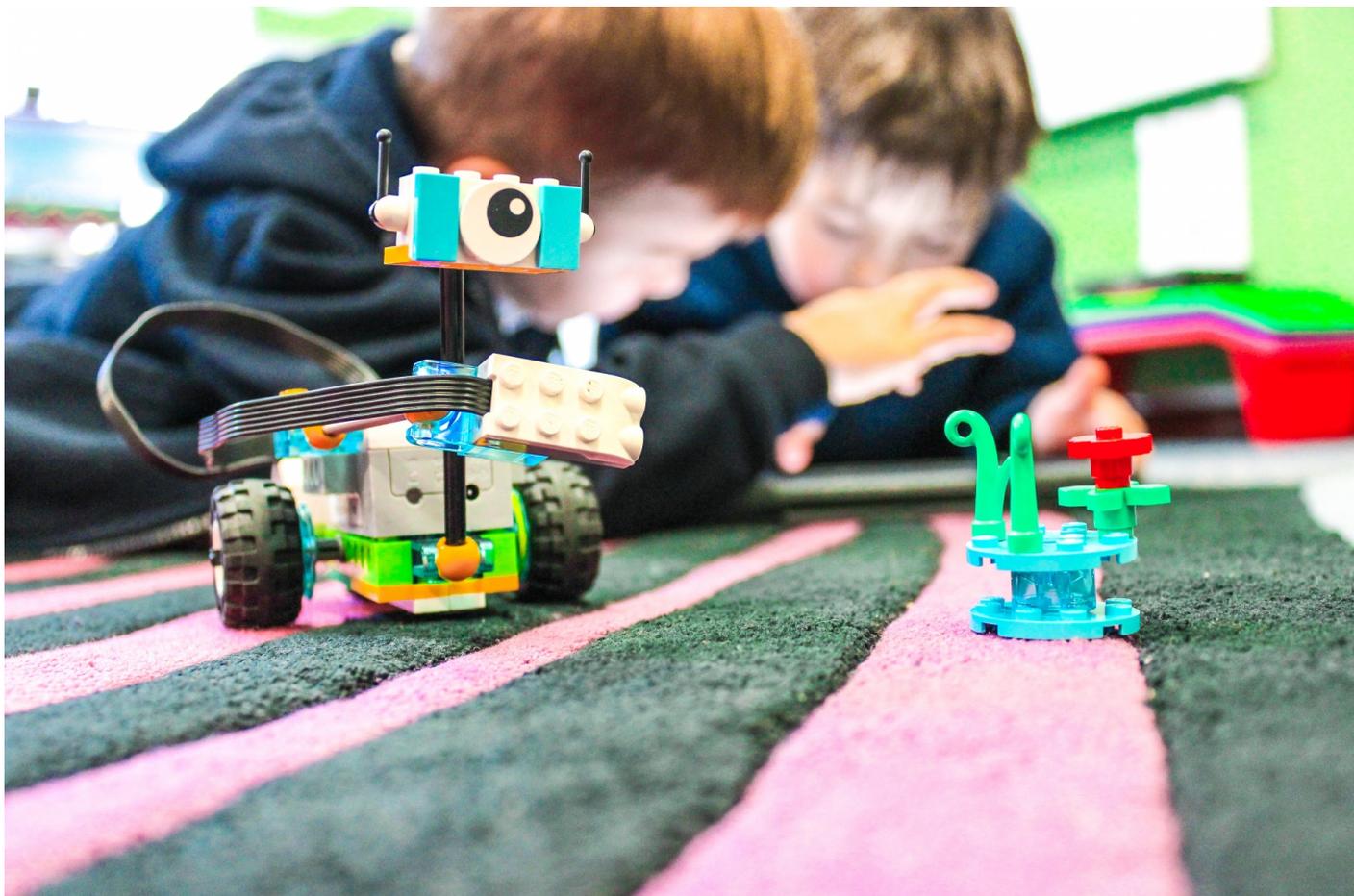


2020 Annual Report

Mayfield West Public School



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Introduction

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

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

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School vision

Challenge Believe Achieve

The school vision was formed after a series of meetings with parents, staff and students. Mayfield West Demonstration School embraces an inclusive school culture which challenges all students to become engaged future focused learners. We encourage our students to be responsible and valued citizens as they strive to achieve excellence.

