

# 2020 Annual Report

## Parramatta Public School



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# Introduction

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

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

## School contact details

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## Message from the principal

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It is my pleasure to present the 2020 Annual School Report for Parramatta Public School. This report presents an overview of the school and provides parents and the wider community with information about the school's educational performance, self-assessment, development and future goals. Our progress and achievements are reported against the school's 2018-2020 strategic directions, including a summary of the use of school finances.

Parramatta Public School is a caring, dynamic and innovative multicultural school in Parramatta's CBD, with a diverse student population. The school provides quality education in a supportive and inclusive environment with a focus on high expectations. I am proud of the achievements of our students and the ongoing success of strategies being implemented to create high quality, future-focused learning experiences.

Our school's success is underpinned by three key elements that promote quality teaching and learning programs which are valued and appreciated by our students, staff and parents. Firstly, we have a dedicated and highly skilled staff who work collaboratively to provide quality teaching and learning experiences where all students are nurtured and encouraged to develop a Growth Mindset whilst striving for their personal best. Secondly, our students are empowered to confidently demonstrate our school values by displaying respect and tolerance. Whilst taking responsibility for their learning and behaviour, students are always encouraged to strive for excellence and to demonstrate kindness and fairness in their relationships with others. Personal worth is consistently recognised and learning is highly valued. Lastly, Parramatta Public School has a highly supportive community that values education, excellence and the achievement of personal best.

This year we continued our implementation of future-focused pedagogies to enhance our delivery of innovative and flexible co-teaching and learning. We continued to deepen our capacity to deliver Inquiry-Based Learning and implemented personalised student goal setting, and refined assessment and reporting strategies. Our continued focus on the Years 5-8 transition through our STEM (Science, Technology, Engineering and Mathematics) partnership with Arthur Phillip High School had to be postponed due to COVID restrictions and this also applied to our school band program and our liaison with the Sydney Symphony Orchestra and Credit Suisse. Our partnerships with local universities were strengthened, especially in relation to our role as the STEM Hub, wherein we facilitate and coordinate university STEM placements in neighbouring primary and high schools pertaining to this specialisation. We continued Professional Pathways to enable staff to personalise their professional learning and development.

The coming year will be very exciting for the Parramatta Public School Community as Stage 3 of the redevelopment of our shared sporting facilities will be completed. The availability of sports courts and grass will greatly enhance the provision of skill-based sports and space to run and play. The wonderful physical transformation of our learning environments is greatly appreciated by our whole school community.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Gail Charlier

Principal

## Message from the school community

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2020 was a year like no other! It tested our resilience and our fortitude but we rose to the occasion as a school and as a community. The 2020 COVID-19 pandemic has had a devastating effect on the entire world and when all schools in NSW had to switch on to the offsite learning phase, Parramatta Public School staff rose to the challenge and supported the students and parents/carers in every way possible.

Our school seamlessly migrated to an online platform with the launch of the '@Home Learning Portal', a google site allowing continuation of teaching and learning. Students and their parents/carers were encouraged to access this portal daily to find the learning tasks designed by the teachers for the daily sessions. Programs were sequentially released in order to appropriately pace our children's learning. It consisted of four elements namely Online program, Offline program, Holistic grid, and Enrichment grid with new grade-based content released every week of the home learning program. The @Home Learning was further supported by the use of Google Classroom and Seesaw. The offline programs and holistic grids were specifically designed by our teachers to balance the online learning by providing screen breaks or non-device learning tasks, opportunities for inquiry, as well as enriching tasks that support personal development. Packages of work were also prepared by teachers for students who didn't have access to devices/internet that could be picked up from the PPS Welcome Centre following appropriate COVID restrictions and protocols. The teachers provided learning activities in a variety of areas including Mathematics, English, History, Creative Arts and PDHPE. Teachers kept in touch with students and parents via weekly check-in calls to monitor the progress of the students and allow students and parents to ask questions.

Parramatta Public School parents/carers greatly appreciated the efforts and thoughts that went behind the PPS @Home Learning Portal that engaged the students in virtual learning. In these very challenging and testing times, PPS staff have been a huge source of positivity for the students. These were not just learning opportunities, they also served in keeping the young minds occupied productively in the tumultuous times.

