

2020 Annual Report

Kulnura Public School



2334

Introduction

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

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

School contact details

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Message from the principal

Welcome Everyone,

We didn't look like we were going to get here but we have again overcome adversity to be celebrating achievement in 2020.

Over the year we have lots of new learning and milestones especially home learning in term 2.

Zoom technology for meetings is one of the best things to come from 2020. Having P&C through zoom is one of the best things for staff, families and community members.

There are many new learning opportunities and ways of doing things and we adapt and learn from all these experiences through the bush fires, storms and Covid Pandemic.

For our students, we had check in assessments trialed this year in Years 3 & 5 and the results were very promising. The DoE are looking at offering check in assessments being available for each grade in the future. Our Year one students also were involved in a pilot spelling assessment program.

Our students have endured bush fires and storms causing school closures- I admire all students' resilience and know that you have grown through 2020. The Smiling Minds Well-being Program is one way we keep our focus and our kids have grown with this opportunity of mindfulness.

To our parents I am proud of your strength for this enduring year and thank you for supporting the school to give opportunity for all students.

To Our P&C - who have been as a group for last 3 years- We thank your efforts over this year. I love the tenacity you demonstrate for all our families to assist our students and school. Thank you to everyone who supported the fundraisers over 2020 for our kids. Even though we had bush fires, storms and covid, you manage to support our students and our school.

Our Year 6- leadership has been a huge focus and all Year 6 students have acquitted themselves well. The leaving of KPS means a new beginning in your new schools and we are proud to say you are Kulnura Public School students. Your growth over the years will make your transition to high school a smooth and seamless one. All the best for high school learning and eventual career choices.

Finally for our school staff- You all work tirelessly for all students, Mrs Jager, Mr Greg Jacklin, Mrs Pengelly, Mrs Booth, Mrs Jones. I take my hat off to you as a colleague, I am proud to say I work with you all at Kulnura Public School and I am proud for all you do for our kids and their families over the years and 2020 has been no exception.

Finally, with deep sadness and regret we say- Mrs Pengelly will be leaving Kulnura Public School as well. After

numerous years of teaching and learning with the DoE- Mrs Pengelly has decided to take long service leave early next year and transition into retirement. From all of us at KPS- we thank you for your commitment to teaching and learning, your commitment to Public Education and your blood sweat and tears you have endured for Kulnura Public School and the Kulnura / Mangrove Mountain Community.

Message from the school community

To Whom It May Concern,

Those of you who don't know me, I'm Corey and have been a part of Kulnura school community for 5 years.

Showing a keen interest in our school, this year I was fortunate enough to be nominated and voted in as President of the P&C.

It gives me great pleasure to announce we have raised over \$9000 this year, donating over \$6000.

We were fortunate to secure a BBQ placement with West Gosford Bunnings early on in the year which was a huge contributor with funds raised over \$1000 in one day!.

This year we have once again been able to cover the cost of the swim scheme bus in term 3 & the cost of yoga in term 4.

We have contributed over 100 books to the library this year & look forward to continuing this for many years to come with Term 4 book contribution going in lieu of a magazine subscription.

The remaining monies donated has contributed to the purchase of Hi -Vis vests for our children's safety on excursions, all graduation bears for our departing year 6 students, all award vouchers for today's presentation and the end of year reward day which has been postponed until next year due to the recent bush fire crisis.

This years country Fair Grant was requested to refurbish the climbing wall & box in the sandpit behind the office. It is desperate need of some TLC so the kids can enjoy it again! This will be happening sometime in the new year. The P&C will be covering the cost of new soft fall bark.

As you can see, once again the P&C has contributed immensely financially this year and I strongly urge you to consider joining the P&C next year and keeping the fundraising spirit alive.

Our Canteen day will be changing next year due to conflict with curriculum, so please come along to our first Meeting next year, Thursday JANUARY 30th 2021 to discuss an alternate day.

OUR AGM THURSDAY MARCH 11TH 2021 where all positions become vacant. Please send your nominations via P&C email before this date!

I would like to thank everyone on the committee for all your hard work & dedication this year, it has been a struggle to get together for meetings with everyone working but we got things done.

Hope to see you on the committee next year.

Lastly, Mr Jacklin, We have purchased a little something for you to express our gratitude in all the BBQs you have helped us cook over the past 2 years! We know Steve rosters you on these days to help but you always do it with a smile on your face & with the smaller numbers this year, you certainly have come in handy at our Mothers Day & Fathers Day Breakfasts- we honestly could not have done them without you!

