2020 Annual Report

Repton Public School

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Introduction

The Annual Report for 2020 is provided to the community of Repton 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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School vision

Repton Public School works in partnership with its community to ensure that every student has the opportunity to succeed in a safe, positive, welcoming, respectful and inclusive environment. Our learning experiences are varied, innovative and creative and promote lifelong learning for all.

School context

Repton Public School is a small school located on the Bellinger River in the Coffs Harbour Network on the Mid North Coast. Our school has a current enrolment of 68 students. It has a Family Occupation and Education Index (FOEI) of 84 with 16% of students in the 1st quarter and 26% in the second quarter. Our school is classified as a TP2 with a teaching Principal, 3 classes, a Learning and Support Teacher one day per week, a specialist Librarian and Relief From Face to Face Teacher for 2 days per week. Repton Public School continues to focus on the quality of student outcomes in literacy, numeracy, sport, music, environmental education and the creative arts. Repton Public School works in partnership with our community to achieve the best possible outcomes for all students.

Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

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

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

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Excelling
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
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	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1

Learning

Purpose

In schools that excel, there is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can Connect, Succeed, Thrive and Learn. At Repton Public School, our purpose is to ensure effective conditions for learning through high expectations that are explicit and consistent. These are collaboratively developed by staff, students and the community using evidence-based and data-driven processes.

Improvement Measures

• SALM Data will reflect a reduction in playground incidents and an increase in positive desirable behaviours.

• Tell Them From Me survey responses will indicate an increase in community awareness of our behaviour and learning expectations and will be collated twice per year.

• Year 5 students achieve at or above expected growth in Creating Texts-Writing.

• Year 5 students achieve at or above expected growth in Quantifying Number- Numeracy.

Overall summary of progress

SALM data was analysed and reflected a reduction in playground and classroom negative behaviour incidents. Positive behaviour data needs to be collected and analysed to refelct growth.

Survey responses from parents reflected above state norms in all areas especially reflective of behaviour and learning expectations.

Year 5 students achieved at or above expected growth in Writing and Numeracy in school based assessment (no NAPLAN results due to COVID)

Progress towards achieving improvement measures

Process 1: **Wellbeing and Engagement to Support Learning**
• Weekly lessons in Positive Behaviour for Learning are taught based on collected data and explicitly promote student wellbeing and engagement.
• Implement Stephanie Alexander Kitchen Garden and programs to support student interest.

Evaluation	Funds Expended (Resources)
Q- Was a reduction in playground incidents observed between 2018-2020? Was community awareness of behaviour and learning expectations increased? D- EBS, TTFM, PBL lessons/meeting minutes F- EBS behaviour data showed a significant decrease in negative behaviour entries between 2018 and 2020. PBL meeting minutes reflected a positive change in behaviours. Most students demonstrated at or above expected growth in writing and Numeracy in NAPLAN in 2020. I- Looking for effective ways to record a number of positive behaviour incidents - counting win bins or dojo points. Community awareness of PBL was reflected through TTFM survey data which showed school expectations were known and positive behaviours at school expected.	PBL lessons, newsletter articles, TTFM parent survey

Process 2: **Planning and Reporting**
• All teachers use evidence-based strategies and innovative thinking to deliver measured improvement in student progress and achievement in Writing and Number.

Evaluation	Funds Expended

Progress towards achieving improvement measures	
Evaluation	**(Resources)**
Q-Did students achieving at or above expected growth in writing and numeracy increase? D- SCOUT F- Most students demonstrated at or above expected growth in writing and Numeracy in NAPLAN in 2020 I- Continue to implement targeted support in literacy and numeracy to ensure students achieve growth expectations.	Individual support with SLSO staffing

Next Steps

In order to develop student wellbeing further at Repton Public School, we will continue to promote PBL matrix and framework with a focus on resilience through Mindfulness programs. Engagement will be supported with Quality teaching practices and opportunities for extra curricular activities as suggested by survey results.

Strategic Direction 2

Teaching

Purpose

In schools that excel, all teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies. At Repton Public School, our purpose is to help students achieve literacy and numeracy skills for academic success. Our teachers employ evidence-based effective teaching strategies to optimise learning progress for all students and we use data to help develop learning goals for each student. Literacy and Numeracy are embedded and explicitly taught in all subject areas.

Improvement Measures

• All students achieve at or above expected growth in Writing using progressions CrT.

• All students achieve at or above expected growth using Numeracy Progressions.

• Clear, visible and continuous mapping of students on Literacy and Numeracy Learning Progressions leading to students achieving at or above expected grade levels in both domains.

Overall summary of progress

Most students achieved at expected growth in writing and numeracy with some achieving above expected growth. Due to COVID learning interruptions, all students were unable to achieve maximum results.