COVID restrictions impeded our PCo from holding the traditional face to face events and whole school community events like previous years. However, it didn't stop our PCo from thinking outside the box and collaborating via virtual meetings that facilitated engaging the school through take home activity booklets at the end of Term 3, celebrating World Teacher's Day and distributing the annual PCo gifts at the end of Term 4. PCo acknowledged the community's wish to come together to say thank you to the teachers, cleaners, administrative, and executive staff for their tireless efforts during the peak of the COVID pandemic and organised a "Thank you note" drive. More than 3000 thank you notes came in from our valued students, parents, carers, and broader family members. This colourful display of thank you notes adorned our school gates and reflected a true community spirit acknowledging the effort, care, and responsiveness in support of students through @Home Learning.

The PCo is busy planning events for 2021 and are looking forward to seeing restrictions ease and holding some fun-filled events for the students, school and community to enjoy!

*Ms L Wu and Ms K Ramamurthy*

### Message from the students

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What a strange and unusual year it turned out to be. We became masters of zoom and google classrooms. We kept our school newspaper flourishing through our chief editor who ran our weekly meetings and ensured we maintained contact with our friends and teachers. Our teachers rang each week, we maintained our learning through google classroom, and to keep our spirits up Year 6 made a shout out wall to acknowledge the support of our teachers and to help each other know that no one was alone..

As we look back on 2020 we were faced with many different thoughts as 2020 was not the year we had expected. However, some highlights did manage to come up during the year and for that we have to thank everyone at our beloved school. Although the COVID-19 pandemic affected the way we did things for a while the teachers never gave up. They made PowerPoint presentations, google classroom lessons and videos for their classes and made sure we didn't miss out on any valuable education. Students, through the use of e-portfolios were still able to access their learning goals and develop their skills. One highlight that stood out for us was the ability to still engage in Maths groups and other activities, which we continued when we returned to school. Students were still supported at different levels and continued to engage in learning that was based on individual needs and goals.

The Minister of Education, Mrs Sarah Mitchell came to our school to launch the NSW Mathematics Strategy and she was accompanied by the NSW Department of Education's Mathematics Ambassadors, famous mathematics teacher, Eddie Woo; Fashion Editor, Kellie Hush; and Olympian, Steen Soloman. Our school leaders were there to support the launch and escort our special visitors to see maths in action at PPS.

Overall, it was a year to remember, one of pros and cons, ups and downs and a memory we will have forever. Our heartfelt thanks to all of the teachers, cleaners and community of Parramatta Public School.

*Aditi K, Neil P and Perrin C.*



Working together!

## School vision

At Parramatta Public School we are committed to developing a rich growth mindset in our students. 'Education for life' is our motto and is evidenced by inclusive quality learning environments, high expectations and values, confident and successful future-focused learners committed to achieving their personal best.

## School context

Parramatta Public School is situated in the progressive and rapidly expanding CBD of Parramatta, bringing an exciting and dynamic energy to our school. There are currently 1077 students enrolled with 98% having English as an additional language or dialect (representing 47 different languages spoken). Our culturally diverse community are involved and supportive of our values and programs. They demonstrate a strong commitment to education. Our community languages are Mandarin and Hindi.

Parramatta Public School has enthusiastic, dedicated and committed staff. Our teachers work collaboratively and innovatively to facilitate quality, engaging learning experiences and opportunities. A focus for our school is to develop the whole child, providing a well-balanced curriculum where students' needs are identified and students are engaged in interesting, authentic and challenging learning experiences in pursuit of their personal best. The school collaborates with the Parramatta Learning Community (PLC) schools in staff professional learning, leadership capacity building, networking, program development and opportunities to extend students. Parramatta Public School offers a large range of extra-curricular opportunities including highly successful dance, choir, band and recorder programs, visual arts, sport, public speaking and leadership opportunities. The school has a strong connection with Sydney Symphony Orchestra, Arthur Phillip High School and several tertiary institutions.

The whole school community supports and demonstrates the core values of respect, responsibility, excellence, acceptance, care and teamwork.

In 2019/2020, the redeveloped Parramatta Public School, catering for 1000 students, will provide innovative, flexible and future-focused education. The school will lead the way in innovative, pedagogical practices, using current research, enhanced learning spaces, well-designed and authentic technology integration to meet the challenges of a dynamic global future.



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

The External Validation Panel examined our evidence and determined that we were **Excelling** in the elements of Wellbeing; Curriculum; Learning and Development; School Resources; and Management Practices and Processes.

