

# 2020 Annual Report

## Raleigh Public School



2931

# Introduction

The Annual Report for 2020 is provided to the community of Raleigh 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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Raleigh Public School

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Reading with a buddy

## School vision

At Raleigh Public School we are deeply committed to providing and sustaining, quality education within a nurturing and safe environment. Our school inspires and promotes individuals to reach their highest potential in an inclusive and supportive environment, to create future, community-focused global citizens.

## School context

Raleigh Public School is a TP2 school on the flood plain of the Bellinger River, on the Mid North Coast of New South Wales. It was established in 1874 and is one of the oldest schools in the area. We are active members of the Bellinger Valley Community of Schools (BVCoS) and Bellinger-Dorrigo Small Schools Network (BDSSN), which includes Dorrigo, Dundurrabin, Hernani, Orama and Repton Public Schools.

The local school zone is small and our student body is made up of students from locations across the Bellinger Valley, including Raleigh, Urunga and Bellingen. We have a current enrolment of 26 students for 2020, with no students identifying as being Aboriginal. Our School's average 2018 and 2019 Family and Occupation Index (FOEI) was measured at 85, 16.9% of students were in Quartile 1 and 8.4% in Quartile 2.

Our school has a large leafy, natural play area, including a flat sports field, orchard, kitchen garden, chicken pen and is surrounded on three sides by farm land. We have both a full sized undercover basketball court and covered play area. There are two permanent buildings, one used as a classroom and one as an office. One demountable building houses the second classroom and library.

The school is staffed on a TP2 entitlement, there are fluctuating enrolments and current staffing is a permanent TP2 teaching principal, temporary full-time teacher and temporary part-time teacher two days per week. We are entitled to 0.496 School Administrative Manager and 0.2 General Assistant. Decisions made around budgeting and resourcing have input from staff and are taken to P&C meetings for further input and suggestions.



Riverwatch

## 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	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
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	Sustaining and Growing



## Strategic Direction 1

### Learning

#### Purpose

Excellent schools have a strategic and planned approach to develop whole school wellbeing processes that support all students so they connect, succeed, thrive and learn. Our purpose is to develop engaged, self-directed and resilient learners through a focused approach to professional learning and developing creative and critical thinking skills and strategies in students and staff, including developing in students the ability to set goals, self-reflect and articulate their learning.

#### Improvement Measures

80% of students, staff and parents indicate that students demonstrate the seven dispositions most of the time.

Parents and students indicate increased wellbeing and engagement, between students and school.

#### Progress towards achieving improvement measures

**Process 1:** Whole school wellbeing program, focused on Creative and Critical Thinking and resilience.

Evaluation	Funds Expended (Resources)
<p>Students, staff and parents plotted the student's use of the seven dispositions in pre and post surveys. We have not yet reached a consistent 80% of students demonstrating the dispositions most of the time. The students indicated an increase from 72% to 91% and parents had a small increase from 50 to 57 %. In 2020, 54% of the students were in the K-2 class. The teachers felt that 41% of the students were able to achieve this 80% of the time.</p> <p>Although our whole school population did not show they were using the dispositions most of the time, we did find that students were using the language of the dispositions more frequently and were able to link the language to activities inside and outside the classroom. During remote learning and after the return to the classroom, the staff and students linked the dispositions to the events and lessons that had occurred. Many students developed a deeper understanding of how they were using their dispositions to get through this unusual and often difficult time.</p> <p>100% of parents strongly agree or agree that this is a school where teachers and families work in partnership to support student learning. In the pre survey 100% of families indicated that they were pleased that their child attended this school. In the post testing 94% of families agreed with the statement, with one family indicated they didn't know.</p> <p>In the K-2 classroom, pretesting resulted in 86% of the students said they feel happy at school, this increased to 92% in the post testing. The 3-6 students feeling happy at school increased from 81% to 90%. When considering if they feel they are praised or rewarded when they do something well or try hard, the K-2 students showed an increase of 5% over the year from 64% to 69%. While the students in 3-6 showed an increase from 45% to 72 % over the year about the same statement. When asked if they are important and valued at school the K-2 students responses increased from 58% to 70% and the 3-6 students increased from 73% to 82%.</p>	Nil funds

**Process 2:** Explicit teaching of goal setting and understanding of own learning. Students develop skills to self-reflect, set goals and articulate their learning.