Thank you



Disney Day 2020

School vision

Kulnura Public School develops students who are confident and prepared both socially and academically for the challenges of society, embracing community values and encouraging individuality.

School context

Kulnura Public School current enrolment is 36 students and is located in the hinterland area of the Central Coast in a small farming community. The school is set on landscaped grounds surrounded by bushland. All students K-6 play together or in designated areas in well-equipped surroundings.

Kulnura Public School embraces belonging to a small, friendly, caring community. The school maintains strong partnerships between staff, parents and students and is supported by an active Parents & Citizens committee. The school is also a proud member of the Kariong Mountains Learning Community and Small Schools Network with Central Mangrove, Peats Ridge, Somersby, Jilliby and Wyong Creek Public Schools.

Kulnura Public School students are encouraged to reach their full potential within a safe and supportive environment where students participate in a wide variety of activities including interschool days with Small Schools Network. The experienced staff nurture students academically and socially with the support of the wider community. Mountains Before and After School facility operates on the school grounds. Our school has established partnerships with our Aboriginal community and Coinda Local AECG.

Kulnura Public School receives additional funding to support low socio-economic students, Aboriginal students, literacy/numeracy initiatives as well as students with a disability.



ANZAC Day

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

Our school participated in External Validation in 2020.

Learning- The results of this process indicated that in the School Excellence Framework domain of Learning: Following detailed analysis of evidence presented and self- assessment against the School Excellence Framework in the domain of Learning, the school has determined that it is delivering in the elements of Learning Culture, Wellbeing, Curriculum, Assessment, Reporting and Student Performance Measures. Kulnura Public School ensures focus on students' progress in learning and achievement is identified and acknowledged. The aspirations and expectations of students and parents are known and informs teacher's planning for learning. The school actively plans for student transitions into Kindergarten and Year 6 into Year 7. The school clearly communicates its transition activities to the school community of families, preschools, high schools and small schools' network. All staff regularly monitor attendance and take prompt action to address issues with individual students. The wellbeing of students is explicitly supported by all staff. The school plans for and monitors a whole school approach to student wellbeing and engagement. All school staff explicitly communicate expectations of behaviour across all school settings. The school offers a curriculum that meets requirements of the

Department of Education and the NSW Education Standards Authority and provides equitable academic opportunities for all students. Differentiation of curriculum delivery within classrooms caters for students with identified needs. Teachers collect and use assessment data that monitors achievements and identifies gaps in learning to inform planning for student groups and individual students. The whole school assessment strategy that ensures that the learning of all students is monitored is currently under review. Kulnura Public School student reports meet Department of Education requirements and include personalised descriptions of student's strengths, personal growth and areas for improvement. Parents are given an opportunity to discuss their child's progress through parent/ teacher interviews twice yearly. The school identifies average growth targets for individual students, using SCOUT data.

Teaching- The results of this process indicated that in the School Excellence Framework domain of Teaching: Following detailed analysis of evidence presented and self- assessment against the School Excellence Framework in the domain of Teaching, the school has determined that it is delivering in the element of Effective Classroom Practice, Data Skills and Use, Professional Standards and Learning and Development. At Kulnura Public School teachers regularly review and revise scope and sequences, ensuring that the content is based on the curriculum and the teaching practices are effective. Teachers regularly use student progress and achievement data to inform future lessons. Explicit teaching is the main practice used in the school, reflecting on student needs and understanding. Teachers explicitly review previous content and plan learning with students in each stage. Teachers create a positive environment for learning and manage challenging behaviour. Teachers check that students understanding and the feedback given is timely, and focuses on expectations of how to improve. Technology and learning spaces are utilised to enhance student learning. Teachers access and engage in professional learning that builds their skills in analysis, interpretation and use of student progress and achievement data. All staff regularly uses student progress and achievement data to inform key decisions such as resourcing and implementation of new programs or initiatives. Teachers' attainment of their professional goals in their PDPs and their maintenance of accreditation are supported by the school. All teachers use the NESA Professional Standards for accreditation, reflection on their practice to plan and monitor their own professional development.

Leading- The results of this process indicated that in the School Excellence Framework domain of Leading: Following detailed analysis of evidence presented and self- assessment against the School Excellence Framework in the domain of Leading, the school has determined that it is delivering in the element of Educational Leadership, School Planning Implementation and Reporting, School Resources and Management Practices and Processes. All school staff ensures that implementation of syllabuses and associated assessment and reporting processes meet NESA and Department of Education requirements. All staff undertakes annual staff performance and development reviews for teaching and non-teaching staff. All parents and community members have the opportunity to engage in a range of school-related activities which help build the school as a cohesive educational community. Our school plan ensures staff, students, parents and the broader school community are welcomed and engaged. All staff organise and manage resources to support the achievement of the school's strategic priorities. The school's physical spaces, resources and facilities are well maintained and provide a safe environment for learning. Technology is accessible to staff and students. All staff adhere to administrative practices and systems that effectively support school operations and teaching.

