

2020 Annual Report

Mudgee Public School



2656

Introduction

The Annual Report for 2020 is provided to the community of Mudgee 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

What an honour it is for me to be the principal at Mudgee Public School. As I joined the school mid-way through 2020, I would like to acknowledge the fantastic leadership from relieving Principal Ros Rogers, who not only led Mudgee Public School with passion, empathy and wonderful direction in Semester 1, but who also has helped provide a very thorough transition and handover for myself.

2020 was the year that will never be forgotten in NSW Public Schools, and that is no different at Mudgee Public School. With another year gone by at Mudgee Public School, another opportunity comes to reflect on all the things we have achieved in just one school year. There has never been a more important time than now to celebrate all the students & school achievements than now - 2020. What a year it has been! The resilience and flexibility shown by our students, staff and whole community should be commended in what would have to be one of the strangest years in education in all our life times.

I would like to acknowledge and say a special thank you to all our parents, grandparents, friends and community members who have played a very significant role this year, probably a greater role than ever before. Normally, I would be thanking all our volunteers and extra efforts in the school, and whilst I still appreciate that more than ever, I think now is the time to acknowledge the support of all these people, particularly when we think back to the beginning of the year when we were split learning from home and school. There has never been a time when it has been so important to work together, so I would like to thank you all for your support during this time.

Our staff at Mudgee Public School are a true asset to the school. Whether they are a teacher, a SLSO, a member of our front office staff or another employee in our school, what stands out most about our staff is their commitment to helping each other, all for the betterment of the students. This was extremely evident as staff learnt things they never thought they would have to learn, and they did so at such a quick pace. How they facilitated learning from home, and then a transition back to school is a feat that Mudgee PS staff should be proud of.

It is important to acknowledge that when reading this report, the students and staff have had significant disruption to their regular schooling. We should be so proud that we have achieved what we have, and as we move forward into 2021, our achievements from 2020 will be the foundations for our future successes.

School vision

At Mudgee Public School we are confident, engaged, life-long learners.

Through a culture of inclusivity and collaboration a quality education is provided to engage and inspire students to lead active and productive lives into the 21st Century.

School context

Mudgee Public School has an enrolment of 677 students with a 12.9% Aboriginal population and has a proud tradition of providing quality public education since 1855.

In 2020., there 25 24 mainstream classes, and 6 support classes for students with a variety of additional needs. The school serves a diverse rural community with a large range of SES. We have an Aboriginal population of approximately 13% and are building a strong relationship with the Mudgee AECG. The school is an integral member of the Cudgegong Learning Community.

Mudgee Public School serves a diverse rural community. The school focuses on providing a rounded education with a strong focus on curriculum differentiation, wellbeing, learning and support. Extra-curricular opportunities in creative and Performing Arts, Sport and Leadership, enable our students to excel through a range of different experiences.

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

On 22/10/2020 our school participated in external validation. In preparation for this meeting, the required body of evidence has been prepared, reviewed and annotated..

The Mudgee Public School community recognised external validation as an opportunity to reflect and refine our practices using the School Excellence Framework. Mudgee Public School has over 60 staff, including a balance of experienced and early career teachers. It was imperative to ensure all staff had an understanding of the SEF and professional learning supported opportunities to examine and analyse the themes within the elements of each domain.

A core team of staff members including early career and experienced teachers along with members of the school leadership team was formed to facilitate the evidence set teams. All staff were placed in an evidence set team to work with and all staff provided evidence and artefacts both within and across the teams they had chosen to work on. During the compilation, annotation and analysis of evidence sets, it was noticed that some artefacts overlapped and a decision was made as to how best the evidence addressed the School Excellence Framework and matched the evidence sets.

The external validation evidence set teams annotated the evidence and artefacts and then the core team analysed and made on-balance judgments using the SEF. Following the analysis of each set, impact of practices was identified and this was used to guide decisions regarding future directions. Throughout this process, regular opportunities were provided for all staff to reflect on and provide feedback which informed on-balance judgements for the external validation process.

