

2020 Annual Report

Mayfield East Public School



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Introduction

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

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

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Message from the principal

I am very proud to have the honour and privilege of being the Principal of Mayfield East Public School. 2020 has been a year of extreme challenge and adversity, not just within our community, but worldwide as we faced a global health pandemic. The 2020 Annual School Report celebrates our whole community's commitment to high-quality education 'no matter what', strong partnerships in learning and support through adversity.

The first half of 2020 was significantly disrupted due to the COVID-19 pandemic - our Kindergarten students had not yet had a full term at school when we moved the remote learning late in Term 1. From this time til the end of Term 2, onsite learning was limited, as teachers conducted remote teaching for the vast majority of students, with the school providing supplementary learning materials, stationery, and in many cases, technology to support learning (laptops and/or iPads). This resulted in a rapid increase in the technological and pedagogical skill base of all members of our school community as staff, students and families alike navigated new technologies and methods to ensure teaching and learning could continue relatively uninterrupted. Various remote events were held to keep our community connected, such as the Easter Hat Parade, and to ensure families stayed connected and informed, we created the Mayfield East PS Facebook page, which proved to be a popular method of connecting, even after students returned to onsite learning for Terms 3 and 4.

Despite the significant disruption to the first half of the year, there were many successes to be celebrated by the end of 2020, made all that much more significant given the adversity faced for that time. Some of these successes included very strong results in the Year 3 and Year 5 Check-In Assessments, which are state-wide tests given in Reading and Numeracy due to NAPLAN not taking place because of COVID. Overall, our students in Year 3 and Year 5 performed on average at least 10% above State average in aspects of both Reading and Numeracy, which is to be highly commended for both our students and our staff in ensuring that the pandemic did not significantly disrupt quality teaching and learning. Similarly, the standard of student writing was significantly higher as measured against syllabus outcomes and the Learning Progressions, as a result of targeted, ongoing professional learning for all teachers. Teachers were also supported through individualised, targeted professional learning in aspects of Visible Learning, with consistent, additional shoulder-to-shoulder support and coaching provided in the classroom through strong instructional leadership provided by Mrs Horgan (Assistant Principal).

The Student Wellbeing Support Officer (SWSO) position provided through Interrelate, continued to be supported through the combination of school, P&C and government funds to the end of 2020. Globally as well as locally, mental health was, and continues to be of key significance due to the complexities of the pandemic; as such, although the government grant ceased at the end of 2020, Mayfield East Public School is committed to supporting the SWSO throughout 2021 to ensure our whole school community has the support it needs as we move into a 'new normal'.

On a wholistic level, the greatest success of 2020 was the deepening of partnerships in learning between staff, students and families. The use of tools such as Zoom, Google Classroom and Seesaw have given families insights into what happens in the classroom every day, and Mayfield East PS has continued to use some of these tools to engage with families on a daily basis. Our Leadership Team have become creative in sharing what happens at school as onsite engagement by families in groups were not allowed for most of the year. The livestreaming of our whole-school

Presentation Assembly was a significant achievement and very well-received by the community.

Students have been encouraged to take an active role and a shared responsibility for their learning as they had the opportunity to participate in 3-Way Conferences with their teacher/s and families from Term 3. They also reflect on their learning as a key part of their half-yearly and yearly progress reports, which helps formulate their goals moving forward. Our Aboriginal families also enjoyed the opportunity to meet in person with current and future teachers for a Yarning Afternoon at the end of Term 4, to work together (students, families and teachers) to formulate goals for 2021.

As we come to the end of this planning cycle, the school completed a robust situational analysis that identified three areas of focus for this Strategic Improvement Plan 2021-2024. They are:

- Effective, quality literacy and numeracy strategies which are evidence-based and data-driven to ensure growth and attainment is maximised for every student
- Increased opportunities for collaborative practice among teachers to share best practice, seek feedback and develop and implement high quality consistent programs across the school
- Strengthening engagement and connections. This includes recognising and celebrating individuals through increased differentiation across all domains, support for high potential and gifted students, building strong connections to culture for our Aboriginal students, providing wider opportunities for student voice, and further individualising professional learning for staff.

We are looking forward to working with our school community in the coming years to build the capacity and leadership of our staff to deliver high-quality teaching and learning, strengthen connections in learning with families, and work together to ensure that our students can continue to succeed and thrive and become confident, creative and independent global citizens.

