

2020 Annual Report

Punchbowl Public School



Learning together.

PUNCHBOWL

Public School

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Introduction

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

Punchbowl Public School

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PUNCHBOWL, 2196

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School vision

Punchbowl Public School's vision is to create an inclusive and innovative learning environment that builds resilience and enables all students to become independent and active contributors to a diverse community.

School context

Punchbowl Public School is a highly dynamic and exciting school and serves a diverse and multicultural community. Within the school, 96% of students have a language background other than English, there are 3 Aboriginal students and 1 from the Torres Strait Islands. We also have 2% of our student population who are from refugee backgrounds. We are privileged to have over 30 different language backgrounds represented in the school community.

Punchbowl Public School has a K-6 enrolment of approximately 520 students. In addition to this, the school has 2 autism support classes with 13 students, 2 Early Intervention Preschool classes with 12 students and 2 full Preschool classes comprising a total enrolment of 80 students.

Quality teaching and learning is our number one priority and students are supported by English as an Additional Language or Dialect (EALD) teachers, Learning and Support Teachers (LaSTs), an Arabic Community Languages program and two specialist Instructional Leaders who are employed through Early Action for Success (EAfS). Student wellbeing programs are innovative and responsive to student need. We support all students by employing an Assistant Principal, Student Learning and Wellbeing, School Learning and Support Officers (SLSOs), a Speech Pathologist and a registered Psychologist. The school also employs a Community Liaison Officer (CLO) to assist in developing and maintaining the highly valued and visible parent, school and community partnerships.

Punchbowl Public School is a Positive Behaviour for Learning (PBL) school. The school's PBL team lead the development and implementation of programs to support the social, emotional and physical wellbeing of students.

Punchbowl Public School has a strong team of innovative, professional and dedicated teaching and non-teaching staff who are at various stages of their careers. The school maintains a strong partnership with parents and the community through an active Parents and Citizens (P&C) Association and facilitates many targeted parent programs through its School as Community Centre (SaCC).

A copy of the Punchbowl Public School 2018-2020 School Plan, Preschool Quality Improvement Plan (QIP) and Annual Report can be found on the school website: www.punchbowl-p.schools.nsw.edu.au

Location: Punchbowl Public School, 1333 Canterbury Road, Punchbowl, NSW 2196

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

Strategic Direction 1

Active, informed and innovative citizens with high levels of wellbeing.

Purpose

Improved learning outcomes for students are at the core of the school's plan.

Developing learners with high levels of wellbeing and academic and social competence, who feel connected to their learning and approach all learning with efficacy and persistence, to enable them to become active and valued contributors to society.

Improvement Measures

Increase in the number of programs and initiatives across the school that strengthen resilience and build students physically, socially and emotionally.

Increase in the number of students who identify a social, institutional and intellectual engagement with the school.

Future focused learning environments, pedagogy and resources are evident in 100% of classrooms.

Overall summary of progress

Attendance and student engagement were a focus for the Learning Support Team and the Positive Behaviour for Learning team. Procedures were updated and refined across the year to ensure matters such as attendance, behaviour and engagement were regularly monitored across the year.

Students continued to be involved in structured sport lessons across the year facilitated by a specialist PDHPE teacher. Staffing of an additional Deputy Principal, Student Engagement and Community continued in 2021.

Tell Them From Me student survey reports:

- Advocacy - 87 %
- Expectations for Success - 97 %
- Belonging - 81 %

Also, growth in the areas of positive relations, interest and motivation. A decrease was reported in bullying data as reported by students.

Initial implementation of PAX training in Early Stage 1. Professional learning for ES1 and stage 1 teachers for a K-2 wide rollout in 2021.

Panania Free Rangers program expanded with different structures and groupings of students from stage 2 and stage 3.

The school continues to provide access to external agencies to support the physical, social and emotional wellbeing of our students and their families. Onsite psychologist (2 days) working K-6. Speech Therapist employed four days a week to support students in P - 2 with individual, small group and whole class sessions with speech interventions and strategies. Local procedures developed to support families and students. Engagement of STARTTS counselling to support our refugee students continued.

Progress towards achieving improvement measures

Process 1: Strengthen resilience and build students physically, socially and emotionally

Implement school wide procedures aligned to the Student Wellbeing Framework and programs and initiatives that promote active participation in physical activity and address childhood obesity.