Learning

The results of this process indicated that in the School Excellence Framework domain of Learning:

Learning Culture: In the element of Learning Culture, we have strong evidence across many evidence sets that suggests we are excelling. Learning and extra-curricular programs provided at Mudgee Public school show: evidence of high expectations; support during and beyond transition periods; and high-level practices related to student attendance. Our specialist support programs cater for the needs of all equity groups and as a school we seek to collaborate with parents of students who are identified as being at risk. We value the communication and partnership we have with our parent community in supporting the thriving learning culture at our school.

Wellbeing: We are also excelling in the domain of Wellbeing. We have a planned approach to wellbeing and are able to evidence the level of care we demonstrate for all students. Programs and Interventions such as PBL, wellbeing teacher, interagency support, learning support, mentoring and other wellbeing interventions all display strong evidence and support our on-balance judgement of excelling on the SEF. Our specialist support programs and the staff deployed to these roles have developed strong processes to identify, regularly monitor and review individual student needs through various methods of data collection and program implementation.

Curriculum: In relation to Curriculum, we are Sustaining and Growing. The quality of curriculum delivery is driven by an enthusiastic teaching staff who are committed to providing the best possible opportunities for all students in their care. Teachers aim to differentiate in order to meet the needs of students, including students who require learning support and students identified as gifted and high potential. There is strong evidence across the majority of our sets that these efforts to differentiate are authentic, and efforts are made by teachers to include students and parents to support learning.

Assessment: In the element of Assessment we have determined that we are Sustaining and Growing. Teachers currently collect significant amounts of summative data to inform formal reporting periods. There is a strong link between this element, and Data Skills and Use which will also be a strategic improvement direction. Whilst we are sustaining and growing in this area, through preparing the 2018-2020 School Plan and during engagement in the external validation process it has become evident that this is an area for further growth and improvement at Mudgee Public School. Our next step will be applying the use of this assessment data to further inform short-term teaching and learning directions.

Reporting: We are Sustaining and Growing in the element of Reporting. Mudgee Public School meets the Department of Education reporting requirements, as we believe our reporting procedures are meaningful, personalised and have very clear information within. We value the reporting process and seek to provide both our students and parents with personalised descriptions of the student's strengths and areas for growth. Each Stage team works collaboratively to analyse internal data and report accordingly.

Student Performance Measures: In relation to Student Performance Measures, we are Sustaining and Growing. Data shows a similar percentage of students performing in the top two bands of NAPLAN for both Year 3 and Year 5 in reading, writing and numeracy. The school analyses NAPLAN data along with internal performance measures to set growth targets for individual students. A more systematic K-6 approach to using this internal data will be an area for improvement. AS will be looking for systematic ways to monitor school performance measures with a focus on the performance of equity groups in comparison to all students in the school.

Teaching

The results of this process indicated that in the School Excellence Framework domain of Teaching:

As the elements in teaching are very intertwined in our evidence, I will comment on the teaching domain as a whole to support our on-balance judgements of Sustaining and Growing in the elements of **Effective classroom practice, Data Skills and Use and Professional Standards**; whilst our evidence suggests we are excelling in the element of **Learning and Development**.

Our ability to work collaboratively is a clear strength in the teaching domain. Teachers regularly work together to improve teaching practices by undertaking structured observations and feedback sessions, and participating in professional learning to improve consistent teacher judgment.

Beginning and Early Career Teachers are well-supported at Mudgee Public School and provided with formal mentoring and coaching opportunities. This is still an area we can improve in, and will form part of our strategic improvements moving forward.

Teachers use the Australian Professional Teaching Standards to measure themselves, reflect on their practice and plan their professional development in particular through the PDP process. The teaching of literacy and numeracy is highly valued at Mudgee Public School and every possible opportunity for staff to participate in professional learning to improve practice in the instruction of these fundamental skills is offered.

The school's highly personalised and differentiated approach to Professional Learning is what supports our on-balance judgment of excelling in Learning and Development. Staff engagement in Power Hour, whole school PL, individual PL and different PL opportunities for beginning and experienced teachers, suggests there are strong systems within the school that foster collaboration and feedback to sustain and improve quality teaching practices.