Robyn Christie

Proud Principal

Mayfield East Public School

Message from the students

This year has been a hard year to lead the school. We had to do a different version of our athletics carnival, but the struggle in quarantine affected us up until Term 3. We were able to celebrate Pyjama day and NAIDOC week. This year has seen lots of ups and downs. We had the 70's disco day on the last day of Term 3 and everyone seemed to enjoy that. We saw lots of costumes that day and some of them very interesting. We held some fundraisers this year, a little differently though because of coronavirus, I think that has been the biggest interruption of this year. 2020 has been a rough year but somehow we've all made it through together, I hope the captains next year have a better year next year, even if this virus is still here you should keep your head high and make it through the year.

During the year of 2020 taking the role of captain has been a real challenge. Starting off with the raining swimming carnival day. Then the coronavirus hit causing us to go into lockdown and participate in learning from home and communicating over zoom calls. Book week was a fantastic week filled with a lot of activities such as being able to dress up as our favourite book characters, a scavenger hunt and a local author, Sami Bayly came in and taught us about her passion for ugly animals and dangerous animals. We celebrated NAIDOC week this year with the theme 'Always was, always will be'. We learnt about the Aboriginal history and each class had the responsibility to create their own Acknowledgement of Country. We also had the opportunity to have a PLP night for Aboriginal students to reflect on the goals they made last year and to create new goals for the future. We had the time to make our own pizzas and use the pizza oven in the garden. So for future times we wish the best for the school leaders of 2021 to have a brighter year and to take on any opportunity they can.

Alfred Evans and Kaitlyn Newman

2020 School Captains

School vision

At Mayfield East Public School, we believe that we 'grow and learn together' so that our students reach their full potential, become confident and creative individuals who are prepared to embrace 21st-century learning today and leading tomorrow.

School context

Mayfield East Public School is a dynamic school situated approximately 6km from Newcastle. Established in 1858, it has a long and proud tradition of strong community support, with an active and supportive Parents and Citizens' Association. The school nurtures a sense of belonging and involvement, where success across academic, social and emotional arenas is celebrated, and we are proud of the wide range of extra-curricular and cultural activities offered to students to broaden their horizons. Currently the school has an enrolment of 259 students, of which 10% identify as Aboriginal or Torres Strait Islander and 10% have a Language Background Other Than English. The staff is a mix of early career and highly experienced teachers, all with a wide range of skills, and both staff and parents hold high expectations for our students.

Our school is committed to building consistent, high quality educational practices using evidence based research to develop a future-focused mindset, including teaching in flexible learning spaces with an emphasis on 21st Century learner qualities. There is a strong integration of technology in the curriculum. The school is currently building a solid grounding in coding, robotics and STEM/STEAM programs. Student wellbeing is also a strong focus, building self-awareness and care to help our students to reach their full potential. Our Stephanie Alexander Kitchen Garden is a key feature of our school, where our students learn sustainable and healthy living habits. Mayfield East Public School is a proud member of Callaghan Education Pathways and the Muloobinbah AECG; we work collaboratively with our learning community to maximise opportunities for our students.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1

Learning

Purpose

To develop confident, creative, successful learners who are active and informed citizens, with solid foundation skills in literacy and numeracy and a sound knowledge and understanding of the world around them.

Improvement Measures

100% of students achieving grade benchmarks in reading, writing and numeracy unless they have an identified impacting additional need

Increased percentage of students in the top two bands, Years 3, 5 and 7 across all reading and numeracy in NAPLAN.

Increased levels of student engagement as evidenced through Tell Them From Me surveys, an attendance rate of >88%, Sentral incident referrals

Progress towards achieving improvement measures

Process 1: Effective Feedback

Regular communication and feedback on student progress against the curriculum is conducted, through systematic, rigorous assessment and reporting practices.

Evaluation	Funds Expended (Resources)
Staff surveys, incl Guskey's Thermometer. Evidence in programs and lesson observations. Data on student progress in ALAN/PAT tests and other standardized measures. Observation and anecdotal evidence through discussion with students.	Assistant Principal, Instructional Leader - Cost: \$11 758 Funding Sources: <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$11758.00)

Process 2: Evidence-Based Practice

Collegial, whole school approach in the implementation of evidence-based practices in learning and wellbeing, with clear differentiation to meet student needs

Evaluation	Funds Expended (Resources)
Teaching and learning programs; Meeting Minutes; RFF Timetable provides opportunities for stage planning; Transition programs; SLSPs and PLPs. Student feedback on whether teaching and learning is meeting their needs.	Assistant Principal Instructional Leadership - Cost: \$11 758 Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$11758.00)

Process 3: Student Support Systems

Coordinated, collegial development and implementation of supportive student learning and wellbeing practices, including Aboriginal, EALD, students with additional needs and the broader student population.

