

2020 Annual Report

Paxton Public School



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Introduction

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

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

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Message from the principal

2020 was a challenging year for all schools and communities due to COVID-19. Despite these challenges, our staff, students and their families remained strong, worked hard and banded together to ensure the year provided many valuable learning opportunities for all. Well done to everyone in our small school community for striving for the best by aiming high at Paxton Public School.

Teri Clark - Relieving Principal



School vision

Parents, students and teachers all striving for the best by aiming high.

Our vision is underpinned by Paxton Public School's core values of Safety, Teamwork, Achievement and Respect (STAR) which guide students, staff and community as they work as a team to create a culture of a safe, supportive and respectful teaching and learning environment that promotes student wellbeing and high expectations for academic success.

School context

Paxton Public School is located on large grounds in a semi-rural setting, approximately 10km from Cessnock in the Hunter Valley and operates with strong support from the Cessnock Community of Great Public Schools. Paxton Public School's core values are Safety, Teamwork, Achievement and Respect (STAR) and these values underpin the school's commitment to Positive Behaviour for Learning (PBL). The school's Vision Statement reads: 'Parents, students and teachers all striving for the best by aiming high'. Paxton Public School and its community are committed to providing an educational environment that is aimed at developing students as 21st Century Learners.

Our school maintains a focus on engaging students in the learning process and this includes opportunities for students in Language Learning and Literacy (L3) and Targeted Early Numeracy (TEN), Science, Technology, Engineering and Maths (STEM), Aboriginal Education, sport, cooking and Creative and Performing Arts. We have an established relationship with other small schools in our area includes curriculum collaboration, sporting and excursion programs.

At Paxton Public School, the students who are identified by our Learning and Support Team as needing specific individualised learning have a Personalised Learning Plan (PLP). This includes our Aboriginal students, students with learning or behavioural needs and our gifted and talented students (GATS). Differentiation occurs in all three classrooms, ensuring each child's learning experiences are individual and specific to their needs. We ensure all students have individualised learning goals which are reviewed at least once per term. These goals are developed in consultation with students, families and classroom teachers. We actively engage our parents and community in our school activities and value their contribution to the learning journey of our students and teachers.



Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
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	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1

Personalised learning for students and staff in Literacy and Numeracy

Purpose

Students, teachers and support staff will engage in quality teaching and learning opportunities specifically targeted to identified goals in Literacy and Numeracy. These goals will provide foundations for an inclusive educational delivery program that has consistently high levels of practice and expectations.

Improvement Measures

All teaching, support and administration staff will have a Performance Development Plan that clearly identifies their own targeted professional learning opportunities that has a direct correlation with improving student outcomes and our school plan.

All students who are identified by our Learning and Support Team as needing specific individualised learning will have a Personalised Learning Plan (PLP). This includes our Aboriginal students, students with learning or behavioural needs and our gifted and talented students (GATS). The impact of this will be measured by NAPLAN growth from Years 3 to 5.

All students will have individualised learning goals that clearly identify targeted areas for development in Literacy and Numeracy. The plans will be reviewed and updated as necessary once a term. These goals are developed in consultation with students, families and classroom teachers. The impact of this will be measured by NAPLAN results for Year 3 and Year 5 cohorts in comparison to similar schools and state averages.

Progress towards achieving improvement measures

Process 1: All teaching and support staff will identify areas for development in Literacy and Numeracy in their current practice to improve student outcomes

Evaluation	Funds Expended (Resources)
Language Learning and Literacy L3 Stage 1 OPL completed by Year 1 teacher. Language Learning and Literacy L3 Stage 1 (first year) completed by Year 2 teacher. Incomplete PL from 2020 to be completed in 2021 including Dylan William - Year 1 (Sessions 3+), Thomas Guskey and Connecting to Country. Teacher and support staff Personal Development Plan (PDP) goals were achieved through engagement in the Professional Learning for Continuous Improvement Hub and Professional Learning Non-Teaching Staff (PLNTS). Both were made more accessible during COVID-19.	Funding Sources: <ul style="list-style-type: none">Professional learning (\$2000.00)

Process 2: Quality professional learning opportunities will be available for staff to increase their knowledge of targeted consistent practice in the areas of Literacy and Numeracy.