## Strategic Direction 1

Personalised Learning, Holistic Approaches

### Purpose

Students are empowered to be leaders of their own learning, leading to increased engagement and development of the whole child

### Improvement Measures

Increasing trend over time of students demonstrating higher levels of wellbeing measured against a 'general wellbeing scale'

All teachers' programs reflect personalised learning

All students' learning goals are jointly negotiated and students can articulate their learning and can determine areas for improvement

### Progress towards achieving improvement measures

**Process 1:** Design and implement a whole school wellbeing strategy

Evaluation	Funds Expended (Resources)
<p><b>Strategic Direction 1: Process 1- Wellbeing</b></p> <p>In 2020 our school continued the journey with developing a deep understanding of wellbeing; its close links to behaviour management and ways to support wellbeing development. We engaged with the key stakeholders; students, staff and parents on a variety of topics including rewards and behaviour management practices for the classroom and school. Due to the restrictions necessitated by COVID -19 parent surveys were undertaken and Zoom sessions held for those interested in providing feedback. In classrooms we continued to implement the Strong Minds Program with lessons on the character strengths being explicitly taught. In Term 4 we introduced the Smiling Minds Program as part of a DoE initiative to complement the work around character strengths and positive psychology. This mindfulness-based program for staff and students focuses on building strong wellbeing practices as part of our daily lives and finding the time to reset and relax with meaningful strategies. Staff and student feedback affirmed the significance and impact of our programs for our students' wellbeing and they will remain a focus for the future.</p>	<p>Junction Works (School, NSW Department of Education and School Community combined initiative) \$20,500</p> <p>Resources and activities \$4,101</p>

**Process 2:** Develop evidence-based teaching and learning programs that are personalised

Evaluation	Funds Expended (Resources)
<p>Throughout the year we continued to develop our inquiry-based pedagogy through the implementation of the NSW Personal Development, Health and Physical Education Syllabus and integrated Inquiry-Based learning. The Curriculum Road Maps that are used to monitor delivery of outcomes in all areas were further refined.</p> <p>Our staff participated in online professional development modules to support syllabus implementation. School resources were audited and aligned to the Curriculum Road Maps and the digital form was further supported by Programming Frameworks for consistency in documenting teaching and learning and the differentiation within learning activities to meet individual student needs.</p> <p>Whole school teacher professional learning was also provided to build teacher consistency in approaches to Inquiry-based Learning. Teachers</p>	<p>\$3,692</p>

## Progress towards achieving improvement measures

participated in observing inquiry practices and were supported in planning and implementing Science, Technology, Engineering and Mathematics (STEM) learning activities.

The Curriculum Road Maps are continuing to be updated to increase efficiency of access and monitoring of outcomes. Programming Frameworks include Mathematics, English, Integrated Curriculum and Independent areas of study.

Teaching and learning programs have been further developed to empower students to lead their learning by teachers programming robust and engaging integrated Inquiry-Based Learning through Project-Based Learning, STEM and Play-Based Learning.

**Process 3:** Implement a whole school approach to the strategic development and monitoring of personalised learning goals

### Evaluation

In 2020 our journey to develop and sustain our commitment to engaging all students in identifying, planning, sharing, monitoring and reflecting on their personalised learning goals continued.

Toolkits were developed to support students in the different stages of learning. Students in Years 3, 4, 6 and some students in Year 5 used Goal Hub as a platform to record, monitor and upload evidence to support their achievements of their goals. One Year Five Hub (90 students) trialled a digital e-learning portfolio. In K-2 classes, Growth Walls and displays of models of excellence were used to support students' planning for their next steps in learning. The implementation of the Toolkits was supported by members of the action party, consisting of teachers from Years K-6, to ensure a consistent approach to delivery across the school. Professional learning on differentiation was designed and delivered to further support teachers' and students' learning.

Students have been given the opportunity to identify their strengths, choose areas that they would like to develop and plan how they would be able to achieve their goals and reflect on work samples that show evidence. Goals were shared with parents via Seesaw, Goal Hub and E-Portfolios and were supported by teachers making regular contact with parents. Students are continuing to have a voice and agency in their learning and a growth mindset is promoted.

### Funds Expended (Resources)

**Funding Sources:**  
• Professional learning (\$23187.00)

## Next Steps

### ***Design and implement a whole school wellbeing strategy***

The Smiling Minds Program will be implemented school wide in 2021. In late 2020, due to the Departments commitment to developing a new state-wide behaviour strategy, we postponed the development of our school wide guidelines to ensure we closely aligned with the NSW Department of Education's goals and initiatives. The encompassing of our understanding around wellbeing and development of the school's wellbeing strategy is a continued focus for 2021.