As mentioned in the domain of Learning, we are working towards further using student achievement data to inform teaching practices. Our direction in the domain of teaching is to improve in the elements of effective classroom practice and data skills and use, by embedding these practices of collecting and analysing data to inform teaching and learning into more aspects of literacy and numeracy, as well as across the curriculum. More whole staff professional learning into the effective use of data will further support this, and help support an evaluative mindset within our teaching staff. Our intention is that this will also have a positive effect on teacher confidence and ability to further differentiate effectively within their classroom.

Leading

The results of this process indicated that in the School Excellence Framework domain of Leading:

Educational Leadership: In relation to Educational Leadership, we have determined that we are Excelling. The External Validation process has definitely highlighted a need to further develop our Instructional Leadership practices among others; however, there is still a strong focus on ensuring Syllabus documents from NESA are implemented and scope and sequences have been designed to ensure Mudgee Public School is compliant with NESA and Department of Education requirements. Evidence such as our Program supervision and differentiated professional learning supports this judgement. Furthermore, there is a strong culture from the principal and school leadership team that supports culture of high expectations and community engagement. This evidenced across all of our 7 evidence sets, which further highlights that this culture exists within our school.

School Planning, Implementing and Reporting: We are Sustaining and Growing in the element of School Planning, Implementation and Reporting. The school actively supports change that leads to improvement and has sought and acted upon feedback in a timely and effective manner. Platforms for sharing and monitoring these change processes have been established and are embedded in the systems that exist within the school. Staff, students, parents and the broader school community are welcomed and engaged in the development and refinement of the Mudgee Public School vision, values and strategic directions.

School Resources: In relation to School Resources we have made an on-balance judgement of Excelling. Strategic financial management is used to maximise learning opportunities for students and to engage the community. The school finance team delivers sound and strategic management in a culture of transparency and alignment of resourcing with funding allocation and school priorities. Staff are kept well informed about school resourcing, and strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan. Teaching and non-teaching staff are deployed to roles that maximise their strengths and address areas of student need. All staff use technology to streamline the administrative processes and demands of the school, and to enhance service delivery. As a school, we feel we do a tremendous job in using in the facilities and resources on hand to maximise student learning experiences.

Management Practices and Processes: We are excelling in the element of Management Practices and Processes. Decisions and choices at Mudgee Public School are centred on our students and the context in which the school best operates. Rigorous administrative systems are being designed and implemented on a continuous basis and in response to feedback from all stakeholders. The leadership team actively seek opportunities to work in collaboration with the school administrative team to deliver the highest possible service to our customers and clientele and we pride ourselves on high levels of parental satisfaction and engagement.

Our future direction in the domain of Leading will have a large focus on school planning, ensuring that all staff and the wider community have a shared sense of collaboration when developing our 2021-2024 Strategic Improvement plan. This will help develop the shared school wide responsibility to evaluate and review learning improvements, but also to share the responsibility of delivering a school plan in which we are all responsible for improving student outcomes.

Strategic Direction 1

Active, Valued and Creative Learners

Purpose

A student centred learning environment that values, supports, challenges and inspires all students to become motivated, creative and confident lifelong learners.

Improvement Measures

- Increase the percentage of students demonstrating expected growth in Literacy and Numeracy.
- Increase the proportion of students demonstrating active engagement with their learning.
- Increase in the proportion of students having their individual needs addressed eg ILPs, IEPs and Academic Extension programmes.

Progress towards achieving improvement measures

Process 1: • Develop practices to build the level of student understanding of their learning.

Evaluation	Funds Expended (Resources)
<i>Practices are in place throughout all stages to support students to develop their understanding of their learning. Students' individual learning goals have not been embedded K-6- this is an area targeted for improvement.</i>	Total \$10000 RAM Equity

Process 2: • Develop strategies so that students receive feedback enabling them to self-monitor their learning progress.

Evaluation	Funds Expended (Resources)
<i>Feedback strategies given by teachers continues to be an area for improvement. Check In Assessments in year 3 and year 5 have provided valuable data for point of need teaching and further areas for targeted support and focus in 2021.</i>	\$12000 RAM Equity

Process 3: • Monitor student progress across all KLAs and capabilities.