Evaluation	Funds Expended (Resources)
How do we know that students feel supported? Comparison of Sentral data, student and staff surveys. Survey of staff to determine whether staff feel supported and if not, what else can be done to support staff in helping vulnerable students. What improvements are we seeing in terms of student confidence and resilience for those who are working with the SWSO?	Student Wellbeing Support Officer - Cost: \$ 3 500 (semester - school contribution) SPiNS - Cost: \$5 000

Progress towards achieving improvement measures

Student and staff feedback on award system.

Funding Sources:

- Socio-economic background (\$3500.00)
- Low level adjustment for disability (\$5000.00)

Strategic Direction 2

Teaching

Purpose

To ensure teachers plan, collaborate and implement quality teaching and learning programs based on evidence, equity and excellence to maximise student improvement, utilising effective, participative teaching strategies.

Improvement Measures

All classrooms and programs evidence future-focused learning and teaching practices in the development, implementation and review of programs and assessment.

All staff consistently demonstrate effective, positive participative teaching strategies in their teaching practice and interactions with students.

All staff evidence the impact of mentoring and coaching on their practice.

Progress towards achieving improvement measures

Process 1: Coaching and Mentoring

Regular opportunities are scheduled for shoulder-to-shoulder support that includes regular coaching and feedback between the APs/LAST and classroom teachers on effective classroom practice.

Providing opportunities for all staff to observe best practice in the implementation of Aboriginal perspectives across the curriculum.

Evaluation	Funds Expended (Resources)
<p>Are staff confident in incorporating Aboriginal perspectives into their teaching and learning programs? Are staff confident in gathering resources or knowing where to find appropriate resources? (Surveys, evidence in programs, evidence through observations, student surveys)</p> <p>Evidence of staff involvement in CEPAET - minutes, focus groups, resources developed.</p> <p>Survey staff (eg Guskey's thermometer) to assess effectiveness of supportive practices in teaching and learning; feedback through PDPs and one-on-one conversations.</p>	<p>Teacher release (for resource preparation and planning) - Cost: \$2 000</p> <p>Assistant Principal Instructional Leadership - Cost: \$16 408</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Aboriginal background loading (\$2000.00)• Quality Teaching, Successful Students (QTSS) (\$11758.00)• Socio-economic background (\$4648.00)

Process 2: Future Focused Learning

Quality teaching and learning programs are developed to implement future-focused pedagogy which incorporates flexible learning spaces and the authentic use of technology

Evaluation	Funds Expended (Resources)
<p>Student surveys; evidence of student learning presented in non-traditional ways; feedback from staff, parents and students</p>	

Strategic Direction 3

Leading

Purpose

To develop and foster a whole-school culture of effective communication, collaboration and connection through strong instructional leadership.

Improvement Measures

>90% of community members surveyed feel the school has a strong identity with inclusive partnerships and solid communication practices.

100% of staff feel that strong collaborative practices and a collegial environment is evident across the school and has a positive impact on their teaching and learning.

Progress towards achieving improvement measures

Process 1: Community Feedback

School community feedback is regularly sought and evaluated as part of ongoing school improvement processes, with management practices regularly revised to maximise effectiveness.

Evaluation	Funds Expended (Resources)
Are families feeling connected to the school and their child/ren's learning and school activities? Is there an adequate representation of families in the preparation of the new school plan - have all components of the community been consulted - how?	

Process 2: Community Engagement

The school leadership team develops supportive practices to ensure communication with and engagement by the school community is accessible and equitable.

Evaluation	Funds Expended (Resources)
Use of multiple platforms to connect with families, multiple opportunities to engage in school activities. Surveys, focus groups,	

Process 3: Professional Networks

School staff regularly participate in and contribute to professional learning communities, networks and community organisations and events to improve opportunities for student learning.