Evaluation	Funds Expended (Resources)
Year 1 and Year 2 teachers continued with L3 training. (S1 OPL and S1 Year 1). Teachers continued with online professional learning through the DoE Learning Hub. The Instructional Leader and principal worked with classroom teachers to develop skills in using data to inform planning and teaching with a particular emphasis on PLAN2 and Scout. Principal completed additional modules in the NSW Public Schools Leadership Credentials (Aboriginal Education and Finance Management). The Stage 1 teacher and principal completed the first two modules in the Cessnock Practising Certificate for Wellbeing in Education (5 Ways to Wellbeing). Additional modules to be completed in 2021. All leadership, teaching and non-teaching staff completed all mandatory training through MyPL and Health and Safety.	Funding Sources: <ul style="list-style-type: none">Professional learning (\$1500.00)

Process 3: Staff will be directed in how to use data to identify targeted areas of development in Literacy and Numeracy and how to use the data to inform the planning of student learning programs. This includes PLAN software, class assessment tasks, NAPLAN, etc...

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>Classroom teachers were released for one day each in Term 4 to enter data into PLAN2, under the guidance of the Instructional Leader and principal. Teachers presented evidence, such as running records and writing samples, to ensure consistent teacher judgement (CTJ). Classroom teachers worked with the Instructional Leaders from Millfield, Congewai, Paxton and Kitchener on a writing task to develop skills in CTJ. This was done via Zoom due to COVID-19 and was very successful.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> Professional learning (\$2000.00)

Process 4: Additional staffing supports Personalised Learning processes and systems for all students

Evaluation	Funds Expended (Resources)
<p>Stage 1 teacher released 0.2 FTE for Learning and Support Team role (LaST). Additional interventionist teacher employed 0.6 FTE for literacy, numeracy support/extension and social/emotional support. In Semester 2, 18 students (30%) received intense intervention (5 Weeks) through social/emotional support (3 x 30 minute sessions per week). In 2020, 42 additional referrals were made to the LST team for educational support and all requests were fulfilled with ongoing literacy, numeracy intervention. Parents and classroom teachers were involved in the consultation process and all parties received feedback at the completion of the 5 week period.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> Classroom Teacher (Interventionist) 0.6 FTE (\$65630.00) Classroom Teacher (LaST release) 0.2 FTE (\$21877.00)

Next Steps

- L3 has been discontinued as of the end 2020 but teachers will continue to participate in the DoE Literacy and Numeracy Professional Learning Hub.
- Dylan William PL (modules 3+) will be delivered by the Instructional Leader in 2021.
- Principal and Stage 1 teacher will complete the Cessnock Practising Certificate for Wellbeing in Education (5 Ways to Wellbeing) in May 2021.
- Two beginning teachers will complete their accreditation at proficient level in semester 1 2021.
- Two classroom teachers and two support teachers will participate in Connecting to Country in 2021.
- Additional intervention program will depend on student enrolment numbers after census in 2021 because smaller classroom sizes have proven to be successful at Paxton Public School in previous years. Families and teachers indicated that 4 stage based classrooms (K, S1, S2 and S3) was preferential over 3 mixed stage classrooms.
- Additional intervention will be a priority if budget adjustments are received later in 2021.



Strategic Direction 2

Supportive practices to engage learners

Purpose

Our school strongly values the engagement of students and staff in the learning process. Through practices and programs such as Positive Behaviour for Learning, Aboriginal Education, Kitchen Garden Program, Science Technology Engineering and Maths (STEM) to encourage high levels of engagement that create optimal learning opportunities.

Improvement Measures

Program supervision ensures Aboriginal Education knowledge, perspectives and programs will be implemented into the school community

Positive Behaviour for Learning (PBL) practices will strengthen across the school with 95% of students achieving desired outcomes with progressively less referrals

Programs implemented will result in:

- increased engagement
- increased creative thinking and enjoyment in class activities
- increased opportunities for healthy eating by students as identified through observations and surveys.

Progress towards achieving improvement measures

Process 1: Aboriginal Education: Quality professional learning opportunities will be available to staff to develop their knowledge and understanding of cultural knowledge, perspectives and programs suitable for our school. This knowledge will then be shared with students in the school.

Evaluation	Funds Expended (Resources)
Aboriginal teacher worked with students and their families to monitor and review 2020 personalised learning plans (PLPs). This was completed via phone due to COVID-19. Teacher also ensured Aboriginal families had the resources needed to engage in home learning. Teacher attended Regional AECG meetings and reported information back to the Korreil Wonnai AECG. Students were unable to participate in Aboriginal Education Team leadership days due to COVID-19 restrictions. School based activities were completed instead. Connecting to Country and Deadly Cooking were both postponed to 2021. Additional SLSO support was provided to the 22% Aboriginal students across all 3 classrooms as well as literacy/numeracy intervention support/extension.	Funding Sources: <ul style="list-style-type: none">• Aboriginal background loading (\$14799.00)

Process 2: Positive Behaviour for Learning (PBL): Continue to implement and strengthen current PBL practices to ensure all students are provided with quality learning opportunities driven by the school values.