### ***Develop evidence-based teaching and learning programs that are personalised***

Throughout 2021 we will focus on further development of K-6 Curriculum Road Maps to increase efficiency in access and recording. STEM lessons and areas of study are to be explicitly supported by the use of resources aligned to the Incubator Hub and a consistent focus on design thinking.

### ***Implement a whole school approach to the strategic development and monitoring of personalised learning goals***

In 2021 we will continue to refine our Personalised Learning Goals Toolkits to include more students using E-Portfolios that allow students and parents timely access to monitoring of students' learning. Parents are to be further supported in reflecting and supporting students in the implementation of their personalised learning goals.

## Strategic Direction 2

Engaged Educators, Leaders of Learning

### Purpose

Educators are reflective self-directed learners, demonstrating high quality professional practice

### Improvement Measures

Professional Learning Pathways is driven by staff involvement in personalised professional learning with demonstrated growth in future focused pedagogy and adoption of high quality practice

Classroom observations are implemented and demonstrate school-wide increased evidence of responsive learning environments and high quality practice

2% increase of students, including Aboriginal students, in the top two bands for NAPLAN Literacy and Numeracy

### Progress towards achieving improvement measures

**Process 1:** Engagement in self-directed professional learning plans, driven by personalised learning goals and the school vision

Evaluation	Funds Expended (Resources)
<p>Throughout 2020 Pathways Aurora, in its fifth year, continued to support staff engagement in self-directed professional learning. Responsive professional learning was developed by key leaders and active participation by a broad range of staff saw increases in staff efficacy and capacity to implement current pedagogical and methodological practices.</p> <p>As a result of COVID-19, a greater number of online courses were developed to support staff, including professional engagement in using Seesaw, Wushka, Zoom and other digital tools to support teaching and learning, as well as professional learning in approaches to literacy and numeracy instruction, such as Daily Five and Number Talks.</p> <p>All staff completed and regularly reviewed their PDPs. Not all desired Professional Learning was available due to COVID restrictions (e.g. attendance at face-to-face conferences).</p> <p>Feedback from administrative and teaching staff validated the importance of providing pathways to enrich personal learning.</p>	<p>Professional Learning for administrative and teaching staff was often provided at no or minimal cost by the NSW Department of Education due to COVID.</p> <p>Staff demonstrated a significant increase in their engagement in professional learning and were encouraged to diversify their skill sets to enhance the delivery of at home learning.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>Professional learning (\$22538.00)</li></ul>

**Process 2:** Creation of responsive learning environments with high quality teaching practices, incorporating evidence-based research

Evaluation	Funds Expended (Resources)
<p>In 2020, the further development of responsive learning environments saw staff and students move to greater online delivery of content. This approach was supported by the work undertaken over the last four years, whereby a seamless transition supported most students to be able to actively engage in learning, through the school's @HomeLearning portal.</p> <p>Further work was undertaken to refine the assessment toolkits that support assessment of student knowledge, including the implementation of the Fontas and Pinnell benchmarking program.</p> <p>The development of our STEM (Science, Technology, Mathematics and Engineering) hub for both teachers and practicum students, and the designing of a consistent approach across the school for inquiry learning were relevant foci of implementation.</p>	<p>\$404,061</p>

## Progress towards achieving improvement measures

**Process 3:** Implementation of agreed classroom observation protocols and an embedded approach to teacher improvement

Evaluation	Funds Expended (Resources)
<p>In Term 1 2020, two staff attended Newcastle University's professional learning to implement Quality Teaching Rounds (QTR). Upon their return, they developed professional learning to support their co-teachers in understanding QTR and the Quality Teaching framework. With a shared understanding of QTR, teachers from each learning hub became leaders of learning, supporting a further seven teachers to develop their understanding of QTR through ongoing training. It was envisaged that the first cycle of 14 teachers would become leaders of learning in this area and mentor additional staff members, resulting in 28 staff being involved in Quality Teaching Rounds by the end of the year. However, due to interruptions caused by the COVID-19 pandemic, this process did not eventuate. As a result, the modified schedule saw four hubs (two PLCs) engage in two rounds of observations. The process of participating in Quality Teaching Rounds was highly valued by participants and all staff wished to engage in this process in 2021. Quality Teaching Rounds will thereby be a key initiative in our 2021 School Improvement Plan.</p>	<p>Research supporting evidence based practice from Newcastle University and the 2020 revision of 'What Works Best'.</p> <p>Release for staff to engage in Quality Teaching Rounds and attendance at relevant professional learning. \$13,989 including the \$10,000 grant received from Newcastle University to enhance implementation.</p>

## Next Steps

***Engagement in self-directed professional learning plans, driven by personalised learning goals and the school vision***

The key focus of professional learning in 2021 will be in relation to the School Improvement Plan. Pathways Aurora will support this and provide opportunities for staff to engage in professional learning most relevant to each staff member's needs for growth, leadership development and personal improvement.