Evaluation	Funds Expended (Resources)
Panania Free Rangers program expanded with structures grouping of students from stage 2 and stage 3. Also Preschool and Support Class AU included. Increased levels of engagement with students involved. Sustainability and environmental education was enhanced through the	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$196380.00)

Progress towards achieving improvement measures

weekly program.

Allied Health supported students identified by the Learning and support team as requiring regular psychological provided individual sessions. (two days a week), as well as support to the classroom teachers and parents with strategies to support student learning. This continued through the learning at home period. Teachers and parents reported improved emotional regulation in students participating in sessions. Parents reported improved connections to external agencies and positive outcomes for their children through the tailored support.

Speech Therapist employed four days a week to support students in P - 2 with individual, small group and whole class sessions with speech interventions and strategies. This service included assessments, targeted interventions and in-class support through a four-day residency program and onsite training of student speech pathologists. Professional learning was delivered to teaching and non-teaching staff, and resources were developed to assist parents and carers. Targeted language programs provided by onsite speech pathologist which resulted in a developing understanding and implementation of teaching strategies that target language development. Case load management of small group and targeted students' earlier identification of children and facilitated a collaborative approach to working with families, counsellor and external agencies to seek the correct services and intervention for children. During Learning from home, both speech therapy and the psychology program were delivered remotely.

Process 2: Increase social, institutional and intellectual engagement with the school

Establish student leadership and governance opportunities, whole school expectations for behaviour and application and initiatives to strengthen attendance rates and student connectivity with the school.

Evaluation	Funds Expended (Resources)
<p>ATSI students supported through the workshop to develop their understanding of culture and connectedness to the land.</p> <p>Tell Them From Me student survey data:</p> <ul style="list-style-type: none"> • 87% of students report high levels of Advocacy • 97% Expectations for Success • 81 % Belonging • Decrease in Bully-Victim data <p>The Preschool Student Voice Project resulted in staff demonstrating that they were able to guide and scaffold PLaSP conversations while allowing parents to lead conversations to establish children's learning goals.</p> <p>There was greater evidence of some parents being able to talk about their children coming from a strength basis and being able to break down goals to smaller achievable steps. Also evidence of greater collaboration and continuity as goals developed being able to be worked on by both educators and families.</p> <p>Preschool Inclusion Project involved the implementation of co-teaching in inclusive outdoor play. This project improved social interactions and engagement across the preschool children (cognitive, affective, behavioural) Teachers improved their self-efficacy (classroom management, instruction strategies, student engagement) for including all children Parents reported increased school belongingness (connectedness & confidence) to contribute to the school and attitudes towards inclusion. These two preschool initiatives were partially funded by an innovation grant.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Professional learning (\$5600.00) • Aboriginal background loading (\$3000.00) • Socio-economic background (\$34500.00)

Progress towards achieving improvement measures

RESPECT Program provided students with the opportunity to create and work with trained musicians/artists. They created a rap and song which was performed outside of school which raised awareness around domestic violence and respectful relationships.

PAX implementation to go ahead in Early Stage 1 in 2021. Stage 1 implementation in 2022.

Student leaders engaged in a regional Road Safety Initiative and worked with members of the local council, and NSW police to script and record a road safety message video. This video was shared on multiple platforms including the DoE Website, the local newspaper and Facebook.

Process 3: Establish Future Focused Learning Environments

Design and implement a school wide approach to future focused teaching and learning, including increasing student access to 21st Century teaching and resources.

Evaluation	Funds Expended (Resources)
<p>At-home learning during the COVID-19 lockdown was delivered flexibly through a range of future-focus oriented technologies and pedagogical approaches. Staff were upskilled in their capacity to collaborate using online platforms including Microsoft Teams and Sharepoint. Student learning was delivered using Seesaw, Class Dojo and Google Classroom. Close communication between school staff and parents/carers also benefited from this embrace of future-focused approaches.</p> <p>Continued refurbishment of Library into a STEAM hub.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$13000.00)

Next Steps

- Student leaders to attend Halogen leadership conference
- Co-teaching in the Library STEM/Literacy across
- Continued placement of Speech therapy and psychology service in the school
- Continued focus on inclusive practices and student voice in the Preschool
- Implementation of PAX in Early Stage 1 as a pilot to be rolled
- Broadening of extra-curricular programs, such as Chess Club
- STARTTS drumming group

Strategic Direction 2

Quality teaching, learning and leading through collaboration and evaluation.

Purpose

Quality teaching and learning and an engaging curriculum are at the core of the school's plan.