Evaluation	Funds Expended (Resources)
<i>Collection of Data across all KLAs continues to be an area for improvement.. Teachers can confidently report on students' progress orally and in written report form. The need is to get this data onto Plan 2 and be available for staff to access. Many teachers are still not confident using the Progressions to map their students in Numeracy and Literacy.</i>	

Strategic Direction 2

Collaborative Quality Teaching and Learning

Purpose

To create an engaging learning environment which is underpinned by high expectations and quality teaching practices which is reflective, relevant and dynamic meeting the needs of 21st Century Learners.

Improvement Measures

- All teaching programs will have evidence of ICT capabilities embedded into teaching activities.
- 100% of mainstream class teaching staff and relevant support unit staff accurately track students using PLAN2 in Literacy and Numeracy.
- All teaching staff display evidence of differentiation in teaching / learning programs.

Progress towards achieving improvement measures

Process 1: • Implement a whole school approach to Professional Learning, drawing on relevant research.

Evaluation	Funds Expended (Resources)
All staff have engaged in professional learning based around their needs and identified goals for improvement in their PDPs. Power Hour has been timetabled to provide time for staff to achieve their goals. A Professional Learning Schedule was developed that aligned staff P/L with the Standards. This will continue to be used in 2021. A focus for 2021 professional learning is to use part of pwer Hour time to meet for P/L with stage supervisor and grade teachers.	\$5600 for P/L Term 1

Process 2: • Support given to build teachers knowledge and understanding of the needs of the 21st Century Learners and how to implement this in the learning environment.

Evaluation	Funds Expended (Resources)
<i>Teachers have been provided with great opportunities to build their capacity in the use of ICT through the Learning on Demand hub provided by the DEC. Staff training in Critical and Creative Thinkers and the needs of the 21st century learner continues to be a need across the school and training is planned for 2021.</i>	

Process 3: • Develop a plan to ensure appropriate technological hardware is available in all learning environments.

Evaluation	Funds Expended (Resources)
<i>The staff audit/survey displayed a need for further training in both classroom hardware and software programs. ICT hardware has been equitably distributed around the school. All students have access to devices for online learning each week. Stage 3 timetable two class sets of laptops across the week, having a more dedicated and cross curriculum embedded technology program than other stages.</i>	

Strategic Direction 3

Effective Partnerships, Communications and Connections

Purpose

To build and strengthen sustainable partnerships to ensure staff and students are valued and each individual child is supported academically, socially and emotionally to enhance teaching and learning and promote continuous school improvement.

Improvement Measures

Identified students requiring welfare processes are receiving support.

Levels of improved staff welfare as evidenced by staff feedback through TTFM and wellbeing surveys.

- Increased representation by parents/carers at school events/surveys.

Progress towards achieving improvement measures

Process 1: • Implement a whole school integrated approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling.

Evaluation	Funds Expended (Resources)
Student well being continues to be a major focus at Mudjee PS. Many past initiatives have continued with positive effects into 2020. Demands on additional services such as mentoring and Chaplaincy increased significantly post-covid, however capacity was adequate. New initiatives for student well being support such as Smiling Mind, Wellbeing Teacher, have seen less referrals to executive staff for the majority of students but referrals of pointy end students remain constant. Covid 19 had a huge impact on learning and well being this year and the implications are still being felt. Increased use of community based supports has been implemented. = by Wellbeing teacher and senior executive staff.	Forge Wellbeing subscription \$3500 Chaplaincy position continues for 2021, staffing currently being sourced. SLSOs - Playground initiatives

Process 2: • Strengthen systems to support staff wellbeing.

Evaluation	Funds Expended (Resources)
Staff wellbeing is an ongoing program at MPS. Staff catering at meetings, open door policies with executive, one on one support is given. Regular opportunities for feedback on school processes and initiatives implemented e.g consultation on Final year Reports to improve staff wellbeing.	\$100

Process 3: Strengthen systems to improve parent/carer engagement in their child's education.