Evaluation	Funds Expended (Resources)
The students started the year, using their Reflection Journals to reflect on	Funding Sources:

## Progress towards achieving improvement measures

their past week's learning and set goals for the following week. This was much easier and more reflective in the the 3-6 classroom as the older students were able to be more reflective and go beyond a retell of the week's tasks.

In Term 1, many of the individual feedback meetings were completed prior to to the COVID-19 lockdown. Those students who completed their meetings looked at specific feedback on their writing tasks, both in class and from their cold write. Later in the year the focus for the feedback meetings were different each term with a focus on mathematics and spelling also occurring in Term 3 and 4.

During remote learning, the students in the 3-6 class participated in weekly feedback surveys to address how they felt they were going and coping during their learning at home and also about specific tasks. The classroom teachers made regular calls home to families to check in and support families where possible. When Zoom meetings commenced in Term 2, these allowed for students and teachers to ask questions and offer feedback where needed.

After teachers completed Consistent Teacher Judgement (CTJ) on cold writing tasks each term, teachers would then meet with students and discuss individual needs and would tailor whole class or group lessons to support student needs.

The students in Years 3-6 wrote a self-reflection comment for their End of Semester 1 and 2 reports.

- Quality Teaching, Successful Students (QTSS) (\$2375.00)

## Next Steps

In 2021, after the success of the 3-6 students writing reflection comments for the Semester 1 and 2 reports, we will also be completing these for the K-2 students.

Effective reflections on learning and goal setting will continue to be refined and developed in the coming years to support students' wellbeing and engagement.



Using CCT skills in Science Technology Engineering and Mathematics (STEM).

## Strategic Direction 2

### Teaching

#### Purpose

Highly skilled and passionate teachers are an essential part of improving students outcomes. Raleigh Public School's purpose is to create a stimulating, challenging, yet supportive professional environment for teachers, which uses research to underpin quality practice. We understand the need for genuinely collaborative planning, dialogue and reflection. We maintain a focus on the delivery of the required curriculum and on literacy and numeracy across the whole school.

#### Improvement Measures

Students show growth in Creating Texts on the Learning Progressions.

Students show growth in Additive Strategies on the Learning Progressions.

#### Progress towards achieving improvement measures

**Process 1:** Implement a whole school approach to the teaching writing and mathematical fluency.

Evaluation	Funds Expended (Resources)
<p>A School Learning Support Officer (SLSO) was initially employed to support smaller literacy and numeracy programs across the two classrooms. After remote learning and the return to school, the SLSO implemented an intensive small group program to build students' spelling, writing and maths skills. Our Low Level Adjustment for Disability staffing funds were used to support smaller literacy and numeracy groups across the school.</p> <p>This resulted in 100% of our Kindergarten students having spelling ages above grade expectation. Although the percentage of students in Years 1 to 6, at or above their expected spelling age remained steady, 50% of these students showed growth in spelling of more than 12 months.</p> <p>In Mathematics, students' mathematical fluency was pre and post tested in Years 1 to 6. 83% of students showed mathematical fluency of over 90% in addition at the end of the year. This was a 27% increase from 2019. In subtraction 56% showed results higher than 90% with 22% of the total students doubling their results. In multiplication and division 40% of students achieved over 90%, with 50% doubling their results.</p> <p>Consistent Teacher Judgement (CTJ), was used to assess and track cold writing samples against the Creating Texts Learning Progressions, across the year. 82% of students showed an increase of greater than 20% in two or more clusters in 2020. This was an increase from 56% in 2019. 63% of all students, showed an increase of greater than 50% in one or more clusters, showing an increase from the 33% in 2019.</p> <p>The implementation of the Littlescribe writing program, had to be adapted to suit the remote learning platform and later on the return to school. Although we were not able to fully implement the Co-author program, we were able to successfully create and professionally publish four books in collaborative groups. Each child was able to have their own copy of the book they helped to create. These were a great success and much loved by the students and parents.</p> <p>Number talks and mathematical thinking tasks have been regularly implemented by all teachers as maths warm-up activities. These have allowed students to build mathematical language and fluency skills to complete tasks independently.</p> <p>Growth in SENA assessments was shown across the whole school. All</p>	<p>SLSO employed 0.4 per week - Equity funds + OPEX</p> <p>LaST 0.2</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Aboriginal background loading (\$1334.00)</li><li>• Low level adjustment for disability (\$4691.00)</li><li>• Socio-economic background (\$4563.00)</li><li>• Low level adjustment for disability (\$21877.00)</li></ul>