Strategic Direction 1

INNOVATIONS

Purpose

To develop engaged, informed, active and confident learners through future focused innovative teaching practices.

Major SEF v.2 links:

Learning- Learning Culture, Wellbeing, Assessment, Reporting

Teaching- Effective Classroom Practice, Professional Standards, Learning & Development

Leading- Educational Leadership, School Planning Reporting & Implementation, School Resources

Improvement Measures

By 2020 increase the percentage of Year 5 students achieving expected growth to 60% or more in Reading and Numeracy. Increase percentage of Year 7 students achieving expected growth to 60% or more in Reading and 75% or more in Numeracy (baseline rolling average 2015-2017, 44%, 35%, 51% & 76% respectively).

Intellectual engagement (student interest and student effort) for KPS students meets or exceeds NSW government norms across grades 4-6 (2017 baseline 83% state & 78% school- TTFM student)

Drivers of student engagement (positive sense of belonging and positive relationships) for KPS students continues to exceed NSW government norms across grades 4-6 (2017 baseline state 83% school 92%-TTFM student).

Overall summary of progress

No data available due to Covid 19 pandemic and cancellation of 2020 NAPLAN assessments. In the 2018 & 2019 NAPLAN assessments, our school showed a general incline in their results for reading. In the check in assessments our Year 5 cohort achieved 55% average across the year in Reading and 68.5% in Numeracy.

Throughout 2020, staff were involved in professional learning on Formative Assessment with a focus on improving reading across K-6. Staff worked to develop an use sound pedagogy to teach reading in K-2 and improve comprehension. There is growth and improved reading achievement demonstrated through running records and LiteracyPro reading levels in Years 2-6.

Intellectual engagement (student interest and student effort) for KPS students meets or exceeds NSW government norms across grades 4-6 with Kulnura scoring 69% in student interest and 83% in effort. Both below state average.

Drivers of student engagement (positive sense of belonging and positive relationships) for KPS students is below state average with 63% for sense of belonging and 74% for positive relationships.

Progress towards achieving improvement measures

Process 1: Develop and embed innovative and evidence-based, future-focused practices.

Evaluation	Funds Expended (Resources)
By 2020 increase the percentage of Year 5 students achieving expected growth to 60% or more in Reading and Numeracy. Increase percentage of Year 7 students achieving expected growth to 60% or more in Reading and 75% or more in Numeracy (baseline rolling average 2015-2017, 44%, 35%, 51% & 76% respectively). Unfortunately due to COVID, NAPLAN was unavailable and so data cannot be calculated for this year.	Funding Sources: <ul style="list-style-type: none">Literacy and numeracy (\$6000.00)

Process 2: Implement a whole school approach to student wellbeing in which students connect succeed and thrive in each stage of their schooling.

Evaluation	Funds Expended
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Progress towards achieving improvement measures

Evaluation

The wellbeing of students is explicitly supported by staff through learning support team meetings, school counsellor referrals and SLSOs supporting students with learning and behavioural needs. Students, staff and the community recognise that student wellbeing and engagement are important conditions for learning. This is evident through health care plans health care procedures and implementing Smiling Minds to our teaching and learning program. Individual learning needs are addressed in teaching and learning program's and supported by school counsellor referrals and individual learning plans. Our schools approach to wellbeing focuses on creating an effective learning environment that ensures the needs of all students are met.

(Resources)

Yoga Mats for mindfulness activities.
SAKGP Online Damper Workshop.
Student Presentation Awards.



Swim Scheme 2020

Strategic Direction 2

INSPIRATIONS

Purpose

To build teacher capacity through professional development in Literacy and Numeracy, to ensure a deep understanding of teaching content and high expectations for every student.

Major SEF v.2 links:

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

Teaching- Effective Classroom Practice, Data Skills & Use, Professional Standards, Learning & Development

Leading- Educational Leadership, School Planning Reporting & Implementation, School Resources

Improvement Measures

By 2020 increase the percentage of students in the top two bands for Reading by 10%, in Year 3 to 47%, in Year 5 to 46% and Year 7 to 32% (baseline- rolling average 2015- 2017).

