

2020 Annual Report

Pallamallawa Public School



2827

Introduction

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

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

School contact details

Pallamallawa Public School
Centre Street
PALLAMALLAWA, 2399
www.pallamalla-p.schools.nsw.edu.au
pallamalla-p.school@det.nsw.edu.au
6754 9209

Message from the principal

What a year for Pallamallawa Public School, a somewhat complex and challenging year with COVID-19 and Mrs Schwartz having to go on sick leave.

Today is an opportunity for our school and community to celebrate and acknowledge a somewhat difficult but successful year at Pallamallawa Public School with COVID-19 and Home Learning in Term 1. We thank you parents for the wonderful support in making this time a success and a situation made easier. The school attempted to keep the year as normal as possible when all students returned to school at the commencement of Term 2. More importantly we celebrate the success and accomplishments of our students, many of whom I have no doubt will go onto bigger and better things in future years to come.

This year has been a somewhat busy year for our school and students. The students here at Pally School are definitely not disadvantaged by a small school environment but in fact are able to be nurtured in a more personal and individualised way. Throughout the year the school has been able to invest in programs that support the learning outcomes for our students. Due to COVID-19, the Jumpstart Kindergarten Transition Program was shortened to 4 weeks from 20 weeks. The 3 students under the guidance of Miss Buckley have made a great start and will settle very quickly to school in 2021, ready to learn, as they are already familiar with our routines and expectations. This program will be offered again next year and I will be looking forward to working with the students who will be attending.

The school has fully implemented Positive Behaviour for Learning this year. This is a state initiative and all schools have been encouraged to implement PBL. All teaching staff are now fully trained in PBL. Staff have also been taking part in Video Conferencing afternoons. All children are able to recite and understand our school expectations of show respect, be responsible and have success. Sometimes they forget to make wise decisions and practice our expectations. Ms Buckley and Mrs Hazell has been doing a fabulous job teaching PBL to our students.

Through the collection of PBL data the staff have identified attendance as an area of need. Student attendance had shown a huge improvement this term until our swim school. Hopefully with these incentives and with your encouragement will see the attendance rate continue to improve next year. As from next year any child who has 5 single days or 2 or more cumulative days will need to produce a medical certificate.

A big thankyou to our Canteen Manager, Emily Parker who has provided some delicious lunches for us all.

I thank Mrs Hodge for her effort this year. We have learnt firsthand at just how much work she does, she is the back bone of the school. To Michael Lockery, Wayne Williams and Col Pring thank you for keeping our school grounds looking immaculate each week.

I would like to thank the school P & C who has also had a successful year. The fundraising efforts of these hard working parents at various events contributes to the education and wellbeing of our students. The P&C has subsidised travel for swimming, other school excursions and Presentation day. The students and staff thank you and appreciate your efforts.

I have been immensely proud of our students throughout the year. On numerous occasions I have been congratulated on the behaviour, politeness and friendly disposition of our students. Despite changes in staffing at our school this year there is one thing that still remains the same, and that is the happy, friendly and polite children we have here at Pally.

To all the staff at Pallamallawa, I thank you all for your commitment and dedication demonstrated to the learning of each and every one of our students. You took on the challenges of home learning, adjusted and generously gave up your time to improve student learning. You are totally supportive of the students in our care. Pally is very lucky to have a staff that work as team, always giving 100% in time and effort. I thank you on behalf of the students and parents of our school.

On a personal note I would like to thank you, students, staff, parents and community for the privilege of leading this wonderful school. We are small in number but large in heart.

Sharyn Pidgeon

Relieving Principal

School vision

At Pallamallawa Public School a collaborative and supportive learning culture is underpinned by the core values of show respect, be responsible and achieve success.

A high quality teaching and learning environment aims to support students to become literate, numerate, confident, productive citizens in their community.

Every student will be provided with academic, sporting, creative, social and emotional learning opportunities.

School context

Pallamallawa Public School is located in a small rural village, 32km from Moree. The school community is positive and supportive of the school and its programs. Pallamallawa PS has a current enrollment of 28 students, 21% of whom identify as Aboriginal. Students are drawn from the villages of Pallamallawa, Biniguy and the local rural area.

Pallamallawa Public School offers a caring, friendly environment that encourages students to reach their full potential academically and socially. The school provides a range of quality educational programs and experiences individually tailored to meet the needs of all students and relevant to their stage of learning.

The curriculum is comprehensive and innovative with a strong emphasis on literacy, numeracy and technology. Every student across the school has a designated iPad and laptop to support and consolidate academic activities.

The school community strongly endorses the readiness for school benefits of the comprehensive Kindergarten Transition Program 'Jumpstart' which occurs across Terms 2, 3 and 4.