Evaluation	Funds Expended (Resources)
Social Media and School newsletter continue to be most frequently used methods of communication by the school. Parents reported that they were well informed and supported during remote Learning. Since the return of students to school, many parents have noticed the decrease in communication from staff. This is exacerbated by the Covid restrictions of parents not being allowed onsite.	\$3 000 RAM Equity \$ 16 000 Parent Liaison coordinator

Process 4: Strengthen connections with community organisations to support students learning and wellbeing.

Evaluation	Funds Expended (Resources)
Community connections continue to strengthen at MPS supporting the	

Progress towards achieving improvement measures

learning and well being of students. The Wellbeing teacher has been instrumental in communicating with early childhood centres to ensure the smooth transition of new Kinders in 2021. All staff involved are informed of the needs of these new students as they begin formal primary schooling. Very positive relationships have been maintained with outside agencies such as Brighter Futures, Family referral, DCJ. and other community organisations.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$132,168	<p>The school has employed two School Learning Support Officer to support Aboriginal students in their classrooms. Class teachers indicated that this resource enabled improved engagement in the curriculum by Aboriginal students.</p> <p>Aboriginal Funding also supported the Breakfast Club program which has been extended to five days a week. On average 100-120 students per day benefited from this program.</p> <p>Staff evaluation of this strategy indicated that the SLSOs were effective in supporting Aboriginal students at the school.</p> <p>A portion of the Second Deputy position is allocated to support teaching and learning in support of Aboriginal and Torres Strait Islander Students.</p>
English language proficiency	ESL funding \$11 382	<p>ESL students made good progress over the course of 2020, demonstrating improvement in their literacy and numeracy skills.</p> <p>The school was able to receive a staffing allocation to support several newly arrived students and as a result the ESL teacher attended one day a week during the year, supporting the students in the classroom as well as assisting the teachers with programming and adapting lessons and activities suitable for each student.</p>
Low level adjustment for disability	<p>1.6 LST staff \$170000</p> <p>Wellbeing Teacher - \$50000</p> <p>Second Deputy \$50000</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$271 194.00) 	<p>From this allocation 1.6 staff were employed resulting in \$96,179 being utilised to employ two SLSOs.</p> <p>The allocation enabled a teacher to act fulltime in a student welfare role across the school coordinating services for targeted students and liaising with the appropriate support staff. The Wellbeing teacher also coordinated the Learning and Support teams at the school. 82% of teaching staff found this role to be effective in the annual evaluation.</p> <p>Two School Learning Support Officers (SLSO) were employed again this year to work with identified students across the school as well as run a lunchtime 'playhouse' under the Infants' COLA and Primary Cola, using the funding associated with this source. 95% of teaching staff saw this as a worthwhile initiative.</p> <p>Very positive feedback was received from staff in relation to all SLSOs. 100% agreement by staff on the positive impact SLSOs have in both classrooms and the playground to support targeted students as well as groups of students.</p>
Quality Teaching, Successful	Quality Teaching,	This funding enabled five Assistant Principals

<p>Students (QTSS)</p>	<p>Successful Students (QTSS) \$128,089</p>	<p>at Mudgee Public to work closely with the teachers in their stage, visiting classrooms on a regular basis to monitor and support teaching and learning in each classroom. Assistant Principals were also better able to support teachers with their Performance and Development Plans. 91% of teachers reported that they were supported in this process.</p> <p>Staff survey indicated positive feedback for executive staff supporting class teachers. In the Tell Them From Me Survey, the Teacher survey rated 'Collaboration' at 7.7 mean of teaching staff reported effective collaboration amongst their stage in the annual evaluation. In the staff survey, a large majority of teachers indicated that collaboration was one of the biggest strengths of our school. This was particularly evident during the Learning at Home time, where there was intensive work done in teams to allow for effective teaching and learning.</p> <p>Furthermore, a second Deputy was employed to support teaching and learning across the school and also support welfare and wellbeing. Leadership portfolios have enabled support across many areas including further support in QTSS; however, this is also funded across other initiatives and equity loading as well.</p>
<p>Socio-economic background</p>	<p>Socio-economic Background - \$457,889</p>	<p>Funds were expended on an extra hour of release per week - 'Power Hour' to enable teachers to plan and implement their Performance and Development Plans. Through the supervision log, teachers were guided in the use of their power hour and end of year reflection indicated 90% of teachers found this to be a useful strategy.</p> <p>During the Learning at Home weeks, the school planned for the stages to work collaboratively in planning for both at home learning and for those students who attended school. Lessons and assessments were designed and implemented. The use of technology to run these at home learning was planned collaboratively to allow access for all students.</p> <p>Staff ran Professional Learning sessions within the school to upskill all teachers in their use of technology. These staff learning sessions as well as the opportunity to work as a team, received 100% positive support from the teaching and non-teaching staff in our yearly evaluation.</p> <p>The school continued to employ a speech pathologist who worked with students two mornings a week and followed up with families as required. She continued to provide ongoing professional support to teachers as required. 96% of staff reported they found this role worthwhile at the school.</p>