School context

Mayfield West Demonstration School is a proud public school situated in Newcastle. The school population includes students from diverse backgrounds which provides a richness of experiences across the school. The school caters for students from Preschool to Year 6 and offers a balance between academic, performing arts and sporting opportunities. The school's motto is *Learning For Life* and promotes an environment for all students to connect, succeed and thrive.

The school is a member of *Callaghan Education Pathways*, who work together as a community of schools to provide a range of opportunities and partnerships to increase outcomes for students. A memorandum of understanding has been signed with the local AECG, Muloobinbah.

Mayfield West Demonstration School has established strong links with *The University of Newcastle* to support and develop programs for teacher education students. Staff demonstrate quality teaching practice and are involved in research and other pedagogy initiatives with the University.

The school encourages students, parents, staff and the wider community to work together to implement quality teaching and learning. This is achieved through explicit teaching, positive engagement with a strong emphasis on social and emotional wellbeing.

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	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

Strategic Direction 1

Innovative Learning

Purpose

Embed innovative and best practice which incorporates technology and STEM for quality teaching and learning that equips students to be successful future focused learners

Improvement Measures

Students demonstrate high level of skills using the general capabilities matrix, learning across the curriculum content and Learning Progressions.

Students Increase levels of engagement in classroom activities.

All classroom practices and assessment tasks demonstrate future focused learning.

Overall summary of progress

Student engagement in classroom activities has significantly improved over this school planning cycle. Students are beginning to demonstrate high level skills against the general capabilities matrix, however, to track these additional areas is onerous in terms of workload with little benefit. Technology and students having the skills to monitor themselves in their learning will be ongoing aspects of curriculum and pedagogy as we continue into the future. This should become embedded practice as opposed to focused work.

Progress towards achieving improvement measures

Process 1: Future Focused Pedagogy

Staff undertake STEM and future focused professional learning to build knowledge to equip students with 21st Century skills. Teachers are supported to trial innovative and future focused practices.

Evaluation	Funds Expended (Resources)
All staff were provided with time to explore future focused pedagogies and ways of working. Working with the general capabilities matrix has highlighted the nebulous nature of this and has promoted future discussion around the way the curriculum is structured and the impact of students executive function.	\$40,000

Process 2: Future Focused Systems

Implement explicit structures and processes to facilitate future focused STEM opportunities.

Evaluation	Funds Expended (Resources)
The global pandemic forced all staff to engage with future focused pedagogies and also highlighted systemic issues in our infrastructure. We collapsed the computer room and have resourced the library, Stage 2 and Stage 3 floor with class sets of laptops. We also laid a fiber-optic backbone linking all buildings in the school back to the mainframe. This infrastructure allows teaching and learning to incorporate STEM opportunities.	\$70,000

Next Steps

What we teach

Develop cohesive and rigorous high expectations curriculum and assessment opportunities

- Cross-stage collaboration to align curriculum, student voice, Aboriginal perspectives, and expectations P-6

- Refine whole-school approach to authentic assessment practices with improved consistent teacher judgement
- Resources to support student ownership of learning

Strategic Direction 2

Effective feedback and Differentiation

Purpose

Knowledgeable staff implementing evidence based teaching which is responsive to student needs and personalised learning in literacy and numeracy.

Improvement Measures

35% of students achieve the top two bands for NAPLAN reading, writing and numeracy.

Increased personalisation and differentiation of student reports.

Greater than 80% of Aboriginal parents/carers actively engaged in the PLP process.

Overall summary of progress

Due to the worldwide pandemic, lockdowns and social distancing restrictions NAPLAN was not undertaken this year. This also impacted the active engagement of the community without school. We had strong engagement with our SeeSaw platform and undertook a major review and adjustment of the Personalised Learning Pathway process. We had very positive feedback in relation to the changes that were made.