By 2020 increase the percentage of students in the top two bands for numeracy by 10%, in Year 3 to 39%, in Year 5 to 33% and Year 7 to 33% (baseline- rolling average 2015- 2017).

By 2020 increase the percentage of Aboriginal students in the top 2 bands for Reading and Numeracy by 35%, contributing to the State priority. (baseline data- not available due to small cohort).

Overall summary of progress

The Premier's Priority data shows our progress from 2016 to 2019 as a steady incline with an increase of 14.16% in the top two bands when combining Reading and Maths for Years 3 and 5. Our percentage in Year 5 in both reading and numeracy is less than Year 3 but equates to 3 students from the 9 who sat the assessment. As a small school, we always consider the number of students who sit the assessments each year and focus our work at an individual level.

Our NAPLAN results for Year 3 and 5 in reading for both Year 3 and Year 5 assessments our numbers sat below 10 and are therefore not as viable as larger cohorts, our results in the top two bands are as follows: Year 3 Reading - 62.5%, Year 5 Reading - 33.3%.

For numeracy percentage in bands and average NAPLAN scores our results in the top two bands are as follows: Year 3 - 50%, and Year 5 - 33.3%. The trend data in our average NAPLAN scores over the last 10 years with reading and numeracy showing an upwards trajectory from 2016. When viewing our data, we need to be mindful of the numbers within our cohort. Over the last 10 years our numbers in Year 5 have ranged from 17 (2011) to 5 (2016). In 2019, the number of our students who sat NAPLAN Year 5 assessments were 9. The NAPLAN assessments were not held in 2020.

Progress towards achieving improvement measures

Process 1: Draw on research to develop and implement high quality numeracy practices.

Evaluation	Funds Expended (Resources)
Teachers were provided professional learning, using the Principal as an instructional leader, around best practice in teaching Numeracy. A new Scope and Sequence was developed ensuring continuity from K-6. There was an emphasis on developing explicit teaching pedagogy in mathematics and developing programs which provide coherent and well-sequenced content. Further emphasis will be placed on developing good teaching pedagogy in 2021.	

Process 2: Draw on current research to develop and implement high quality literacy practices.

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Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
Due to COVID and learning going on line time was spent building capacity to teach and learn remotely. We used TEAMS and Google classrooms. Packs were created for students who did not have access to technology. Staff worked collaboratively to build and improve the teaching and learning.	



ANZAC Day Ceremony

Strategic Direction 3

CONNECTIONS

Purpose

To establish collaborative and supportive parent, carer and school partnerships which support students' learning.

Major SEF v.2 links:

Learning- Learning Culture, Curriculum, Reporting

Teaching- Professional Standards, Learning & Development

Leading- Educational Leadership, School Planning Reporting & Implementation, School Resources, Management Practices and Processes

Improvement Measures

Parent Involvement in Eight Drivers of Student Learning increases to exceed the NSW Gov norm (baseline- 2017 TTFM Teacher survey 6.6, state average 6.8)

Parents Feel Welcome in Two Way Communication with Parents increases to exceed the NSW Gov Norm (baseline- 2017 TTFM Parent Survey 7.2 State Average 7.4)

Institutional engagement (students that value schooling outcomes and positive behaviour at school) for KPS students meets or exceeds NSW government norms across grades 4-6 (2017 baseline 89.5% State & 78.5% school TTFM Student survey) .

Overall summary of progress

Parent Involvement in Eight Drivers of Student Learning increases to exceed the NSW Gov norm (baseline- 2017 TTFM Teacher survey 6.6, state average 6.8)

Parents Feel Welcome in Two Way Communication with Parents increases to exceed the NSW Gov Norm (baseline- 2017 TTFM Parent Survey 7.2 State Average 7.4)

Institutional engagement (students that value schooling outcomes and positive behaviour at school) for KPS students meets or exceeds NSW government norms across grades 4-6 (2017 baseline 89.5% State & 78.5% school TTFM Student survey) .

Progress towards achieving improvement measures

Process 1: The school engages in strong collaborations between staff, parents, students and the community that inform and support student learning.

Evaluation	Funds Expended (Resources)
<p>After each community event, feedback is sought from participants either through a written survey or through the P and C. due to COVID many events which had been planned were unable to go ahead. An internal survey indicated that parents were feeling isolated and not well informed about school events. A focus on increasing our Facebook publishing and move to rely heavily on Skoolbag for disseminating information was made to try and counteract the effects of isolation.</p> <p>2020-Parent Involvement in Eight Drivers of Student Learning did not increase to exceed the NSW Gov norm.</p> <p>2020-Parents Feel Welcome in Two Way Communication with Parents increases to 7.3 from a baseline of 7.2, although did not achieve the average of 7.4 state average.</p>	

Progress towards achieving improvement measures

Process 2: Staff actively engage with learning communities and networks to build staff capacity and improve student learning outcomes.