Developing a collaborative culture across the school ensures a consistency in curriculum delivery and assessment practices. Ongoing opportunities are provided for staff to improve their teaching and leadership through targeted and purposeful support. A culture which systematically reflects on and measures its own practice has the greatest impact on improving outcomes for staff and students.

Improvement Measures

Increase in the percentage of students achieving at or beyond expected outcomes in Literacy and Numeracy through differentiated pedagogy and curriculum.

Significant increase in the number of students who are accessing purposeful and regular feedback on their learning and using this information to become self-directed learners.

Practices for planning, teaching and evaluating are highly collaborative, evidence informed and consistent across the school.

Overall summary of progress

School Leadership team continued to engage in Professional Learning through Agile Leadership project - Year 2. Agile tools used to inform decisions for whole school learning, evidence gathering and impact on teacher and student behaviour.

Continuation of Big Ideas in Number to support mathematics across the school, P-6.

Development of Big Ideas in Number assessment tool to identify, target and monitor groups of students to measure impact, including subitising, additive and multiplicative thinking, counting collections and equivalence.

Establishment of school wide systems to collect internal student performance data, including PLAN 2 and MAP Growth.

Professional learning and implementation of MultiLit reading programs P-6 including Pre-Lit, Initial Lit K-2, MacqLit Stage 2 and 3, MiniLit Stage 1.

Due to Covid Learning at Home the establishment of these new reading initiatives were hampered. MacqLit and MiniLit interventions for stage 2 and 3 continued during Learning at Home via telephone communication and hard copies posted home. Despite Learning from Home, students exhibited an improvement across their learning. There was targeted intervention using PreLit for Early Stage 1 students. This contributed to positive academic achievements within their learning progress.

Professional learning was undertaken by SLSOs, LST team, Leadership team, classroom teachers. Resources were purchased and acquired to support implementation.

Teaching staff successfully moved to online learning and provided the community with Learning from Home teaching and learning programs to support both online and offline learning. Student engagement was monitored by all staff to ensure students had access to programs and appropriate materials.

Staff engaged in initial professional learning in High Potential and Gifted Education policy.

The Preschool team underwent the ACECQA Assessment and Rating process in November, 2020. This process assesses and rates early childhood services for quality against the seven quality areas of the National Quality Framework. The staff team engaged in an ongoing process of review to develop a Quality Improvement Plan addressing the seven quality areas. The preschool team worked collaboratively and in partnership with our families and Department of Education early learning consultants to improve the quality of our service and embed practices to enable a continuous cycle of improvement. The team received an "Exceeding" rating in all seven quality areas, demonstrating that our service goes beyond the requirements of the National Quality Standard.

Progress towards achieving improvement measures

Process 1: Differentiate pedagogy and curriculum to meet the needs of students

Implement differentiated pedagogy in Literacy and Numeracy through tiered interventions from Instructional Leaders and the establishment of a whole school approach to the analysis and use of student performance data.

Evaluation	Funds Expended (Resources)
<p>MultiLit - Literacy support intervention programs to be rolled out K-6 in 2020 PreLit, MiniLit and MacqLit. InitialLit whole-class instruction as a core, universal literacy delivery mechanism was implemented K-2.</p> <p>Professional Learning for Senior Leadership team in 'The Big Ideas in Number' using Di Siemon Suite improved knowledge and understandings which allowed focused professional learning at the stage level to best meet the needs of teachers and students.</p> <p>Differentiated PL developed and delivered by Stage DPs and APs to address stage cohort learning needs in response to data.</p> <p>Developed Baseline assessment for Numeracy and built capacity in analysis and data use.</p> <p>Establishment of Deputy Principal Instructional Leader (2 days a week) to drive improvement in the preschool learning environment and establish collaborative and inclusive practices.</p> <p>Establishment of Deputy Principal Instructional Leaders in Stage 2 and 3, and Assistant Principal Instructional Leader in Early Stage 1 to drive improvement in student learning through targeted professional learning to build and extend teacher capacity and the use of data to adjust teaching practices and track growth.</p> <p>Initiated use of MAP Growth Assessment tool for Stage 2 as an internal data measure of student growth and attainment.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$225137.00) • Quality Teaching, Successful Students (QTSS) (\$115000.00) • Professional learning (\$15785.00) • Literacy and numeracy (\$15957.00) • Low level adjustment for disability (\$115237.00)

Process 2: Develop self-directed learners

Develop school wide processes for providing students with effective, timely, goal referenced and actionable feedback.