Evaluation	Funds Expended (Resources)
What impact has inclusion in the programs had? How do we know?	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Additional Learning and Support teacher allocation</p> <p>PLP Yarning Arvos</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$21 179.00) 	<p>Through dedicated PLP 'Yarning Arvos', all Aboriginal students and their families had the opportunity to identify and create learning goals with staff. In addition to a constant in-class focus by the classroom teacher, all students were provided with targeted support time to assist in working toward their goals. This resulted in more than 90% of students reaching their set goals and where appropriate, new goals were made. Progress towards goals were reviewed collaboratively with families twice per year.</p> <p>Feedback from students and families was positive re: the process of developing and reviewing Personalised Learning Pathways, however parents/carers indicated that they would actually prefer to meet more often eg once per term to review student progress and goals. Future goals for Mayfield East Public School include the establishment of a Junior AECG, and creation of a 'Yarning Circle' within school grounds - this is strongly supported by our Aboriginal students and families.</p>
English language proficiency	<p>Staffing \$6 000</p> <p>Resources \$360</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> English language proficiency (\$6 360.00) 	<p>All EAL/D students received additional support from either the ESL teacher or SLSOs. In addition to withdrawal programs and in-class support, teachers were given additional release to prepare resources to support learning for students with little to no English. These resources included visual aids and social stories. Students with EAL/D at a higher level of competency were also provided with additional support using programs such as Mini-Lit and Multi-Lit and support in Numeracy.</p>
Low level adjustment for disability	<p>Additional Learning and Support programs in MultiLit/MiniLit and Numeracy support \$3 500</p> <p>Teacher release \$5 000</p> <p>Resources \$10 000</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$13 500.00) 	<p>These funds supported additional support by School Learning and Support Officers for targeted students who do not receive Integration Funding Support, as identified by the Learning and Support Team.</p> <p>The School Learning and Support Officers provided additional support for students in class and in the playground, focusing on building confidence, skills and knowledge in Literacy and Numeracy, as well as building on a range of social skills to ensure success in the playground. This was evident in decreased numbers of negative incidents in the playground by most targeted students as recorded on Sentral, as well as improved engagement in the classroom.</p> <p>This year, we implemented 3-way conferences to allow students to take the lead in their learning journey by sharing examples of their work, discussing next steps and setting goals. 3-way conferences were implemented to build a partnership between the teacher, student and parents after such a difficult year with the impact of the Covid-19</p>

<p>Low level adjustment for disability</p>	<p>Additional Learning and Support programs in MultiLit/MiniLit and Numeracy support \$3 500</p> <p>Teacher release \$5 000</p> <p>Resources \$10 000</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$13 500.00) 	<p>pandemic.</p> <p>3-way conferences had a range of positive benefits including:</p> <ul style="list-style-type: none"> • Students were encouraged to take responsibility for their own learning, actions, and decisions in an authentic way • They provided an authentic purpose and audience for developing students' goal-setting and self-reflection skills • Students developed a better understanding of their strengths and challenges and the correlation between their effort, progress and resulting quality of work • They demonstrated to the students that we positively support their learning and acknowledged the value we place on their views and the respect we have for their opinions • They affirmed the importance of a partnership between students, teachers and parents to support the student's learning, celebrate their achievements and work to overcome their challenges.
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$47 035.00) 	<p>In 2020, an Instructional Leader role was created to strengthen a community of practice by providing professional learning within the school on a group and individual teacher basis; leading discussions about student achievement and implications for teaching and planning practices; and coaching and mentoring school staff. The Instructional Leader has engaged and supported staff in using effective feedback processes, based on learning progressions and syllabus outcomes for reading and numeracy; and in communication of learning intentions and success criteria between teachers and students through lesson observations and demonstration lessons, specifically in writing and numeracy. To maintain consistency across all staff, the Instructional Leader has collaborated with Executive to establish with communication and feedback expectations for literacy.</p> <p>All teachers are using Learning Intentions and Success Criteria effectively in literacy lessons, and therefore student understanding is high and student growth is measurable over time. Staff display a sound understanding of the practical use of Progressions in targeted aspects of literacy and numeracy in guiding teaching, learning and assessment practices.</p>
<p>Socio-economic background</p>	<p>Additional LaST \$36 605</p> <p>Release for staff to meet with families and external agencies \$3 300</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$39 905.00) 	<p>Funds were used to supplement staffing in the area of Learning and Support for students with additional needs in learning, as well as the social/emotional arena. High Potential and Gifted students were supported in Writing and Mathematics, through withdrawal groups timetabled within the week. Through the period of remote learning, Learning and Support staff were engaged to conduct wellbeing checks on targeted students and provide one-on-one remote support for</p>