Pallamallawa Public School's motto "Strive for Success" is interwoven with the school's Positive Behaviour for Learning values 'Show Respect, Be Responsible and Achieve Success'.

Through commitment and professionalism the staff aim to create a stimulating safe learning environment that provides the necessary skills and learning experiences for students to succeed and adapt in a quickly changing society.

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	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
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	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1

Building a positive culture, supporting high quality learning and teaching.

Purpose

To improve student achievement through setting high expectations and providing best quality teaching and learning aligned with NSW Department of Education targets. Proactive strategies promote high levels of student engagement in meaningful, future focused learning to inspire students to achieve and thrive as learners and responsible, productive citizens.

Improvement Measures

Every student will demonstrate growth and improvement against National Numeracy and Literacy Progressions in relation to their personal targeted benchmark. Individual Learning Plans will address areas of need.

L3 Data and in school data indicates that the majority of students achieve at or above stage level.

Improve average NAPLAN performance based on value added data.

Progress towards achieving improvement measures

Process 1: School Excellence

Deep engagement of DoE School Excellence Framework and Australian Professional Standards to guide high quality teacher professional Learning.

Evaluation	Funds Expended (Resources)
<p>Evaluation of School Plan 2018-2020</p> <p>Q To what extent did we build a positive culture, support high quality teaching and learning?</p> <p>D Tell them from me data, surveys, Student Surveys, Staff PDP's and Staff teaching Observations, IEP's, L3, PLAN2 and Professional Learning Program.</p> <p>A Data indicated a positive culture was built by improved student achievement through setting high expectations and providing best quality teaching and learning aligned with NSW Department of Education targets. Proactive strategies promoted high levels of student engagement in meaningful, future focused learning to inspire students to achieve and thrive as learners and responsible, productive citizens. Students benefited from smooth transition to school, gained an understanding of National Literacy and Numeracy Progressions, school routines and educational expectations. Most students gained the knowledge and skills required to self-manage their learning in consultation with teachers.</p> <p>I Implications were not every student demonstrated growth and improvement against National Numeracy and Literacy Progressions in relation to their personal targeted benchmark. Individual Learning Plans addressed areas of need. Staff analysed and reviewed student learning data to inform teaching and learning, using the Literacy and Numeracy Progressions, L3 Data and PLAN2. Staff engaged in professional learning to understand future focussed pedagogy. staff engaged in Professional learning to understand focussed pedagogy. professional learning Program is a continued focus on future focus pedagogy. Reflection of PL sessions are tied into teaching observations.</p> <p>Data indicated a positive culture was built by improved student achievement through setting high expectations and providing best quality teaching and learning aligned with NSW Department of Education targets. Proactive strategies promoted high levels of student engagement in meaningful, future</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• (\$10000.00)

Progress towards achieving improvement measures

focused learning to inspire students to achieve and thrive as learners and responsible, productive citizens. Students benefited from smooth transition to school, gained an understanding of National Literacy and Numeracy Progressions, school routines and educational expectations. Most students gained the knowledge and skills required to self-manage their learning in consultation with teachers.

Data indicated students respected the importance of care for self and others while developing their individual identity and a sense of belonging to their school and extended community. Wellbeing data and award records reflected a higher frequency of positive behavioural incidents with students demonstrating resilience, cooperation, care, fairness, and responsibility. Students were able to understand and enact the school's core values of Respect, Responsibility and Success. They developed and demonstrated engagement in Personal Development, Health and Physical Education lessons with increased commitment to personal wellbeing. Staff were able to apply knowledge and understanding of the core values and the universal strategies of Positive Behaviour for Learning, ensuring every student is known, valued and cared for. They were able to recognise and engage in Personal Development and Health and Physical Education programs that lead to healthy active students.

Assessment Data

Data indicated the whole school regular assessment schedule forms the basis of data used to monitor achievements and identify personal learning needs of particular students. Utilising data staff reflect on changes to teaching programs and practices. Teaching staff complete lesson observations and use this opportunity to reflect on and improve teaching practices. Teachers reflect regularly on lessons, student performance data and other feedback to evaluate the effectiveness of their own teaching practice. The EAfS Program has added to the effectiveness of teaching and learning programs and staff professional development opportunities. The EAfS data collection (Progressions) supports focuses on learning needs of students and identifies areas for learning program adjustments. The needs of students are explicitly addressed in teaching and learning programs. Differentiation of curriculum delivery supports students with particular needs. Transition Kindergarten students are assessed during the Transition program and students with learning needs are identified.