Evaluation	Funds Expended (Resources)
<p>Talk moves systematically embedded into numeracy programs improved dialogic talk, student to student and teacher to student feedback.</p> <p>The promotion of rich tasks in whole number instruction provided students with opportunities for students to access learning at their level for improved self-directed learning</p> <p>MultiLit intervention structure allowed for precise, timely feedback to students during reading instruction</p>	

Process 3: Implement highly collaborative and evidence-based planning and teaching practices

Embed collaborative, transparent and consistent procedures across the school for planning, teaching and evaluating.

Evaluation	Funds Expended (Resources)
<p>Scope and Sequences using a common template were established for K-6 in all Learning Areas.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Professional learning (\$15000.00)

Progress towards achieving improvement measures

Programming Procedures were updated to establish expectations and consistency regarding the development and registration of teaching and learning programs.

Collaborative practice improved through the use of online tools during the COVID-19 lockdown.

Next Steps

- Continued professional learning and data-driven focus on the 'Big Ideas in Number'
- Continue implementation of MultiLit reading programs K-6
- Continue to implement MAP Growth to capture performance data in reading and numeracy
- Continue employment of current Instructional Leader Model
- Revisiting of InitialLit F program
- Establishment of Progress Meetings bi-termly cycle for data analysis
- Implementation of High Potential and Gifted Education policy with renewed focus on targeted teaching for HPGE students
- Strategic use of data at class, stage and whole school level to plan student and teacher professional learning

Strategic Direction 3

Strong and dynamic school and community partnerships.

Purpose

Strong and purposeful partnerships with parents and the school community are at the core of the school's plan.

Establishing initiatives in partnership with parents, external agencies, local schools and community groups improves learning and wellbeing outcomes for all students and their families. Strong partnerships also ensure a shared ownership for school directions and learning.

Improvement Measures

Increase opportunities for parents to be active partners in the operations of the school.

Establish strong partnerships with local primary schools, high schools and external agencies.

Strengthen the school's profile and reputation within the community.

Overall summary of progress

Employ above establishment Deputy Principal, Student and Community Engagement to strengthen school profile, increase engagement with parents and the wider community to enhance student learning opportunities. Community Liaison Officer employed as conduit between school and community to support SACC Facilitator

Connections with local government and community organisations eg. Lighthouse, Panania Free Rangers, Story Factory, Canterbury Bankstown Council.

Continued to provide educational supports for families through the SaCC in consultation with other local agencies and services.

Successfully supported the community through Learning at Home and Covid 19, parent workshops and playgroup were facilitated online through the Punchbowl Public School SaCC Facebook page. There were 80 participants on the page at the end of 2020.

The SaCC provided support to families with food and basic need packs and other wellbeing check ins. Families were supported with technology, interpreting services, visual documents, homework support and other learning from home .

Progress towards achieving improvement measures

Process 1: Increase engagement with parents and the local community

Design, establish and review a range of opportunities for parents to actively contribute to the school, provide and receive feedback on their child's learning and develop new knowledge and skills.

Evaluation	Funds Expended (Resources)
<p>SaCC, P&C, opportunities for parents to volunteer in the classroom, e.g. parent visit to preschool to lead a cooking lesson, this initiative was hampered because of Covid-19.</p> <p>Established Deputy Principal, Student and Community Engagement to strengthen school profile, increase engagement with parents and the wider community to enhance student learning opportunities</p> <p>Employment of Community Liaison officer to support positive relationships with community through the SaCC</p> <p>Parent workshops & information sessions across P-6 guided by the needs and request of community. Involvement of local agencies including government agencies, NSW Health and Police.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$200000.00)

Progress towards achieving improvement measures

Refurbishment of SaCC centre to create a more inviting, functional space for our community.

There were a total of 975 followers on the school Facebook page at the end of 2020.

As a result of the interventions the school was able to provide additional supports to families in need.

Process 2: Strengthen partnerships with local schools and agencies

Increase engagement with local agencies and community groups and establish strong learning communities with local primary and high schools.