<p>Socio-economic background</p>	<p>Additional LaST \$36 605</p> <p>Release for staff to meet with families and external agencies \$3 300</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$39 905.00) 	<p>students with additional needs in literacy and numeracy. There was an increased focus on Learning and Support in Terms 3 and 4 as students returned to face-to-face learning, with intensive support provided to a number of students who did not have identified additional learning needs to ensure they reached expected Stage outcomes. This approach was successful, as more than 80% of students without identified additional learning needs met expected Stage outcomes in Reading and Numeracy by the end of the year.</p> <p>Due to the pandemic, there was a strong need for support in the social / emotional arena in 2020 for a significant number of students, and the additional time provided through learning and support staff ensured that these staff were able to provide in-class and one-on-one support and care to students who required support for their emotional wellbeing.</p>
<p>Support for beginning teachers</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$43 443.00) 	<p>Mayfield East PS had 3 teachers who received Beginning Teacher support funds for 2020; teachers were in ES1, S1 and S2. These funds were used to provide the Beginning Teachers with additional release from face-to-face teaching to plan for lessons, collect data, compose student reports, observe peer colleagues in best practice and undertake professional learning. Additionally, funds were used to ensure that the Beginning Teachers had dedicated opportunities to work with their supervising Assistant Principal on analysing student data and reflecting on, evaluating and improving their teaching and learning programs.</p>
<p>Targeted student support for refugees and new arrivals</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Targeted support for refugees and new arrivals (\$20 368.00) 	<p>Students were supported through the provision of an EAL/D teacher (0.2FTE), who worked intensively with students in withdrawal groups as well as providing in-class support. During the period of remote teaching, some funds were used to provide additional physical resources to students who were learning at home.</p>
<p>School & Community Funds</p>	<p>Library Resources (including laptops) \$14 447</p> <p>Technology update \$28 368</p> <p>Total \$42 815</p>	<p>A significant amount of Library resources were outdated - School and Community funds were used to replenish these, as well as to provide the Library with a small bank of laptops (10) for student use.</p> <p>Additional technology was purchased to support the effective delivery and implementation of teaching and learning programs and to efficiently collate data; in addition, teachers were provided with targeted professional learning on Staff Development Day, Term 4, to ensure that they were confident in using this technology in a more extensive manner moving forward into the new Strategic Improvement Plan.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	124	129	130	132
Girls	119	136	124	127

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.9	94.9	94.9	94.7
1	94.2	95.8	95.3	93.5
2	95.1	95.4	94.2	92.7
3	94.1	94.3	93.1	93.3
4	92.3	93	93.5	94.2
5	94.5	92.5	94.9	92.3
6	90.4	90.9	93.8	91.6
All Years	93.9	93.9	94.3	93.3
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)	3
Classroom Teacher(s)	9.39
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.6
School Administration and Support Staff	2.52

*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	310,763
Revenue	2,991,676
Appropriation	2,865,123
Sale of Goods and Services	34,913
Grants and contributions	90,428
Investment income	1,112
Other revenue	100
Expenses	-3,068,853
Employee related	-2,732,930
Operating expenses	-335,923
Surplus / deficit for the year	-77,177
Closing Balance	233,586

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	260,798
Equity Total	193,372
Equity - Aboriginal	21,179
Equity - Socio-economic	39,905
Equity - Language	12,664
Equity - Disability	119,623
Base Total	2,059,672
Base - Per Capita	61,088
Base - Location	0
Base - Other	1,998,584
Other Total	152,726
Grand Total	2,666,568

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

In 2020, Mayfield east Public School utilised a variety of methods to seek the opinions of parents, caregivers, students and teachers about our school culture and the way our school operates.