Evaluation	Funds Expended (Resources)
Positive Behaviour for Learning continued to be successful in 2020. Minor and major behaviours, as well as suspension rates, reduced from Semester 1 to Semester 2. Principal worked with Assistant Principal PBL to ensure all students could succeed under the PBL reward system. The name chart was replaced with a token jar system which promoted more free and frequent rewards. This proved to be positive for our Tier 1 and Tier 2 students. The implementation of the social/emotional intervention program was successful with Tier 2 students as well as some Tier 3 students. LaST teacher completed Tier 2 PBL training and shared this with all staff. Students enjoyed the end of year reward day - giant waterslide, slip and slide and snow cone machine! Principal continued to support Tier 3 students and APLAS was engaged for additional support for classroom teachers.	Funding Sources: <ul style="list-style-type: none">• 6100 (\$2000.00)• Professional learning (\$1000.00)

Process 3: Science, Technology, Engineering and Maths (STEM) programs will be implemented into the school through modelled guided and independent activities facilitated by staff experience.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
Science/STEM was incorporated into the Release from Face-to-Face (RFF) program for Terms 1-4 in 2020 for K-6. RFF teacher engaged students in robotics, bee bots, dash and dots, movie making and photography. Teaching and non-teaching staff had access to CASE resources during COVID-19 through the CCGPS. Teachers received additional RFF for KLA planning.	Funding Sources: • 0.3 FTE (\$33635.27)

Process 4: The Kitchen Garden program will strengthen by providing students with opportunities for healthy eating options and because the program runs in peer groups (girls, boys, mixed etc.) the aim is also to improve student connections with each other.

Evaluation	Funds Expended (Resources)
Targeted students engaged in gardening and cooking through the social/emotional program 3 days per week. Groups were made up students in need of intervention, as well as students who were highlighted as role models. SLSO staff also engaged in watering, picking of vegetables and garden maintenance throughout the day to support students in need of a sensory/movement breaks. Interventionist taught students about healthy eating/lifestyles during the cooking program.	Minimal maintenance (ongoing) GA budget - \$200 Funding Sources: • 0.6FTE (Operational funding) (\$67271.00)

Next Steps

- Ongoing consultation in 2021 with Korreil Wonnai AECG designated delegates in regards to the School Improvement Plan (SIP).
- Ensuring the PLP process, evaluation and feedback is authentic in 2021.
- Providing leadership opportunities for Aboriginal students through the Aboriginal Education Team (AET).
- Connecting to Country for two teaching staff and two non-teaching staff members in 2021.
- Refining and improving the PBL program through the implementation of Strategic Direction 2 - student engagement and wellbeing. Incorporating a planned approach to wellbeing for Paxton PS.
- Teaching principal to teach Science/STEM in 2020 to K-6 classes.
- Classroom teachers to continue to engage in CASE through the CCGPS.
- School improvement plans activities to include upgrades to the Aboriginal garden as well as redesigning the front entry gardens through student led projects.



Strategic Direction 3

Making connections

Purpose

Making connections with our local community, Cessnock community of schools and the wider Cessnock community will be a focus to ensure our students, parents and teachers are highly informed and supported in a range of areas..

Improvement Measures

Increased student connection with peer group outside of school community compared with previous opportunities

Increased opportunities for students to transition to school in:

- Kindergarten
- Year 6 to Year 7

- Increased recognition of Paxton Public School in wider community through increased Kindergarten enrolments.
- An increase in overall enrolments
- Measuring the impact of the friendships that developed from the Stage 3 small schools camp to see if it helped in reducing anxiety about starting high school.

Progress towards achieving improvement measures

Process 1: Small Schools network

Engage with the small school networks to provide opportunities for students with camps, excursions and learning experiences.