Evaluation	Funds Expended (Resources)
<p>Increase engagement with local agencies and community groups and establish strong learning communities with local primary and high schools eg Panania Free Rangers</p> <p>Partnership with Aboriginal Liaison Officer to support attendance improvement for ATSI families.</p> <p>Regular discussions regarding attendance of all students P-6 with follow up including parent phone calls, meetings and engagement of the Home School Liaison officer as required.</p> <p>Increased collaboration with school services staff to address areas of attendance and engagement.</p> <p>External Service providers procedures implemented to ensure that the needs of students with additional learning and support needs are met in close consultation with the families and external agencies.</p>	

Process 3: Strengthen the school's profile

Utilise a variety of methods to promote and recognise school achievements, establish after hours programs to meet community needs and ensure that the school is represented in local and community events.

Evaluation	Funds Expended (Resources)
<p>Social media presence promotes and recognises school and student achievements. Eg Facebook, Skoolbag, YouTube, updates to school website</p> <p>OOSHC tender process - service starting in 2021</p> <p>Establishment of Community Engagement Team</p> <p>Newsletter continued to be published online through Skoolbag with an average of 800 views per publication</p> <p>Increased communication with parents in languages other than English and verbal translations. Eg Video created to support families with Accessing Portfolios on Class Dojo English 687 views, Arabic 256 views and Bengali 137 views</p>	

Next Steps

- Improve connections with local agencies to support ATSI students including refining the Personalised Learning Plans process

- Implement increased Student Voice projects
- 3 way parent teacher student goal setting interviews
- Explore options for a community garden program
- Reinstate courses for parents through the SaCC
- Review of attendance procedures and explore the possibility of an incentive system.

Key Initiatives	Resources (annual)	Impact achieved this year
<p>English language proficiency</p>	<p>FTE: 3.2</p> <p>Flexible: 39 219</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> English language proficiency (\$389 248.00) 	<p>EAL/D teachers provided targeted, personalised instruction via small group and whole class structures. EAL/D students showed improvement in mathematics and English.</p> <p>EAL/D teachers provided programming advice to classroom teachers to best meet the needs of student in their classrooms.</p> <p>New Arrivals were also supported through explicit teaching by EaLD teachers.</p> <p>Support for students and families during Learning from Home period.</p>
<p>Low level adjustment for disability</p>	<p>FTE: 2.2</p> <p>Flexible - 115 237</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$355 882.00) 	<p>LaST teachers were trained in MultiLit interventions and these were implemented in Stage 1 and 3. Internal data shows an increase in reading performance for targeted students.</p> <p>LaST teachers supported classroom teachers to make adjustments within their program to meet the needs of students in their classrooms with additional needs.</p> <p>Support for students and families during Learning from Home period.</p>
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$115 181.00) 	<p>Above establishment Deputy Principal Instructional Leader to support teaching and learning in Stage 2. This involved targeted professional learning in mathematics and the use of data to drive the teaching and learning cycle.</p> <p>Support for students and families during Learning from Home period.</p>
<p>Socio-economic background</p>	<p>FTE: 1.200 - 131 261</p> <p>Flexible Funding - 428 399</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Socio-economic background (\$559 660.00) 	<p>Panania Free Rangers Gardening program expansion.</p> <p>Onsite Allied Health support in the areas of psychology and speech therapy.</p> <p>Preschool Initiatives - Student voice and Inclusion support through establishment of project manager.</p> <p>Transition to High School programs</p> <p>PAX training for Early Stage 1 and Stage 1 teachers.</p> <p>Establishment of Assistant Principal Instructional leader (Early Stage 1) and Deputy Principal Instructional Leader (Stage 3) to drive the building of teacher capacity in data-driven teaching and learning to improve student performance. This allowed for differentiated professional learning and tailored interventions to support the development of best practice with our teachers.</p>