- There were two key focus areas for Parent Surveys this year - Communication and Participation, and Community Expectations
- 51 Parents/Caregivers completed our survey on 'Communication and Participation'.
- 49% of parent/caregivers rated text messages as the most preferred way to receive information from the school. Second preference was email and closely followed by paper notes and notifications via the Seesaw app.
- 38 parents/caregivers indicated that they give information to the school through emails and 32 parents/caregivers share information by telephone calls. Overall, most communication from parents/caregivers were provided through emails, telephone calls or online communication platforms.
- Additional feedback from parents/caregivers stated that communication from the school has often come from too many different platforms and it would be easier for parents/caregivers if there was one general method of communication. As a result, the Seesaw application was purchased for all classes with the expectation of Seesaw as our main platform for home-school communication.
- Parents/caregivers were surveyed on interest in participating in parent workshops. Overall, less than half of the responses indicated interest in workshops in literacy, mathematics, cybersafety, and supporting their children through puberty and building resilience. Parents/caregivers who did indicate an interest in attending workshops, preferred sessions to be timetabled after school between 5-7pm.
- Other areas that parents/caregivers indicated that they would like to participate in school programs was by helping in the classroom, assisting at carnivals and by helping in our Stephanie Alexander Kitchen Garden program.
- 44 Parents/Carers indicated that 3-way conferences and using the Seesaw app provided parents with a good understanding of their child's achievements, strengths and areas for development. (83%) Further feedback stated that 3-way conferences were a good way for students to be accountable for their own goals and learning, however parents/caregivers would prefer to have some element of parent-teacher conferencing to discuss 'sensitive' issues without the child being present.
- When asked about the key features of our school, the main features that parents/caregivers indicated were the Stephanie Alexander Kitchen Garden program, our staff, our gardens and playgrounds and the sense of community at 'MEPS'.
- When asked to describe our learning culture at Mayfield East, parents/caregivers stated that it is positive, supportive, engaging and collaborative.
- When asked about what they would like their child to aspire to when they leave Mayfield East Public School, parents/caregivers responded that they would like their child to be happy and connected, be resilient and be responsible and respectful.
- Positive feedback from the community received after Parent Information Evening, which featured traditional Aboriginal Smoking Ceremony led by local elder Uncle Bill. Comments from parents/caregivers included 'this is the main reason we came, as we've seen the teachers before but really wanted to be part of the Smoking Ceremony'. Larger numbers than previous years - count approximate 500+ community members attending with extended family.
- Data from school Facebook page (established in March 2020) indicates 200+ followers, with steady engagement and interaction in posts. Videos uploaded of student awards, birthdays and teacher messages during Phase 0 and Phase 1 of COVID-19 restrictions resulted in positive comments evident on Facebook page and via email to the principal. Parents/families reported enjoyment of this mode of engagement as extended family could also readily access the awards/videos. Next step is for school Exec and staff to consider how to keep some elements of this without over-extending staff.
- Students in Years 4, 5 and 6 were surveyed in a shortened version of 'Tell Them From Me' to provide indicators of their social and emotional wellbeing as well as their expectations for success. 27 Year 4 students, 31 Year 5 students, and 19 Year 6 students completed the survey. The school uses the survey to review and adjust school programs to continually improve student wellbeing.
- 89% of students believe that schooling is useful in everyday life and will have a strong bearing on their future; an average of 59% of students believe that they have friends at school that they can trust and encourage them to make positive choices. This was significantly lower than previous years and we believe that this was due to the impact of Covid-19 restrictions.
- Our students are 10% above the State Norm for numbers of students who feel that they have an advocate at school - someone who consistently provides encouragement and can be turned to for advice; this is also the case with positive teacher-student relations and high expectations held by teachers of student success.
- 56% of our Aboriginal students felt a positive expectation for success, which was remarkably lower than the State norm. This led to an increased focus on Aboriginal perspectives within our teaching and learning programs, implementing a junior AECG within our school and further engaging with our families to create positive and respectful relationships through our 'Yarning' afternoons.
- Stage 3 students were surveyed during 'Learning from Home' activities. 80% of students reported a positive experience with online learning, while the other 20% reported some difficulty in accessing digital technology or skills in using technology and the online learning platform. 88% of students reported that they felt disconnected from their peers and teachers during this time, as a result classroom teachers created daily 'check in' sessions for students to connect with their classes.

- All staff have shown strong commitment to undertaking professional learning to improve their skillset and knowledge, with 100% of staff participating in learning in key areas such as National Learning Progressions, Formative Assessment Practices and enhancing literacy and numeracy teaching pedagogies.
- Using the principles of Teaching Sprints, based on a professional development process by Dr Simon Breakspear, 2020 professional learning focused on providing differentiating professional learning experiences, considering the highly diverse teaching population, both in skills and experience. Teaching staff were surveyed to determine their area of need for development based on their professional development framework plan and whole school targets. Staff then participated in a Teaching Sprint in their chosen area for Term 2 and Term 3.
- Staff participation in Teaching Sprints was overwhelmingly positive. Teaching staff indicated that Teaching Sprints provided greater opportunities for collaboration, creating consistency across the school and having the time to develop one area of their teaching practice over an extended period.

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.