Evaluation	Funds Expended (Resources)
Small Schools excursions and sporting events were severely impacted in 2020 due to COVID-19. The swimming carnival was able to proceed, but the athletics carnival was not possible due to restrictions. Students engaged in a soccer gala day in Term 4 with Kitchener, Laguna, Mulbring, Congewai and Millfield Public Schools. No camps were able to proceed in 2020. Principal and Stage 1 teacher engaged in the Catalyst Lab Innovation Program with Kitchener and Millfield Public Schools to explore ways in which we could create more resilience amongst our school communities.	Funding Sources: <ul style="list-style-type: none">• Teacher cover - 6 days (\$3000.00)• Socio-economic background (\$2500.00)

Process 2: Cessnock Community of Great Public Schools to plan multi-school activities

Evaluation	Funds Expended (Resources)
The purchasing of 5 Smartboards in 2020 ensured connections with the wider community, including CCGPS schools, were possible during COVID-19. Students engaged in virtual lessons/live-streams, Zoom calls and Google Classroom to ensure learning experiences were engaging. Teaching and leadership staff engaged in professional learning via Microsoft Teams and Zoom to ensure their professional development was ongoing and authentic.	Funding Sources: <ul style="list-style-type: none">• 6100 (\$27000.00)• Support for beginning teachers (\$2000.00)• Professional learning (\$1000.00)

Process 3: Increased opportunities for Paxton Public School community to interact with the wider Cessnock community and outside agencies

Evaluation	Funds Expended (Resources)
Students engaged in 4 programs through Sporting Schools Australia in 2020 with external coaches including Cricket (Term 1), Tennis (Term 2), Taekwondo (Term 3) and Netball (Term 4). Mount View High School provided additional transition opportunities for Year 6 students including a Science/STEM day for all students and the 'Jump Start' program for targeted students. Kindergarten 2021 students engaged in a 6 week orientation	1. Sporting School's Grant - \$3200 2. Excursion. Funding Sources: <ul style="list-style-type: none">• 6100 (\$2000.00)

Progress towards achieving improvement measures

program to prepare for Paxton Public School. K-6 visited the Australian Reptile Park in Term 4 as part of the Science curriculum.

• Sporting Schools Grants (\$7500.00)

Next Steps

- Camps, excursions and leadership opportunities will resume in 2021.
- Principal, Instructional Leader, teaching and non-teaching staff will connect with CCGPS schools for ongoing professional learning and networking in 2021.
- 2021-2024 SIP activities for Strategic Direction 2 - 'student engagement and wellbeing' will include improvements to outdoor learning spaces such as our entry gardens, playground spaces and our Aboriginal garden.
- K-6 will continue to benefit from the Sporting Schools Grant through engaging programs delivered by external coaches.
- Full Year 6-7 and P-K transitions will resume in 2021.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: • Aboriginal background loading (\$14 779.00)	Additional teaching and support staff were employed to support the improvement of literacy, numeracy and other key learning areas for Aboriginal students. All Aboriginal students had Personalised Learning Plans (PLPs). Our Aboriginal Education Team (AET) Executive participated in a leadership day with Kurri Kurri and Cessnock Schools. The Regional Delegate attended regular HRAECG meetings and panels. A portion of funding was carried forward due to Connecting to Country not proceeding due to COVID-19.
Low level adjustment for disability	Funding Sources: • Low level adjustment for disability (\$34 240.00)	Funds allocated to additional staffing (Teacher) 0.4 FTE \$21877 and additional (SLSO) 0.152 FTE \$12363.
Quality Teaching, Successful Students (QTSS)	Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$8 313.00)	QTSS funds exhausted in calendar year. 0.074 FTE - 14 days towards additional interventionist teacher.
Socio-economic background	Funding Sources: • Socio-economic background (\$63 194.00)	Additional teacher purchased for 0.6 FTE intervention program - \$57317 (+QTSS) = \$65630. Student assistance - \$5877. Small portion rolled over for 2021 for student assistance (not used in 2020 due to COVID-19) - \$2500.
Early Action for Success	Funding Sources: • Early action for success (\$57 328.00)	Instructional Leader (Assistant Principal) 0.4 FTE shared with Congewai Public School. 0.2 FTE - 1 day per week each.



Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	29	26	34	34
Girls	20	21	21	30

Student attendance profile

School				
Year	2017	2018	2019	2020
K	91.6	96.9	93.8	95.7
1	88.7	91.3	92.1	87.9
2	98.9	94	89.4	92.4
3	90.5	96.8	91.5	92.9
4	94.1	96	92.2	91.7
5	95.9	92.4	96.8	95.4
6	91	96.8	87.5	93.7
All Years	92.3	94.5	91.2	93
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)	2.47
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.17
School Administration and Support Staff	1.41

*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	213,528
Revenue	916,161
Appropriation	897,374
Sale of Goods and Services	3,457
Grants and contributions	15,303
Investment income	27
Expenses	-1,092,960
Employee related	-944,924
Operating expenses	-148,036
Surplus / deficit for the year	-176,798
Closing Balance	36,730

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.