<p>Socio-economic background</p>	<p>FTE: 1.200 - 131 261</p> <p>Flexible Funding - 428 399</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$559 660.00) 	<p>Establish Deputy Principal, Student and Community Engagement to strengthen school profile, increase engagement with parents and the wider community to enhance student learning opportunities</p> <p>Support for students and families during Learning from Home period.</p>
<p>Targeted student support for refugees and new arrivals</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Targeted support for refugees and new arrivals (\$6 290.00) 	<p>Continue engagement with School Services and External agencies to support refugee families.</p> <p>Greater understanding and school wide support of refugee students.</p> <p>Personalised learning and Support Plans developed for all students.</p> <p>Student Assistance provided, as well as funded excursion to support Literacy and involvement of parents as partners in learning.</p> <p>Support for students and families during Learning from Home period.</p>
<p>Flexible Wellbeing</p>	<p>40 060</p>	<p>Continued psychology and counselling services met the need of an increased number of students and families requiring support.</p>
<p>Integration Funding</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Integration funding support (\$151 881.00) 	<p>Creation of Personalised Learning Plans to ensure all students are known, valued and cared for and improve every year. SLSOs provided targeted support in the area of mathematics and English. Support also provided in the playground to support emotional regulation and positive interactions. Parents were more engaged in the discharge and prioritisation of funds.</p> <p>Support for students and families during Learning from Home period.</p>
<p>Early Action for Success (EAFS)</p>	<p>FTE - 1.6 - 267 737</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Early action for success (\$267 737.00) 	<p>Continuation of Early Action for Success Instructional Deputy Principal , Instructional leaders (FTE 1.6)</p> <p>Providing expert, evidence based professional learning, mentoring and co-teaching with classroom teachers, including those in the preschool.</p> <p>Support for students and families during Learning from Home period.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	318	321	289	286
Girls	274	261	260	284

Student attendance profile

School				
Year	2017	2018	2019	2020
K	92.5	95	89.2	88.2
1	93.1	93.5	89.3	86.2
2	92.1	94.7	91.3	90.3
3	90.6	96.6	91.7	89.8
4	91.6	93.3	91	91.1
5	93	94.7	89.8	92.6
6	92.4	94.8	88.9	91.2
All Years	92.2	94.7	90.2	89.9
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	27.64
Literacy and Numeracy Intervention	0.84
Learning and Support Teacher(s)	2.2
Teacher Librarian	1
Teacher ESL	3.2
School Counsellor	1
School Administration and Support Staff	9.26
Other Positions	2.6

*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 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	183,363
Revenue	8,240,476
Appropriation	8,093,245
Sale of Goods and Services	7,043
Grants and contributions	107,406
Investment income	692
Other revenue	32,089
Expenses	-8,449,552
Employee related	-7,621,595
Operating expenses	-827,957
Surplus / deficit for the year	-209,076
Closing Balance	-25,713

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	118,314
Equity Total	1,307,562
Equity - Aboriginal	2,773
Equity - Socio-economic	559,660
Equity - Language	389,248
Equity - Disability	355,882
Base Total	4,741,084
Base - Per Capita	139,536
Base - Location	0
Base - Other	4,601,548
Other Total	1,574,296
Grand Total	7,741,256

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

School staff actively create and maintain communication with parents regarding the learning and wellbeing of their children. Tell Them From Me Parent survey 2020 indicated that:

- Parents feel welcome in line with the state norm of 7.4,
- Parents are informed 7.2, compared with the state norm of 6.6.
- School supports Learning 7.4 compared with the state norm of 7.3

During Learning from Home, students and their families were very well supported through a range of communication channels, including ClassDojo, SeeSaw, Facebook, Skoolbag, telephone conferencing and face-to-face meetings when necessary. Parents were provided with weekly work schedules with completed work uploaded on to various platforms, creating a portfolio of work. Teachers could then provide feedback to students on their learning.

The School as a Community Centre (SaCC) provides a crucial service to our families which was very important during 2020. This included the continuation of playgroups via Facebook during the Learning from home period. There is increased awareness of the SaCC and its function in the wider school community, as well as an increase in the collaboration between the SaCC facilitator and school staff, especially in our preschool and kindergarten classrooms. The Principal and Deputy Principal, Student and Community Engagements regularly attend parent workshops and playgroups, maintaining open lines of communication between the SaCC and mainstream school. Transitions to school for our families is specifically targeted through the transition to preschool playgroup. This supports our families through providing opportunities to facilitate early identification of the needs of students coming into preschool/kindergarten and to put interventions in place. Deputy Principal Preschool visits Friday playgroup which supports successful transition to our onsite preschool. The Deputy Principal works with parents, developing relationships and also running commentary around learning experiences, reinforcing and explaining the learning that is happening as children engage in play.

Our SaCC Facilitator has been vital in supporting teaching staff with attendance and engagement matters with our at-risk families. The SaCC has developed and maintains a closed Facebook page to engage with the community around programs and events. There are parent workshops which are designed to prepare parents for the workforce.

The school utilises Community Liaison Officers (CLOs) and Community Language teachers to assist in parent meetings, promote parent participation in school events and strengthen cultural competency within the staff.

In 2020 the tender process for an Out of School Hours Service was undertaken. FunKids will begin that service in 2021. The service includes before and after school care as well as a school holiday program.

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.