## Progress towards achieving improvement measures

Kindergarten students showed growth in numeral recognition and 67% showed growth in additive strategies. 50% of the Year 2 students showed growth in both numeral recognition and additive strategies. 89% of the students in Years 3 to 6 have shown growth in the SENA tests across numeral recognition, additive and multiplicative strategies, with a much wider variety of strategies being used to support their answers.

**Process 2:** Regular ongoing lesson observations and provision of feedback to staff.

Evaluation	Funds Expended (Resources)
<p>At the beginning of 2020, lesson observations commenced across the classes and included temporary staff members. Unfortunately this was disrupted by COVID-19 and the subsequent guidelines and regulations around social distancing.</p> <p>During remote learning all staff members worked closely together to collaboratively plan and implement tasks via Google Classroom. This also involved very quick up-skilling of the two full-time teachers to teach them how to effectively use and implement the program to support student learning throughout this time.</p> <p>Towards the end of the year we recommenced lesson observations with only one staff member observing the other. The focus for these lessons were on the full-time teachers management and organisation of a lesson in the multi-grade class and then the part-time teachers were observed teaching one of the classes. These created a lot of professional discussion and collaboration and allowed all staff members to reflect on their teaching and everyone tried something new with the class.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Quality Teaching, Successful Students (QTSS) (\$2000.00)</li></ul>

## Next Steps

All teachers in 2021, will further build their skills in Number through targeted professional learning. We have also identified the need to build teacher capacity and student understanding in the Measurement and Geometry strand. In 2021 the whole school will move away from textbooks and use maths journals.

Writing across the school continues to be an evolving process. Due to the success of Litterscribe, we will join the Megascibe community in 2021, to further build both student and teacher skills.

Due to disruptions in our lesson observations, we will continue the development of a consistent, effective and regular program in the new planning cycle to build teacher capacity and professional collaboration.



Kindergarten Maths

## Strategic Direction 3

### Sustainability

#### Purpose

The school is driven by a deep belief that every student is capable of successful learning. A high priority is given to ensuring all students play an active role in programs and activities being offered. The 'Kids in the Kitchen' (KiK) and 'Reduce, Reuse, Recycle' programs encourage healthy eating and lifestyles and environmental awareness, to create responsible lifelong learners. Promotion of the school and its programs to the wider community, to build student numbers and ensure the longevity of Raleigh Public for the future.

#### Improvement Measures

Increased confidence, cooking skills and engagement in KiK cooking. In 2019 an average of 95% of parents indicated their child's food preparation skills had increased. A 2019 average of 45% of students in Year 3-6 felt they could cook a meal by themselves and 85% of all students indicated they liked cooking during KiK lessons.

Maintain parent satisfaction that their child attends Raleigh Public School above 95%, which was the average 2018 and 2019 satisfaction.

Increased participation in package free lunches from 92% at the end of 2019 to 95%. Maintain parent satisfaction of package free lunch program above 84%, which was the average 2018 and 2019 satisfaction.

#### Progress towards achieving improvement measures

**Process 1:** Continue to develop and promote a whole school approach to KiK and Reduce, Reuse, Recycle, including the package free lunch program.