Teacher Development

Data indicated teachers at Pallamallawa Public School are committed to focusing on effective, evidence based and explicit teaching practice aligned to the school plan. Teachers engaged in professional learning building their capacity, ensuring that teaching and learning programs were reflective of the school's strategic directions; curriculum requirements and teaching practices effectively meeting student-learning needs. Teachers collaborate regularly sharing curriculum knowledge, responding to assessment data and feedback supported by the EAfS AP. The EAfS AP assists teachers understand and work through the Literacy and Numeracy Progressions to inform teaching practice and identify student learning needs. All teachers at Pallamallawa PS have undertaken Professional Development Plans. A whole school approach has been implemented to support teachers to improve practice. Professional learning and mentoring has allowed teachers to build capacity and monitor their development in specific areas.

All staff undertake lesson observations and feedback against agreed framework to enhance their teaching, skills and knowledge.

A document analysis of staff PDP's indicates all staff have achieved their goals are referenced to the current 2011-2020 plan, teaching standards and all sit at proficient.

Professional Learning

Progress towards achieving improvement measures

Data indicated the leadership team ensures that teacher performance and development policy, staff interests and expertise strengthens collaborative school planning, implementation of syllabus, monitoring and self-assessment. Staff share leadership roles building capacity to strengthen the effectiveness of the schools priorities. Staff leadership opportunities through PDPs and other strategies are encouraged which in turn builds capacity and strengthens professional learning. The EAfS Instructional Leader AP position through the Small School Early Action for Success Strategy has allowed staff to be supported in the implementation of new programs; students' progress, achievement and data analyse to inform learning and teaching decisions. Parent and community partnerships support and participate in strengthen the schools values and priorities.

Process 2: Literacy and Numeracy Achievement

Continuation of Early Action for Success and training for all staff to implement Literacy and Numeracy progressions.

Evaluation	Funds Expended (Resources)
All L3 Kindergarten and Stage 1 teachers training has been completed. EAfS Numeracy <i>Pathways</i> initiative has been completed and implemented in all 3 class mathematic program. Through observation students are showing signs of improvement in understanding and mathematical thinking strategies. Progression and PLAN 2 data supports the effectiveness of the L3 and Phonemic awareness programs and numeracy programs. EAfS Instructional Leader program will continue in 2021 supporting individual students and teacher delivery.	On line training for all Literacy and Numeracy programs were delivered before and after school.

Process 3: Transition for Kinda and New Students

Transition for Kinda students with intensive foundation program. Transition program developed for new students starting at Pallamallawa.

Evaluation	Funds Expended (Resources)
COVID 19 restrictions for Transition 'Jumpstart' program changed from 20 week program to working from home.(term 3). Resumed face to face Jumpstart program at school for 4 weeks in Term 4.. Both students adapted quickly to their new environment, understanding school routines and enjoyed their day in the classroom each week. Children was supported with buddies from the senior class. Two families participated. and supported the program. In 2021 transition program will continue due to the parent body supporting %100 of program.	Casual employed 4 weeks Funding Sources: <ul style="list-style-type: none">• (\$2000.00)

Next Steps

Continued focus on data driven practices through instructional leadership. PLC framework to drive curriculum data meetings to meet the needs of all students. Continued focus on strong professional learning based on agreed literacy and numeracy practices.

Strategic Direction 2

Student wellbeing, belonging and connections.

Purpose

Students will respect the importance of care for self and others while developing their individual identity and a sense of belonging to their school and extended community.

Improvement Measures

Wellbeing data and award records reflect a higher frequency of positive behavioural incidents with students demonstrating resilience, cooperation, care, fairness, and responsibility.

All staff collaborate with Community of Schools in developing units of work targeting quality teaching, high student engagement and increased teacher capacity.

100% of students participate in regular physical activities in school (Premier's Sporting Challenge)

Progress towards achieving improvement measures

Process 1: Wellbeing

Implement an explicit wellbeing, resilience, social and emotional learning programs to build high expectations and student confidence and aspirations.