Support for beginning teachers	\$14,481	The funding enabled two of our 'beginning teachers' to receive extra release, mentored by an experienced class teacher/executive to support them. The opportunities were made available for our less experienced teachers to observe other staff members with their classes, in areas of need.
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Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	359	370	359	359
Girls	327	323	318	311

Student attendance profile

School				
Year	2017	2018	2019	2020
K	93.8	92.6	92.8	93.4
1	95	92.6	91.4	91.9
2	93.7	95.1	93.8	92.1
3	94.2	93.1	93.8	95
4	94.8	94.5	92.6	92.8
5	94	92.2	93.8	91.3
6	93.6	93.4	93	92.5
All Years	94.1	93.4	93.1	92.8
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.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	28.91
Literacy and Numeracy Intervention	0.84
Learning and Support Teacher(s)	1.6
Teacher Librarian	1.2
School Counsellor	1
School Administration and Support Staff	10.46
Other Positions	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.

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	1,022,474
Revenue	7,423,513
Appropriation	7,318,757
Sale of Goods and Services	10,620
Grants and contributions	93,394
Investment income	642
Other revenue	100
Expenses	-7,344,726
Employee related	-6,584,797
Operating expenses	-759,929
Surplus / deficit for the year	78,787
Closing Balance	1,101,261

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	41,911
Equity Total	865,566
Equity - Aboriginal	132,168
Equity - Socio-economic	457,889
Equity - Language	4,314
Equity - Disability	271,194
Base Total	5,570,890
Base - Per Capita	172,129
Base - Location	18,801
Base - Other	5,379,960
Other Total	629,557
Grand Total	7,107,924

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

The school conducted the Tell Them from Me surveys for students, staff and parents/carers and these provided valuable feedback on the school and ways students, staff and parents/carers engage.

In the student survey areas of strength included:

- 78% of students had positive relationships with peers and 89% value their schooling outcomes
- 77% of students exhibit positive behaviour at school
- 82% try hard to succeed in their learning
- students found time at school was spent effectively for learning and that they had positive teacher-student relationships
- students felt teachers had high expectations for their success

Responses that were areas for development were discussed and agreed that these could be a result of at home learning and include:

- 44% of students felt connected when thinking of their experiences of learning from home
- students participation in extra-curricula activities
- a decrease in students having a positive sense of belonging by peers and others at school

In the staff survey the following results were evident:

- In the eight drivers of student learning the school results either exceeded or were very close to the average score calculated across all of the NSW government schools
- the highest scores were achieved in Inclusive School, Learning Culture, Teaching Strategies, Collaboration and Data Informs Practice.
- the Technology driver was the area that continues to require support
- the parent involvement driver was also lower than in the past probably due to COVID restrictions in 2020
- in the Four Dimensions of Classroom and School Practices the school was close to or equal to the state average in all areas- challenging and visible goals, overcoming obstacles in learning, quality feedback and planned learning opportunities.

In the parent survey, the following results were evident:

- the school was equal or exceeded the state average scores in parents feel welcome, inclusive school, safety at school and parents support learning.
- Safety at school and Parents feel welcome recorded the strongest responses.
- Parents are informed is an area for improvement. 69% of parents think emails are a useful form of communication about school news and 77% of parents prefer formal or informal interviews to discuss their child with the school.
- 92% of the parents surveyed expect their children to complete Year 12 and 62% expect their children to go to university.

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.