***Creation of responsive learning environments with high quality teaching practices, incorporating evidence-based research***

The Incubator Hub (Maker Space) will become an innovative space for staff and students to work in collaboration with a highly skilled expert teacher and further develop and refine their understanding of design thinking through STEM initiatives. The Development Centre (kids' kitchen) will be fully utilised and support mathematics learning through a cooking program where the vegetables and fruit we grow in our rooftop gardens is used and enjoyed.

***Implementation of agreed classroom observation protocols and an embedded approach to teacher improvement***

Quality Teaching Rounds will encompass all staff and be a key initiative in our 2021 School Improvement Plan as we further refine effective teaching practice.

We were successful in being chosen as a school to participate in the Primary Mathematics Specialist Teacher initiative as part of the NSW Mathematics Strategy launched at our school. Selected staff and our Mathematics team will focus on building their understanding of evidence-based best practice for the teaching of Mathematics.

A focus for 2021 will also be improving the teaching, monitoring and evaluation of literacy learning through the employment of an Instructional Leader, and the implementation of numeracy two week sprints within learning hubs as detailed in our School Improvement Plan.

## Strategic Direction 3

Community Connections, Authentic Partnerships

### Purpose

A school culture exists where the community engages in open and connected opportunities

### Improvement Measures

Increased opportunities provided for our community to participate in school programs

Increased number of active external partnerships

All students starting school and transitioning from primary to secondary participate in a transition program

### Progress towards achieving improvement measures

**Process 1:** Development of transition programs to support key milestone periods (starting school/ primary to secondary), including our local high school, Arthur Phillip High School

Evaluation	Funds Expended (Resources)
<p><b>Transition to Kindergarten</b></p> <p>During 2020 we needed to be creative with our Transition to Kindergarten Program 'Early Birds' due to the COVID-19 pandemic affecting all schools. The removal of face-to-face sessions saw the school transition to an online platform for delivering content and parent information sessions.</p> <p>The scheduled rollout over ten weeks saw weekly content videos including; Maths @Skool, Helping your child learn to read, Wellbeing, Phonics and more presented by Executive staff as videos. Parents were able to access this content at their leisure and watch the videos as often as they liked. The 'Early Birds' website also contained resources and tools families could use with their child at home. Pre-school information sessions were held via Zoom sessions, enabling some families to engage with the school.</p> <p>Once restrictions eased we welcomed the Kindergarten 2021 children for two morning sessions to come and experience life in the school classroom. These children engaged in Literacy and Numeracy focused sessions, enabling the children to see what school is like and staff to get to know the students before they started school. The small group visits were a great success with all children enjoying their sessions and were an opportunity for parents to familiarise themselves with some parts of the school.</p>	\$3,277

**Process 2:** Deep and sustainable networks of students, parents and the wider community engaged in educational opportunities and school events

Evaluation	Funds Expended (Resources)
<p>In 2020, the Parent and Community Organisation (PCo) continued to support community wide initiatives where possible during COVID-19. As a result of the pandemic, face-to-face gatherings were postponed. The PCo were able to launch an Annual Kindergarten Morning Tea to welcome all new families to the school and developed a holiday activity booklet that supported students participating in at home activities during the pandemic (this booklet was designed by members of the PCo, meeting copyright rules and regulations).</p> <p>Transference to a highly successful @Home Learning Hub which aimed to continue the learning and wellbeing that would have been the focus pre-COVID required the purchase of additional technological devices, software and peripherals, and was supported by a Technology Support Officer.</p>	\$2,000  \$479,703 which includes \$406,321 on technology resources; \$6,410 for software and online subscriptions; and \$66, 972 for a Technical Support Officer salary.