Evaluation	Funds Expended (Resources)
<p>Due to COVID-19 restrictions in 2020, we only completed two Kids in the Kitchen (KiK) cooks at the beginning of Term 1 and two more at the end of Term 4. We encouraged cooking with the family during remote learning. In the pre survey 93% of parents said that their child's skills at preparing food had increased. In the post survey this decreased to 88%, this may be a reflection on the limited KiK sessions. When students in the 3-6 class were asked if they could cook a meal by themselves 82% indicated they could in the pre survey and this increased to 91% by the end of the year. When students were asked do they like cooking in KiK, 91% of the students in 3-6 indicated they did while only 69% of the K-2 class indicated the same. In the younger class this may have been a reflection of the fact that Kindergarten students had only cooked twice at the beginning of the year and once before completing the survey.</p> <p>The KiK vegetable garden was renovated to increase the number of garden beds, improve the natural light and the fencing and netting was replaced.</p> <p>The average package free lunch participation was at 92% at the end of 2019, although we did not meet the adjusted target of 95%, we did maintain an average of 92% at the end of 2020.</p> <p>At the end of 2019 100% of our families indicated that they were satisfied with the package free lunch program. At the end of 2020, parent satisfaction had decreased to 88%, with 12% of families answering they did not know if they were happy with the program. Although this was a decrease from the end of 2019, it still was above our initial 85% improvement measure target.</p>	

**Process 2:** Increase opportunities for students in socialisation and extra-curricular activities, within and outside, the classroom and school. To increase our profile within the community and future enrolments.

Evaluation	Funds Expended (Resources)



## Progress towards achieving improvement measures

Unfortunately, the impact of COVID-19 severely affected our opportunities for extracurricular activities inside and outside the classroom and school. At the beginning of the year, we were able to participate in the Small School Swimming carnival and Clean Up Australia Day activities. Our whole school travelled to Repton Public School, where the K-2 students from Crossmaglen, Orama, Raleigh and Repton Public schools participated in a variety of design and make activities, while the students in the 3-6 class attended a travelling workshop from the State Library.

Although we were unable to do inter-school activities, we did continue to promote the great learning experiences occurring within our school, both inside and outside the classrooms. This was done via our weekly newsletter, school website and Facebook page.

During remote learning teachers made regular calls home to all families to check-in and offer support. Emails were also distributed to families to ensure they were kept up to date with the changing events and subsequent guidelines.

To support our families and to ensure our students stayed connected to the school, their classroom, teachers and friends, we loaned laptops to families who either did not have a computer or who did not have a device for each child. This allowed 100% of our students access to our online learning programs during the COVID-19 remote learning.

During 2020, we were able to remotely participate in the OzHarvest-OzFeast Program and began the implementation of the Mid Waste Food Smart Families program. Both of these programs addressed food waste in Australia via classroom lessons and offered advice and tips for reducing food waste at home for our families.

We also had two native bee hives installed to host, the week before the COVID lockdown occurred. We were able to use these to generate a whole school, cross-curricular unit during both remote learning and on return to school.

At the end of 2019, 100% of families indicated satisfaction that their child attends Raleigh Public School. In 2020, one family indicated that they did not know if they were pleased that their child attends this school, all other other families indicated satisfaction.

At the end of 2020, we were able to run an adjusted Kindergarten Orientation program. This resulted in 100% of the attendees enrolling and all are local enrolments.

## Next Steps

Re-establish a regular Kids in the Kitchen program, to fit within the requirements of COVID-19 guidelines and ensure maximum participation and skill development for all students.

Utilise the school vegetable gardens more effectively to support the KiK program.

To support our package free lunch program, we will be a part of the Mid Waste Lunch Maker program. This program encourages students to make their own low-waste, healthy lunches. Hopefully this will see an increase in package free lunches for the older students.