2019 rolled over funds were used in 2020 to purchase additional staffing as well as a significant level of resources for school improvement. This included 57 student laptops, upgraded administration office, 4 Smartboards and new furniture in all 3 classrooms as well as additional resources to prepare for the 4th classroom in 2021.



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	57,046
Equity Total	112,213
Equity - Aboriginal	14,779
Equity - Socio-economic	63,194
Equity - Language	0
Equity - Disability	34,240
Base Total	667,083
Base - Per Capita	13,228
Base - Location	1,494
Base - Other	652,361
Other Total	84,478
Grand Total	920,819

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

Tell Them From Me Student Snapshots 2020

- TTFM - Positive sense of belonging Oct 2019 (71%), June 2020 (71%). Increased to 83% in September 2020. (Above NSW Govt Norm of 81%).
- TTFM - Bully-victim (students who have been bullied) below NSW Govt Norm of 36% in Oct 2019 (31%), June 2020 (17%) and September 2020 (29%). Slight increase in September.
- TTFM - Positive behaviour at school Oct 2019 (71%), June 2020 (94%). Slight decrease in September 2020 (83%). Above NSW Govt Norm (83%).
- TTFM - 88% of students know where to seek help if they're being bullied (September 2020).

Tell Them From Me Parent and Teacher Surveys 2020

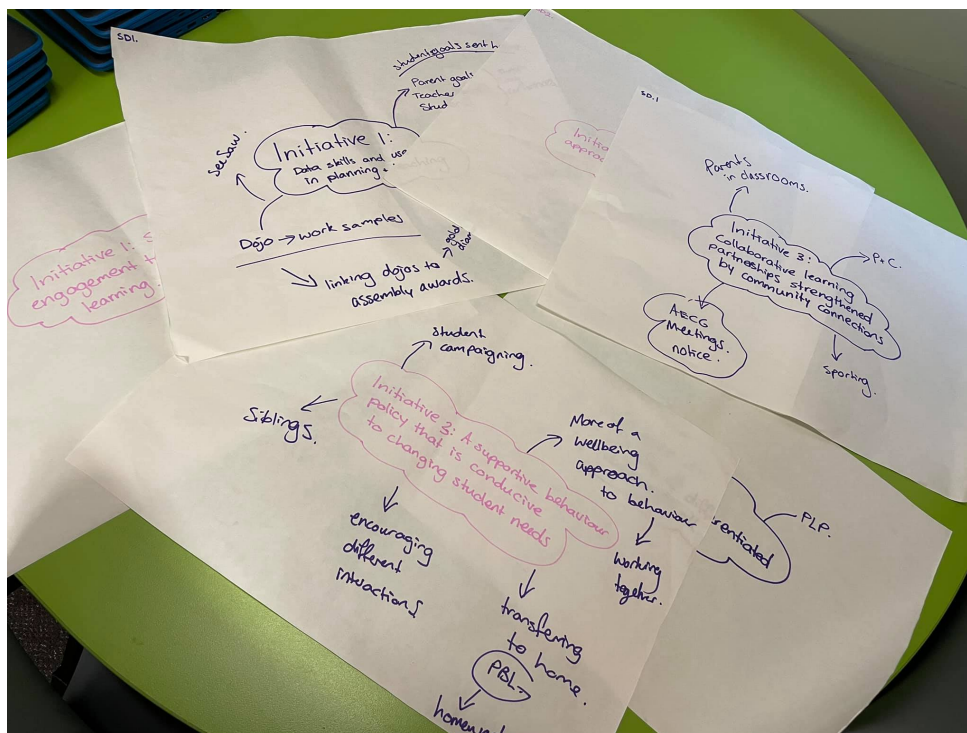
We had less than 10 responses for the parent and teacher surveys in 2020, so results weren't generated.

Internal Parent Survey 2020

- November 2020 parent/caregiver community survey revealed the following outcomes: 100% of participants have overall positive conversations about school with their children on a daily basis. 50% of parents surveyed had students who benefited from the Learning and Support program. 80% of parents surveyed felt their child's needs were met.

Community Consultation - School Improvement Plan (SIP)

Parents were invited to attend a consultation meeting in early 2021 for the 2021-2024 School Improvement Plan. Parents were supportive of the new plan and made suggestions around activities we could put in place to satisfy the strategic directions of 'student growth and attainment' and 'student engagement and wellbeing'. The discussions of this meeting were then discussed with the P&C at the end of Term 1 meeting and helped form the activities for the 2021-2024 School Improvement Plan.



Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