## Progress towards achieving improvement measures

**Process 3:** Fostering external broader community partnerships to complement and extend school programs

Evaluation	Funds Expended (Resources)
<p>COVID restrictions necessitated the postponement to 2021 of many of our proposed and ongoing initiatives and required a re-think of ways to engage our community in meaningful and mutually fulfilling ways. We initiated opportunities that engaged parents and carers in both the progress of their children's learning and in the priorities of the school, especially during periods of @Home Learning, for example, wellbeing check-ins with families during @Home Learning and virtual tours of our new learning hubs to celebrate Education Week.</p> <p>School Bands NSW worked with us to provide online learning for both our training and concert bands and the Sydney Symphony postponed our final year of their education program to 2021, but supported our previously trained staff in continuing their development as music educators.</p> <p>As a school we also chose to develop our student digital portfolio capacity so that a child's Seesaw account followed them throughout their primary school learning, ensuring parents, students and staff could reflect on a student's learning journey throughout primary school.</p>	\$11,462 Seesaw subscription/licence for K-6 individual student learning digital portfolios.

## Next Steps

***Development of transition programs to support key milestone periods (starting school/ primary to secondary), including our local high school, Arthur Phillip High School***

In 2021 we will be working with neighbouring primary schools and our feeder high school to participate in a literacy project, 'Ready Set Connect- Literacy Next Steps', under the guidance of Jann Farmer-Hailey, to enhance K-12 understanding of literacy learning and ensure continuity of improvement.

Our transition to school programs will continue and hopefully return to pre-COVID times so that the Kindergarten 2022 students and families may come on site. Programs will be further supplemented by visits to local preschools.

***Deep and sustainable networks of students, parents and the wider community engaged in educational opportunities and school events***

Our role as the PEX hub coordinator liaising with universities in relation to teacher education will further evolve to provide specialist STEM practicums and professional learning for the staff and practicum students participating in our network throughout 2021. We are hoping to form mutually supportive networks with Sydney University to enhance the preparation of future teachers.

The development of our Community Engagement Plan will be a priority as will the employment of a Speech Therapist one day per week to enhance language learning, especially in the early years. With the reduction in COVID restrictions we anticipate the reintroduction of whole school events to maximise community engagement.

***Fostering external broader community partnerships to complement and extend school programs***

In 2021 we will continue with our Sydney Symphony and Credit Suisse initiative in music education and further enhance our staff's preparedness for high quality teaching of music throughout the school. Our training and concert bands will continue to grow and develop and our Performance Centre will be utilised for the further development of our dance program. We will also focus on expanding our understanding of the potential of E-Portfolios. The opening of our shared playground spaces will offer many opportunities to expand our sports program and extra curricular delivery.

Key Initiatives	Resources (annual)	Impact achieved this year
<p><b>Aboriginal background loading</b></p>	<p>Our school does not currently have any identified Aboriginal or Torres Strait Islander students and therefore does not receive a loading for this.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• English language proficiency (\$2 000.00)</li> <li>• Aboriginal background loading (\$0.00)</li> </ul>	<p>A continued focus on Aboriginal and Torres Strait Islander perspectives were infused throughout the teaching learning programs throughout 2020. This included the use of Aboriginal texts in literacy programs, the teaching of Australia's history and a focus on contemporary Aboriginal and Torres Strait Islander perspectives.</p> <p>In 2020, the school launched its rooftop garden, Bayingawuwa (in the local language, Dharug for 'garden island') 15 large garden beds for growing, exploration and learning were unveiled for student and staff use. Bayingawuwa has a number of bush tucker plants available for teaching and learning; and these are taken care of by a dedicated team of students and staff. In 2021, these natural resources will be infused into food technology learning.</p> <p>To observe NAIDOC Week and Reconciliation Week, a number of key activities were planned for staff and students to acknowledge the year's theme, 'Always was, always will be'. A cultural awareness workshop was held after school for staff, where learning about Country was a key focus. This workshop then provided students with access to information and cultural knowledge about the significance of Aboriginal and Torres Strait Islander Peoples.</p>
<p><b>English language proficiency</b></p>	<p>5.6 staffing allocation and EAL/D resources to enhance and support student and staff learning.</p> <p>Regular attendance at network meetings, predominantly virtual.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• English language proficiency (\$676 181.00)</li> </ul>	<p>In 2020, 95% of students identified as being of a language background other than English. More than 38 different languages were spoken in the homes of Parramatta Public School's students. To support students in the acquisition of the English language, a team of six specialist teachers were deployed across the school to deliver intensive English support as well as assist teachers to design, deliver and evaluate English programs to support students as they make literacy gains in English.</p> <p>A key focus for the school's English as an Additional Language and/or Dialect (EAL/D) Team in 2020 was the delivery of the EAL/D Progressions, a process for planning, assessing, recording and the teaching of students whose language is other than English. All teaching staff participated in rigorous professional learning led by EAL/D specialist teachers across two terms.</p> <p>Further to this work, the EAL/D Team also began the development of new mandatory reporting guidelines for all students who identify as EAL/D. Prototypes of the reporting documents and assessment processes were finalised in Term 4.</p> <p>Additional enhancements to specialist language resources, such as decodable and</p>