With increased reduction of COVID-19 restrictions, there will be more opportunities for inter-school and community activities. It is hoped that a 2021 Small Schools Canberra excursion will occur.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$1 334.00)</li> </ul>	<p>A School Learning Support Officer (SLSO) was initially employed to support smaller literacy and numeracy programs across the two classrooms. After remote learning and the return to school, the SLSO implemented an intensive small group program to build students spelling, writing and maths skills.</p> <p>This resulted in 86% of our Kindergarten students having reading levels and 100% having spelling ages above grade expectation. Our Year 1 to Year 6 students' reading skills at or above expected levels rise by 12% over the year, to 75% of students achieving this. Although the percentage of students in Years 1 to 6 at or above their expected age remained steady, there were 50% of these students who showed growth in spelling of more than 12 months.</p> <p>In Mathematics, students' mathematical fluency was pre and post tested in Years 1 to 6. 83% of students showed mathematical fluency of over 90% in addition at the end of the year. This was a 27% increase from 2019. In subtraction 56% showed results higher than 90% with 22% of the total students doubling their results. In multiplication and division 40% of students achieved over 90%, with 50% doubling their results.</p>
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$26 567.00)</li> </ul>	<p>A School Learning Support Officer (SLSO) was initially employed to support smaller literacy and numeracy programs across the two classrooms. After remote learning and the return to school, the SLSO implemented an intensive small group program to build students spelling, writing and maths skills. Our Low Level Adjustment for Disability staffing funds (LaST) were used to support smaller literacy and numeracy groups across the school.</p> <p>This resulted in 86% of our Kindergarten students having reading levels and 100% having spelling ages above grade expectation. Our Year 1 to Year 6 students' reading skills at or above expected levels rise by 12% over the year, to 75% of students achieving this. Although the percentage of students in Years 1 to 6 at or above their expected age remained steady, there were 50% of these students who showed growth in spelling of more than 12 months.</p> <p>In Mathematics, students' mathematical fluency was pre and post tested in Years 1 to 6. 83% of students showed mathematical fluency of over 90% in addition at the end of the year. This was a 27% increase from 2019. In subtraction 56% showed results higher than 90% with 22% of the total students doubling their results. In multiplication and division 40% of students achieved over 90%, with 50% doubling their results.</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) (\$4 375.00)</li> </ul>	<p>Each term the classroom teachers planned to meet one on one with each of their students. The focus of these Feedback meetings were to offer specific individual feedback, discuss ways for future improvement and look at setting individual goals with each student. In Term 1, many of the individual feedback meetings were completed prior to the COVID-19 lockdown. Those students who completed their meetings looked at specific feedback on their writing tasks, both in class and from their cold write. Later in the year the focus for the feedback meetings were different each term, with a focus on mathematics and spelling occurring in Term 3 and 4.</p> <p>Our Learning Walk-Lesson Observation project started well in Term one and then had to be adjusted for the remainder of the year as we had staffing changes. The lesson observations were an excellent way to increase collegial discussion and feedback to each other, see new ideas for teaching with different teachers teaching and experiment with new strategies in our own classrooms. In Term 1 and 2 we focused on the implementation of Big Write and VCOP strategies across the school to ensure consistency. In Term 3 and 4 we focused on numeracy and the implementation of number talks into our classrooms.</p> <p>At the beginning of 2020, lesson observations commenced across the classes and included temporary staff members. Unfortunately this was disrupted by COVID-19 and the subsequent guidelines and regulations around social distancing.</p> <p>During remote learning all staff members worked closely together to collaboratively plan and implement tasks via Google Classroom. This also involved very quick up-skilling of the two full-time teachers to teach them how to effectively use and implement the program, to support student learning throughout this time.</p> <p>Towards the end of the year we recommenced lesson observations with only one staff member observing one other. The focus for these lessons were on mathematics and the full-time teacher's management and organisation of a lesson in the multi-grade class. Then the part-time teachers were observed teaching one of the classes. These created a lot of professional discussion and collaboration and allowed all staff members to reflect on their teaching and everyone tried something new after the discussions and collaboration.</p>
<p><b>Socio-economic background</b></p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$4 563.00)</li> </ul>	<p>A School Learning Support Officer (SLSO) was initially employed to support smaller literacy and numeracy programs across the two classrooms. After remote learning and the return to school, the SLSO implemented an intensive small group program to build students' spelling, writing and maths skills.</p>

<b>Socio-economic background</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$4 563.00)</li></ul>	<p>This resulted in 86% of our Kindergarten students having reading levels and 100% having spelling ages above grade expectation. Our Year 1 to Year 6 students' reading skills at or above expected levels rose by 12% over the year, to 75% of students achieving this. Although the percentage of students in Years 1 to 6 at or above their expected age remained steady, there were 50% of these students who showed growth in spelling of more than 12 months.</p> <p>In Mathematics, students' mathematical fluency was pre and post tested in Years 1 to 6. 83% of students showed mathematical fluency of over 90% in addition at the end of the year. This was a 27% increase from 2019. In subtraction 56% showed results higher than 90% with 22% of the total students doubling their results. In multiplication and division 40% of students achieved over 90%, with 50% doubling their results.</p>
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Learning outside

## Student information

### Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	20	16	14	13
Girls	15	12	10	12

### Student attendance profile

School				
Year	2017	2018	2019	2020
K	92.2	93.5	91.8	91.8
1	96.9	89.8	89.3	88.1
2	96.2	87.8	87.8	86.2
3	94.6	92.6	95.8	86.5
4	96.4	94.2	94.1	89.3
5	97	83.8	86.8	82.2
6	93.2	95.9	91	87.8
All Years	94.7	91.2	90.3	88
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.