Progress towards achieving improvement measures

Process 1: High level of pedagogy

Staff undertake professional learning to further develop their understanding in quality pedagogy and engage in collaborative processes with colleagues to ensure all students have clear learning intentions, success criteria and effective feedback. Outstanding literacy and numeracy strategies will be employed across the school to support all learners.

Evaluation	Funds Expended (Resources)
The school continued the implementation of Embedded Formative Assessment. Four teacher leaders delivered 22 hours of registered professional learning to the whole school. This was highly valued by the staff. In addition teachers engaged in peer observations and feedback cycles related to their personal action plans. Focus group feedback was highly supportive of continuing the professional learning and observation cycles into the new school plan.	\$30,000

Process 2: Data Analysis

Staff regularly analysis data in 5 week cycles to inform and direct future teaching and learning by identifying student achievements and progress.

Evaluation	Funds Expended (Resources)
Consistency of teacher judgement and aligning assessment and curriculum from P-6 was undertaken this year in order to ensure the validity and value of collected data. This has been identified as an area of further focus and is important in aligning what we teach and assess to our improvement measures more strongly.	\$30,000

Next Steps

How we teach

A tailored pedagogical base for whole-school teaching and learning.

- Use rapid cycles to reflect on the impact of evidence based teaching practices for student learning
- Use learning walks and observations to align consistency of practice
- Amplify Embedded Formative Assessment structures through the use of teacher-lead professional learning

Strategic Direction 3

Wellbeing

Purpose

Develop a connected, collaborative and inclusive school learning community with a strong emphasis on student and staff wellbeing through instructional leadership.

Improvement Measures

To increase student attendance to over 95%.

Increased annual representation to over 90% of active participation in school/community.

To attain a ratio of referrals 1:3 negative to positive student behaviours.

Overall summary of progress

These improvement measures have been significantly impacted by the worldwide pandemic, in addition to the bushfires and floods. Our attendance has continued to improve and SeeSaw demonstrates active engagement with the school on this platform. Behaviour continues to significantly improve and almost all students demonstrate active engagement with their learning at all times. The school continued to work with external consultants to develop processes to better support staff and student wellbeing.

Progress towards achieving improvement measures

Process 1: Community Consultation & Engagement

The school regularly provides opportunities to develop proactive partnerships with the community to support and review teaching and learning experiences.

Evaluation	Funds Expended (Resources)
Consultation was somewhat restricted this year, however, it was conducted with the use of videos and surveys through the SeeSaw platform. Parents were actively engaged with teaching and learning experiences due to the Learning From Home period of the pandemic. The P&C continued their active engagement throughout the year.	\$15,000

Process 2: Wellbeing

Develop outstanding systems and processes to support student, staff and community wellbeing. Enhance student engagement and achievement through quality learning & support practices.

Evaluation	Funds Expended (Resources)
Learning and Support programs had significant revisions in terms of procedures for consistency of implementation and support. This included Attendance, School Welfare and Discipline, and Personalised Learning and Support. The school also engaged in establishing a window of certainty and foundations for staff wellbeing.	\$15,000

Next Steps

Help when it is needed

A responsive and tailored system that flexibly supports students

- Strengthened Learning Support Team practices and tiered intervention
- A focus on Aboriginal student support

- Improved identification and differentiation for gifted and high potential students

Clear expectations and understanding

Cohesive communication and engagement

- A coordinated approach to school communication
- Creation of parent resources to support them in enhancing student learning
- Enhancing student voice through school structures, including Junior AECG