Evaluation	Funds Expended (Resources)
<p>Q To what extent have we enhanced student wellbeing, belonging and connections?</p> <p>D Tell them from me, Student surveys, Behavioural record.- PBL data. PLP's and Learning and Support.</p> <p>A Data indicated students respected the importance of care for self and others while developing their individual identity and a sense of belonging to their school and extended community. Wellbeing data and award records reflected a higher frequency of positive behavioural incidents with students demonstrating resilience, cooperation, care, fairness, and responsibility. Students were able to understand and enact the school's core values of Respect, Responsibility and Success. They developed and demonstrated engagement in Personal Development, Health and Physical Education lessons with increased commitment to personal wellbeing. Staff were able to apply knowledge and understanding of the core values and the universal strategies of Positive Behaviour for Learning, ensuring every student is known, valued and cared for. They were able to recognise and engage in Personal Development and Health and Physical Education programs that lead to healthy active students.</p> <p>Implications were that we did not continue to collaborate with Community of Schools in developing units of work targeting quality teaching, high student engagement and increased teacher capacity.</p> <p>Wellbeing /PBL</p> <p>Data indicated continued and consistent implementation of our Positive Behaviour for Learning (PBL) Program over the past three years has had a positive approach to student wellbeing practices in our school. Through TTFM, 100% of students were happy with the school and sense of belonging at school. The PBL program along with the Mental Health, Physical Health, Sustainable Garden and Healthy Eating programs are well supported by the Whole School Community. The Whole School Community - students, staff and parents clearly understand the benefits to everyone's wellbeing, and how wellbeing and engagement are important conditions for learning. Staff</p>	<p>Wellbeing Program - PBL- online training provided</p>

Progress towards achieving improvement measures

monitor and address student attendance and the positive effect on engagement attendance has on learning. students identified with specific needs through learning and support, are then supported through a variety of intervention strategies, e.g. zoom to provide speech therapy.

Transition

Pallamallawa Public School offers a 'Jumpstart' Transition program for students turning 5 before June 30 the following year. Parents are invited to come along for an information session mid Term 1. The program runs for 15 to 20 weeks. Closer to Jumpstart starting in Term 2 Parents are reminded of dates and other information regarding the Kinda 'Jumpstart' Transition Program. Parents are kept informed before, during and at the conclusion of the program.

Our Program is designed to bridge the gap and have children ready to start school in Kindergarten. Pallamallawa has a pre-school run by the local mobile pre-school and has been found to be lacking in preparing children for school. Our School Transition program focus is to get students socially ready, understand school routines and have a basic phonic and numeracy background. The kindergarten teacher leads the Jumpstart Transition Program building relationships with children and parents. Our Year 3-6 class act as buddies supporting the 4 year olds. This benefits our older students develop leadership skills. The parent/school/teacher relationship is strengthened. Parents feel valued and their contribution to their child's future development continues once school starts. Year 6 are supported with a transition program with local feeder school commencing Term 3. This is well supported by students and parents.

Community

An important focus for PPS in moving forward will be placed upon continued improvement and upgrades to our school environment and a commitment to strengthen partnerships with our community. This will be done through quality communication structures. Transition to school, high school and in between classes. 100% of families, staff and students support the ongoing implementation of Project-based Learning and STEAM initiatives. These projects have high engagement and significant community interaction. With staff changes in 2021 we will continue to make this a focus for TPL and whole school resourcing. The joint planning and programming completed with our STEAM Buddy schools is vital to ongoing staff development and inter-school relationships. Working beyond the school community supports the socialisation, collaborative practice and shared visions of our staff and students and the strategy will be the STEAM Program.

Process 2: Health

Build a comprehensive PD, Health and PE program to support students learning success and life beyond school.

Evaluation	Funds Expended (Resources)
<p>Established wellbeing, mindfulness and physical activities programs have Improved students' social competencies and self image and encouraged students to make healthy lifestyle choices. All students participated in timetabled physical activities and Fundamental Movement Skills.</p> <p>Through growing and harvesting vegetables students were encouraged to understand the benefits of healthy eating. Collaboratively students and staff have worked towards updating the vegetable growing area which will continued to be improved in 2021.</p>	<p>Resources for sporting activities.</p> <p>Premiers Sporting Grant \$700</p> <p>P&C assisted with costs associated with Swim School</p>

Process 3: Attendance

Progress towards achieving improvement measures

Process 3: Further development of an attendance strategy to support the regular attendance of every student, with particular focus on students at risk.

Evaluation	Funds Expended (Resources)
Currently attendance data sits at 91%. .Pallamallawa school reinforced and communicated with parents and whole community our School Attendance Policy and why it is important for students to attend school everyday. Parents responded in a positive manner. Students who attend regularly were acknowledged and improved attendance were also acknowledged.	Rewards