Looking at our Native Bees

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.75
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.7

\*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

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 <b>Actual</b> (\$)
<b>Opening Balance</b>	76,353
<b>Revenue</b>	520,488
Appropriation	502,168
Sale of Goods and Services	2,414
Grants and contributions	15,733
Investment income	174
<b>Expenses</b>	-523,092
Employee related	-467,288
Operating expenses	-55,804
<b>Surplus / deficit for the year</b>	-2,604
<b>Closing Balance</b>	73,749

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.



Life Education in the classroom

## 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>	0
<b>Equity Total</b>	32,465
Equity - Aboriginal	1,334
Equity - Socio-economic	4,563
Equity - Language	0
Equity - Disability	26,567
<b>Base Total</b>	411,465
Base - Per Capita	5,772
Base - Location	8,347
Base - Other	397,346
<b>Other Total</b>	13,991
<b>Grand Total</b>	457,921

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.

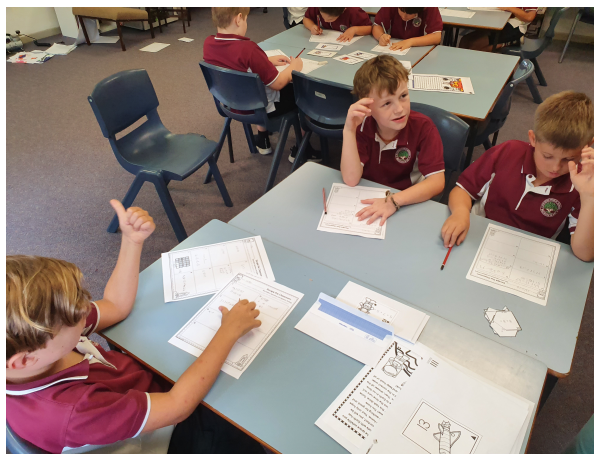
The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 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.



Working together in Maths



## Parent/caregiver, student, teacher satisfaction

In 2020, we had a lower return rate of 71% of our pre surveys. The return of these was likely to do with the uncertainty surrounding the beginning of the COVID-19 situation. We had 95% of post surveys returned. All students completed pre and post surveys. The following is some of the data taken from these surveys.

94% of parents strongly agree or agree that this is a school where teachers and families work in partnership to support student learning, one family indicated that they did not know. In the pre survey 100% of families indicated that they were pleased that their child attended this school, while in the post survey 94% of families agreed with the statement and one family indicated they did not know.

In the pre survey 86% of K-2 students and 81% of 3-6 students said they feel happy at school. In the post testing this increased to 92% of K-2 students and 100% of 3-6 students. In the pre survey 97% of students indicated they liked coming to the school. In the post survey this reduced to 87%. This may have reduced due to the impact of COVID-19 and the restrictions on school routines, extra-curricular activities and excursions. All teachers indicated that they enjoy coming to school.

In the pre and post surveys 100% of parents believed that this was a school that provides a stimulating and challenging learning environment for their child. The pre survey results showed 93% of families believed that this is a school that regularly praises and rewards students when successful, with one family indicating they did not know. In the post survey 88% of families agreed with the statement, with two families indicating they did not know. There was an increase from 64% to 69% of K-2 students believing if they do well or try hard at school that someone says well done or praises them, while in the 3-6 class, this increased from 45% to 72%.

Across the school 96% of the students enjoy doing the activities we do at school, while one student did not know. Teachers indicated they value the balance between extra curricular and academic activities. They all enjoy the Kids in the Kitchen, sustainability and Project Based Learning projects we are involved in.



Kids in the Kitchen Cooking

# 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.



Learning about our local area with Uncle Michael