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$40,757	The employment of an Aboriginal Community Liaison Officer in our school was a historical moment. They engaged in ongoing professional conversations with staff and extensive mentoring with students. Our Aboriginal dance group continued to excel. At the end of the year we also partnered with Wakagetti and Nutrition Plus to provide a three day Aboriginal Leadership and Cultural Camp.
Low level adjustment for disability	Staffing - \$76,569 Flexible - \$41,144 Total - \$117,713	These funds were used to employ our Learning and Support Teacher. The flexible funding is used to build this position to full time. The additional funds are used to supplement School Learning Support Officer time to support students with emerging needs outside of the integration funding support program. This program was disrupted due to the pandemic, however, this time also contributed to a full compliance audit and process review across the breadth of the program.
Quality Teaching, Successful Students (QTSS)	\$70,771	These funds were used to release executive and teaching staff for observations and mentoring of teaching practice and curriculum review processes. Eight staff also completed the Agile Leadership program with Dr Simon Breakspear. This was highly effective in establishing a common understanding of impact practices around our observation cycles.
Socio-economic background	\$108,135	Funds were used to provide release for observation and planning cycles for teaching staff. Funds were also used to support technology software and hardware in order to provide equitable access for students during the pandemic.
Support for beginning teachers	\$14,000	Beginning teachers and mentors were supported through additional planning time and release to complete their accreditation and focus on quality improvement in teaching and learning.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	202	194	177	162
Girls	185	174	185	162

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.6	93.3	93.8	93.8
1	93.7	94.2	94.3	94.1
2	94.4	92.6	94.4	94.9
3	93.8	93.5	92.6	96
4	93	90.6	93.6	93.6
5	93.2	91.7	91.8	94.8
6	92.5	92.3	91.3	92.2
All Years	93.8	92.7	93.1	94.3
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)	13.78
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
School Administration and Support Staff	4.12

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

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

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and Departmental priorities.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	688,954
Revenue	3,639,832
Appropriation	3,546,900
Sale of Goods and Services	-8,556
Grants and contributions	79,566
Investment income	1,183
Other revenue	20,739
Expenses	-3,675,725
Employee related	-3,188,154
Operating expenses	-487,572
Surplus / deficit for the year	-35,894
Closing Balance	653,060

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	201,828
Equity Total	288,230
Equity - Aboriginal	40,757
Equity - Socio-economic	108,135
Equity - Language	21,626
Equity - Disability	117,713
Base Total	2,539,282
Base - Per Capita	88,746
Base - Location	0
Base - Other	2,450,536
Other Total	389,426
Grand Total	3,418,766

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

Students completed two Tell Them From Me surveys this year. Despite the pandemic, time away from school in Learning From Home, and the resulting impacts on allowed activities the survey results remained equivalent with previous years. There has been a slight drop in regards to student belonging and their self efficacy.

Key facts extracted from the Tell them from me survey:

- Advocacy at school increased 3% from 2018 to 2020
- Expectations for success remained stable at 95%
- Sense of belonging had the lowest % of positive responses, 83% of students reported a positive sense of belonging in 2018 with 81.6% in 2020
- Aboriginal students reported an increase in feeling that their culture was known and valued by the school.

Parents completed the Tell Them From Me survey and also surveys related to school communication processes. For the Tell Them From Me approximately 20% of the school responded to the survey. 13% of respondents had volunteered at school and 33% had spoken to teachers more than 3 times. An average of 14% had provided input into school planning, development of new school policies, teaching practices and curriculum delivery. There was also significant positive feedback in regards to student behaviour, school facilities and education programs. Our trend data indicates there were slight lifts in the inclusiveness of school, safety at school and the school supporting learning.

Our communication and school planning surveys had approximately 40% of the school provide feedback. The communication survey highlighted the debate between message abundance and a single source of truth. In extended response questions a number of parents provided suggestions that were already available and had been recently communicated across all school platforms. Many excellent suggestions were made during school planning surveys, however, a few of these were unable to be accommodated due to the Departmental guidelines.

Staff engaged in extensive surveys, focus groups and informal interviews over the course of the year.

In the Teacher Tell Them From Me Survey there was an equal percentage of respondents between those teaching 5 years and under and those teaching greater than 5 years. Against the respective state norms for these groups in our school those ≤ 5 years were consistently above and those ≥ 5 years were consistently below. This was in the areas of leadership, parental involvement, inclusive school, teaching strategies, using data to inform practice, learning culture and collaboration. Technology was an outlier with a consistently low school mean. as an outlier. Interestingly besides leadership this is essentially a self report about the way a teacher works with students, parents and colleagues.

Focus groups provided excellent qualitative evidence for the impact of peer observations and professional learning. Staff believe this will provide a significant shift in combination with collaborative planning days in the next school plan.

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.