Evaluation	Funds Expended (Resources)
<p>The schools monitors the accreditation of all teaching staff. All teachers are Pre-2004 proficient teachers. All teachers have completed over 100 hours of accredited professional learning through NESA accredited professional learning. All teachers are skilled at identifying goals for PDP, identifying and attending professional learning to achieve goals, evaluating courses completed and reviewing and evaluating evidence on PDPs. Professional learning in the school emphasises the development of instructional leadership. Teaching and non teaching staff proactively seek to improve their own performance. The principal is undertaking instructional leadership through BTS Coaching. The sessions emphasise being at my best, supporting others and feedback on leadership. Our school admin staff are also required to complete PDP for non teaching staff. Staffing at KPS is organised and managed to ensure an effective learning environment. Staff are allocated roles and responsibilities to be effective in the teaching and learning, and support the achievement of school's strategic priorities. Our school collects and analyses information to inform and support student's successful transitions. The Kariong Mountains Learning Community sets two priorities of learning for all schools in the network. The schools work collaboratively to develop professional learning and resources to share for the year. The data is NAPLAN related improvement targets.</p>	



ANZAC Day

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: • Aboriginal background loading (\$11 031.00)	The SLSO Aboriginal supported students in Literacy and Numeracy Groups in both K-2 and Years 3-6 classrooms after Covid Pandemic commenced 2 days per week.
Low level adjustment for disability	Funding Sources: • Low level adjustment for disability (\$30 276.00)	Our Support Teacher Learning Assistance focused on students who required adjustments in their learning. These sessions were 3 days per week for 50 mins. The groups were withdrawn from their class in small groups work on their individual education program for reading and numeracy. The student showed growth in reading and numeracy skills and require extensive support in the areas in their future years.
Quality Teaching, Successful Students (QTSS)	Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$8 313.00)	Our Teacher Librarian was employed for release from face to face for our regular class teachers allowing the teachers to work together and learn from each other by observing and discussing how they develop lesson plans and assessment tasks. The students were engaged with library research and history, geography and science and technology lessons.
Socio-economic background	Funding Sources: • (\$24 160.00)	The SLSO Aboriginal supported students in Literacy and Numeracy Groups in both K-2 and Years 3-6 classrooms after Covid Pandemic commenced 2 days per week.



Toowon Bay SLSC Beach Safety

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	37	31	21	20
Girls	32	29	17	18

Student attendance profile

School				
Year	2017	2018	2019	2020
K	92.9	91	86.4	90.4
1	95.8	94	87.1	96.7
2	93.7	95	93.8	92.3
3	96.8	94.1	93.6	92.2
4	94.1	95.3	89.2	87.4
5	91.4	94.4	92.8	94.6
6	94.9	91.4	86.5	87.7
All Years	94.2	93.6	90.6	90.8
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.



Easter Hat Parade

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.33
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark 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.



Strawtowers Competition

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	46,836
Revenue	621,070
Appropriation	597,781
Grants and contributions	20,189
Investment income	99
Other revenue	3,000
Expenses	-612,948
Employee related	-549,656
Operating expenses	-63,291
Surplus / deficit for the year	8,122
Closing Balance	54,958

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	0
Equity Total	65,467
Equity - Aboriginal	11,031
Equity - Socio-economic	24,160
Equity - Language	0
Equity - Disability	30,276
Base Total	507,166
Base - Per Capita	9,139
Base - Location	4,206
Base - Other	493,820
Other Total	22,842
Grand Total	595,474

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.



Parachute Games

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.



COVID PANDEMIC WELCOME BACK 2020

Parent/caregiver, student, teacher satisfaction

The Tell Them From Me Parent Survey is offered to our parents each year and we had 28 respondents for the Tell Them From Me parent survey in 2020. . Parents have always been made to feel welcome at the school as well as they feel the school supports learning and positive behaviour. The TTFM results showed a backward trend in 2020 data in all areas except for the measures of parents are informed, parents feel welcome and school supports positive behavior.. This may be due to Covid pandemic and will be a focus for 2021.



STEPHANIE ALEXANDER KITCHEN AND GARDEN PROGRAM

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.



SWIM SCHEME 2020