needs. 8.1

I create opportunities for success for students who are learning at a slower pace. 8.4

Areas of improvement

I help low-performing students plan their assignments. 7.8

PARENTAL INVOLVEMENT

Strengths

- I work with parents to help solve problems interfering with their child's progress. 6.9
- I use strategies to engage parents in their child's learning. 7.2
- I am in regular contact with the parents of students with special learning needs. 6.2
- Parents understand the expectations for students in my class. 7.5
- I make an effort to involve parents and other community members in creating learning opportunities. 7.8
- Parents are regularly informed about their child's progress. 7.2

Areas of improvement

- I ask parents to review and comment on students' work. 5.6
- I share students' learning goals with their parents. 5.9

CHALLENGING AND VISIBLE GOALS

Strengths

- School leaders have helped me establish challenging and visible learning goals for students. 7.2
- I help students set challenging learning goals. 7.5
- I use formal assessment tasks to help students set challenging goals. 7.5
- In most of my classes I discuss the learning goals for the lesson. 8.8
- I establish clear expectations for classroom behaviour. 8.4
- Other teachers have shared their learning goals for students with me. 7.5
- I help students set goals for learning new technological skills. 6.6 School leaders have provided guidance for monitoring student progress. 7.5
- My students are very clear about what they are expected to learn. 8.4
- I provide examples of work that would receive an "A", a "B", or a "C" (or their equivalent). 7.2
- Parents understand the expectations for students in my class. 7.5
- I set high expectations for student learning. 9.1
- I use individual education plans to set goals for students with special learning needs. 8.1 I discuss my learning goals with other teachers. 7.8
- I work with students to identify a challenging learning goal relevant to the use of interactive technology. 6.2

Areas of improvement

- I share students' learning goals with their parents. 5.9

PLANNED LEARNING OPPORTUNITIES

Strengths

I work with other teachers in developing cross-curricular or common learning opportunities. 8.1

Students have opportunities to use computers or other interactive technology for describing relationships among ideas or concepts. 7.8

School leaders have helped me create new learning opportunities for students. 7.2

When I present a new concept I try to link it to previously mastered skills and knowledge. 8.1

I regularly use data from formal assessment tasks to decide whether a concept should be taught another way. 8.1

I use strategies to engage parents in their child's learning. 7.2

Students become fully engaged in class activities. 7.8

I help low-performing students plan their assignments. 7.8

Teachers in our school share their lesson plans and other materials with me. 8.4

work with school leaders to create a safe and orderly school environment. 7.8

I use two or more teaching strategies in most class periods. 8.1

I use results from formal assessment tasks to inform my lesson planning. 8.8

I make an effort to involve parents and other community members in creating learning opportunities. 7.8

Students find class lessons relevant to their own experiences. 7.5 I create opportunities for success for students who are learning at a slower pace. 8.4

Areas of improvement

Students have opportunities to use computers or other interactive technology to analyse, organise, and present subject matter. 6.9

QUALITY FEEDBACK

Strengths

I give students written feedback on their work. 7.2

I am regularly available to help students with special learning needs. 8.1

Teachers have given me helpful feedback about my teaching. 7.8

I use computers or other interactive technology to give students immediate feedback on their learning. 7.5

School leaders have provided me with useful feedback about my teaching. 7.5

I use formal assessment tasks to discuss with students where common mistakes are made. 7.8

I monitor the progress of individual students. 8.8

I make sure that students with special learning needs receive meaningful feedback on their work. 8.1

I discuss my assessment strategies with other teachers. 8.1

I help students use computers or other interactive technology to undertake research. 6.9

School leaders have taken time to observe my teaching. 6.9

Students receive feedback on their work that brings them closer to achieving their goals. 8.8

I give students feedback on how to improve their performance on formal assessment tasks. 8.4

Parents are regularly informed about their child's progress. 7.2

Areas of improvement

I ask parents to review and comment on students' work. 5.6

Students receive written feedback on their work at least once every week. 6.6

OVERCOMING OBSTACLES TO LEARNING

Strengths

My assessments help me understand where students are having difficulty. 8.4

I work with parents to help solve problems interfering with their child's progress. 6.9

I talk with students about the barriers to learning. 7.8

I strive to understand the learning needs of students with special learning needs. 8.8

I talk with other teachers about strategies that increase student engagement. 8.4

Students use computers or other interactive technology to track progress towards their goals. 6.9

School leaders have helped me improve my teaching. 8.1

I can easily identify unproductive learning strategies. 7.8

When students' formal assessment tasks or daily classroom tasks fail to meet expectations I give them an opportunity to improve. 8.1

I am effective in working with students who have behavioural problems. 6.9

I make an effort to include students with special learning needs in class activities. 8.1

I discuss learning problems of particular students with other teachers. 8.4

I help students to overcome personal barriers to using interactive technology. 7.5

School leaders have supported me during stressful times. 7.5

I discuss with students ways of seeking help that will increase learning. 8.4

Areas of improvement

I am in regular contact with the parents of students with special learning needs. 6.2

We are proud to report that in all the above measures our school scored above or on par with the NSW government norm.

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.