<p><b>English language proficiency</b></p>	<p>5.6 staffing allocation and EAL/D resources to enhance and support student and staff learning.</p> <p>Regular attendance at network meetings, predominantly virtual.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>English language proficiency (\$676 181.00)</li> </ul>	<p>levelled readers, as well as language games were made to supplement the specialist teacher programs.</p>
<p><b>Low level adjustment for disability</b></p>	<p>Professional Learning Course</p> <p>Funding</p> <p>Staffing (2 full time SLSO)</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$155 148.00)</li> </ul>	<p>Throughout 2020 we employed two full time School Learning Support Officers (SLSOs) to work with students who required additional support in the classroom. These staff were deployed based on needs and priority support given as designated by the Learning and Support Team. Staff requiring further learning for individual students were supported to attend additional specific Professional Learning and additional resources were purchased for professional reading and as practical aides in the classroom.</p>
<p><b>Quality Teaching, Successful Students (QTSS)</b></p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Quality Teaching, Successful Students (QTSS) (\$205 751.00)</li> </ul>	<p>Team leaders supported teachers to collaborate on the development of high quality programs and resources, including for @Home Learning.</p> <p>Team leaders provided comprehensive and focused support for teachers seeking proficient teacher accreditation.</p> <p>Team leaders used QTSS funding to facilitate improvement in student learning outcomes and growth in staff expertise and confidence based on the key initiatives from the school plan, e.g. Personalised Learning, Data for School Improvement, STEM/Inquiry-Based Learning, Wellbeing, Community Engagement.</p>
<p><b>Socio-economic background</b></p>	<p>SLSO staff</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Socio-economic background (\$15 580.00)</li> </ul>	<p>Through the employment of school funded SLSO staff we were able to effectively cater for the diverse needs of all students. SLSO staff were trained in specific techniques related to supporting students with Autism.</p>
<p><b>Support for beginning teachers</b></p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Support for beginning teachers (\$81 155.00)</li> </ul>	<p>During 2020, support for beginning teachers was provided through a mentoring and coaching program. Each identified beginning teacher actively choose their own mentor/coach and developed a structured and supported plan, complementing the targeted teacher's professional development plan.</p> <p>Scheduled release was provided for identified beginning teachers in their first and second years of teaching (two hours of additional release for first year teachers and one hour of additional release for second year teachers). During this time beginning teachers undertook further professional learning, reflected on lessons taught, observed other teachers teaching, developed and refined</p>

<p><b>Support for beginning teachers</b></p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$81 155.00)</li> </ul>	<p>programs and met with their chosen mentor/coach.</p> <p>An end of year analysis of beginning teacher professional development plans and the annual review of their growth demonstrated that all identified beginning teachers had made significant professional growth as measured through a qualitative analysis.</p> <p>Note: In 2020, beginning teacher support continued during COVID-19 through Zoom and Google Hangouts.</p>
<p><b>Targeted student support for refugees and new arrivals</b></p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Targeted support for refugees and new arrivals (\$45 694.00)</li> </ul>	<p>In 2020, there were no students who were identified as refugee status / visa, however targeted support continued to be provisioned for students who were newly arrived or who were from countries where there was unrest.</p> <p>Programs to support students were delivered by the English as an Additional Language and/or Dialect (EAL/D) Team. This included intensive English support for students whose language background was other than English, or for students who had English language needs. A program of work was provided for students who were newly arrived in the Kindergarten grade, as an area of significant focus.</p> <p>Wellbeing support and guidance was provided for students from countries where there was unrest, including working with the school Learning and Support Team to provide access to school programs such as the counselling program and interpreter support, and outside agencies such as family case workers and parenting support.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	493	571	589	504
Girls	445	506	553	504

COVID has had a significant impact on our student enrolment numbers. This has been further compounded by the reduction of boundaries and temporary visa families being enrolled in a neighbouring school with capacity for additional enrolments. Furthermore many families have taken the opportunity to purchase a home in more affordable areas outside our catchment area.

### Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.2	93.8	91.6	93.9
1	92.1	92.5	92	92.9
2	92.6	93.3	92.3	94.2
3	94.4	94.7	93.6	93.4
4	94	93.9	93.7	94.8
5	94.4	95	93.8	93.3
6	93.5	91.4	93.8	94.5
All Years	93.5	93.5	92.7	93.8
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

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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)	2
Assistant Principal(s)	6
Classroom Teacher(s)	41.43
Literacy and Numeracy Intervention	1
Learning and Support Teacher(s)	0.7
Teacher Librarian	1.6
Teacher ESL	5.6
School Administration and Support Staff	6.27
Other Positions	1.6

\*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 <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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

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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

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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 (\$)
<b>Opening Balance</b>	3,322,242
<b>Revenue</b>	9,324,882
Appropriation	9,128,558
Sale of Goods and Services	19,984
Grants and contributions	168,784
Investment income	5,131
Other revenue	2,425
<b>Expenses</b>	-9,708,370
Employee related	-8,257,345
Operating expenses	-1,451,025
<b>Surplus / deficit for the year</b>	-383,487
<b>Closing Balance</b>	2,938,755

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.

COVID required our school to modify, refocus, downsize and/or postpone certain initiatives and this impacted upon our ability to meet our spending targets. We were able to deliver on initiatives for site improvement that focused on student safety such as covering the concrete amphitheatre steps with artificial grass and installing softfall safety collars around the sandpits. Set-up costs for our children's kitchen and our STEM development hub were substantial and enhanced preparation for implementation. Technology resources for classrooms became a priority to ensure the delivery of effective and successful online learning for students and the continuation of appropriate curriculum delivery.

## Financial summary - Equity loadings

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	52,348
<b>Equity Total</b>	848,909
Equity - Aboriginal	0
Equity - Socio-economic	15,580
Equity - Language	678,181
Equity - Disability	155,148
<b>Base Total</b>	7,179,327
Base - Per Capita	274,656
Base - Location	0
Base - Other	6,904,671
<b>Other Total</b>	678,993
<b>Grand Total</b>	8,759,576

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](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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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 Tell Them From Me survey captures the satisfaction and feedback of students, parents and carers, and teachers. In 2020, the end of year data is outlined below.

### Students - 307 students from Years 4,5 and 6 completed the survey

- In the areas of student participation in extracurricular, students with positive homework behaviours, students with motivation and students with positive behaviour, the school performed above the NSW Government norms
- In the areas of students that value schooling outcomes, students with a positive sense of belonging and student participation in sports, the school performed at or below the NSW Government norms
- On the skills challenge component of the survey, 42% of students identified that they were confident in their skills, but did not find classes challenging. This was 16% greater than the NSW Government norm
- The school has a positive culture of student behaviour with above the NSW Government norms in positive teacher/student relationships and advocacy at school
- 72% of students think they will go to University
- During COVID-19 learning, 86% of students stated that they felt supported in their learning at school and in the home by another adult with 8% of students stating that they did not learn well at home

### Parents and Carers - 282 parents and/or carers from across the school completed the survey

- From the perspective of parents/carers the school performed above the NSW Government norm in the following areas - the school is inclusive, parents support learning at home and the school is safe. The school performed below the NSW Government norm in the aspect that the school supports positive behaviour
- When considering two-way communication, the school performed best on written information - it was perceived to be clear and in plain English, student reports are written in language that parents understand and teacher inform parents immediately when there is something they need to know about their child's behaviour
- Parents and/or carers felt that the school could improve upon information about their child's social and emotional development and student progress
- 91% of the survey takers said that they did not participate in school activities or committees such as PCo, a result not surprising considering COVID restrictions for 2020
- In the areas of positive behaviour at school, 82% of parents felt that their child understands the school rules and expectations
- 98% of parents/carers think their child will go to university
- 85% of parents/carers would recommend Parramatta Public School as a first choice school

### Teachers - 50 teachers across the school completed the survey

- 80% of surveyed teachers talk to other teachers about strategies to engage students
- In the area of Learning Culture, the school was on par with the NSW Government norm. Learning culture encompasses setting high expectations, discussing learning goals with students and engaging students in learning
- Teachers believed that technology availability, use and integration was a strength of the school
- When providing quality feedback to students on learning goals, teachers believed that their strengths were monitoring individual student progress, assisting students with additional learning needs and using assessment tools to have discussions about learning progress



# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.