Next Steps

Continue strong, data driven approach to wellbeing initiatives across the school, including collaboration meetings driven through PLC framework.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$18 300.00) 	<p>Funding from combined Socio Economic, Aboriginal Background, Low Level adjustment Disability funding and Principal funding supported all programs and provided casuals when needed.</p> <p>Early Stage 1 and Stage 1 training; 4 week Transition Jumpstart Program; EAFS AP PL and staff training; resources for Literacy and Numeracy; Wellbeing programs.</p> <p>EAFS Instructional Leader supported all staff throughout the year targeting specifically Mathematics and Literacy.</p> <p>Transition Jumpstart program ran successfully for 4 weeks with 2 students starting at Pallamallawa school in 2021.</p>
Low level adjustment for disability	<p>Funds combined from Socio Economic, Aboriginal Background, Low Level Adjustment Disability funding and School Funds.</p> Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$7 300.00) 	<p>Funding from combined Socio Economic, Aboriginal Background, Low Level adjustment Disability funding and Principal funding supported all programs and provided casuals when needed.</p> <p>Early Stage 1 and Stage 1 training; 4 week Transition Jumpstart Program; EAFS AP PL and staff training; resources for Literacy and Numeracy; Wellbeing programs.</p> <p>EAFS Instructional Leader supported all staff throughout the year targeting specifically Mathematics and Literacy.</p> <p>Transition Jumpstart program ran successfully for 4 weeks with 2 students starting at Pallamallawa school in 2021.</p>
Socio-economic background	<p>Funds combined from Socio Economic, Aboriginal Background, Low Level Adjustment Disability funding and School Funds.</p> Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$54 700.00) 	<p>Funding from combined Socio Economic, Aboriginal Background, Low Level adjustment Disability funding and Principal funding supported all programs and provided casuals when needed.</p> <p>Early Stage 1 and Stage 1 training; 4 week Transition Jumpstart Program; EAFS AP PL and staff training; resources for Literacy and Numeracy; Wellbeing programs.</p> <p>EAFS Instructional Leader supported all staff throughout the year targeting specifically Mathematics and Literacy.</p> <p>Transition Jumpstart program ran successfully for 4 weeks with 2 students starting at Pallamallawa school in 2021.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	11	14	14	10
Girls	11	16	12	20

Student attendance profile

School				
Year	2017	2018	2019	2020
K	85.8	90.7	97.3	95.4
1	96.1	92.8	97.3	90.3
2	91.4	86.5	96.2	94.8
3	92.1	87.6	95.1	82.6
4	87.5	91.9	93.4	91
5	93.6	89.1	91.8	80.1
6	88.1	90.9	73.3	93.8
All Years	91.1	90	92.7	91.7
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
Classroom Teacher(s)	1.4
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

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

Workforce ATSI

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

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

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

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	228,603
Revenue	741,210
Appropriation	728,629
Grants and contributions	12,067
Investment income	514
Expenses	-710,133
Employee related	-628,929
Operating expenses	-81,204
Surplus / deficit for the year	31,077
Closing Balance	259,679

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 Approved SBA (\$)
Targeted Total	0
Equity Total	96,792
Equity - Aboriginal	9,175
Equity - Socio-economic	58,395
Equity - Language	0
Equity - Disability	29,222
Base Total	502,897
Base - Per Capita	6,253
Base - Location	11,395
Base - Other	485,248
Other Total	61,767
Grand Total	661,456

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

Parent Surveys 2020- 9 returned from 19 families:

- 100% of parents strongly acknowledged feeling welcomed and a part of the school community. All felt that their child's learning needs were being catered for. 99% of parents felt that incidences involving their children were followed up by the school
- 100% of parents strongly agreed that they could talk to the classroom teacher easily
- Majority of parents wanted to see their child interact and combined with other schools in sport and learning alliances
- Majority of parents wanted to see more performances at school
- Majority of parents wanted to sporting coaching at school each term to extend Physical education
- 100% of parents strongly agreed that their child felt safe at school
- Majority of parents expected their child to finish Year 12

Student Surveys 2020 - all students

- 100% of students strongly agreed that they are accepted for who they are.
- When asked if they know what the teacher wants them to do when completing class work, 65% of the students said yes, 24% said most times, 8% said sometimes and 3% said no
- When asked if they can identify a member of staff they can confidently go to for advice and assistance only one student replied no but said he/she could go to family or friends
- 100% of students knew what was expected of them in regards to behaviour
- Majority of students strongly agreed they are told what they are learning and that their teacher helps them to improve their work and their teacher talks to them about how they are doing at school and encourages them to do well at school

Teacher Surveys 2020

Staff actively engage in reflective practices to improve teaching and learning. The School Excellence Framework is referenced to guide school improvement across all domains. Staff have identified the areas where we are working well in and those which need to further develop as we move forward:

- All staff strongly agreed a need to work on differentiation, Learning Intentions and Success Criteria,
- More immediate and effective feedback, and collecting and reviewing relevant reliable data so that individual students needs can identified through data analysis and stronger consistency of judgement by establishing data wall to monitor student progress and 'bump it up walls' so students can monitor their progress.

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.