All students were being tracked on the literacy and numeracy progressions in Creating Texts, Understanding texts and Quantifying number.

Progress towards achieving improvement measures

Process 1: **Progress and Achievement Based on Reliable Data**
 • Learning goals are informed, and progress towards goals is monitored through the collection of quality, valid and reliable data.

Evaluation	Funds Expended (Resources)
Q- Do all students have learning goals developed and appropriate to understand where to next? D- Learning goal awards, displays, surveys F- most students can reflect a learning goal across KLA I- Student driven goals to be supported with common language for student use rather than a teacher driven model using progression indicators. Posters and support material to be displayed.	Time for teacher collaboration and teacher-student conferences to communicate learning goals.

Next Steps

In order to support ongoing development of teachers at Repton Public School, we endeavor to support students achieving learning outcomes through implementation of evidence based quality practices which will be observed through lesson observations and feedback processes. Learning goals will continue to be data driven and reflect individual skill development.

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Strategic Direction 3

Leading

Purpose

In schools that excel, the principal is the primary instructional leader in the school. The principal and school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement. At Repton Public School, our purpose is to maintain distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress. We facilitate ongoing collegial discourse with our professional learning community to improve teaching and enhance learning.

Improvement Measures

- 100% of staff are engaged in collaborative coaching which will reflect on the impact of the teaching programs.
- 100% of Teachers who have received professional learning in utilising PLAN software will implement them in the classroom on a regular basis.
- Increase in student proficiency of technological skills in school assessment.

Overall summary of progress

All staff were engaged in collaborative planning sessions and gave support, advice and feedback to others based on student work samples and assessment results.

Staff all used literacy and numeracy progressions to track and monitor learning achievements and goal setting.

All students in stage 3 were able to show growth in the computer skills assessment over 2 years. Students engaged with a variety of technology and were able to discuss their learning appropriately.

Progress towards achieving improvement measures

Process 1: A Professional Learning Community
 • All teachers are part of a professional learning community focused on the continuous improvement of teaching and learning. Embedding instructional leadership and high expectations across the school

Evaluation	Funds Expended (Resources)
Q- Were all staff engaged in collaborative coaching reflected through teaching programs? Are teachers regularly using PLAN to support practice? Has student proficiency in technology increased? D- common programming, collaborative planning minutes/PL log. PLAN data. Computer skills results. F- All staff collaborated and showed implementation strategies and programs reflective of contributions from discussions. I- Staff will move from a collaborative coaching model into observation and feedback for future collaboration.	- Laptops -PL - Collaborative planning model

Next Steps

In order to achieve further growth in leadership across the school, the inclusion of collanboration with students, staff and community will include an Student representative group who will provide a student voice for school planning. High expectation culture will be embedded across the school community and extend across other local small schools.

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Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Local knowledge and connections with experiences	Q: Do students understand about our local and national indigenous people and their culture? Data: Survey/inclusion in learning F: All students participated in cultural lessons and activities about Gumbanggirr culture and Aboriginal Australia history including symbolising, art, games, food, music, sport and language. I: Continue to grow and share with local community and students.
Low level adjustment for disability	SLSO staffing	Q: Have students with ILPs achieved goals? Have they been shared with families? D: ILP completion F: Working towards completing and completing goals. I: SLSO and teachers will inform families of progress
Quality Teaching, Successful Students (QTSS)	Professional learning and support staff	Q: Are teachers implementing quality teaching that shows elements from Quality Teaching Framework? Data: PDP and meeting discussions, lesson observations F: Lesson observations were discussed and monitored. more structure was needed to align to QTF. I: Introduce structured QTR for future lesson observations and reflections. Add into collaborative planning time.
Socio-economic background	Garden staff Support staff SLSO	Q: Does every student have an opportunity to engage in learning D: Participation rates in extra curricula D: Scout and TTFM I: 100% of students in yr 4-6 participated in some extra curricula and responded positively to participation and engagement at school

Student information

Student enrolment profile

Students	Enrolments			
	2017	**2018**	**2019**	**2020**
Boys	42	39	34	41
Girls	31	29	25	26

Student attendance profile

School				
Year	**2017**	**2018**	**2019**	**2020**
K	90.7	89.3	93.1	93.9
1	86.5	90.1	92.1	91.4
2	94.5	93	89.7	94.3
3	93	95	90.4	91.9
4	94	95.6	91.9	92.4
5	96.1	96	88.7	95
6	95.2	97.2	91.6	93.1
All Years	92.8	93.4	91.1	93.3
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.

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Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	2.41
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.

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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	95,542
Revenue	881,872
Appropriation	851,023
Sale of Goods and Services	3,068
Grants and contributions	27,493
Investment income	289
Expenses	-909,139
Employee related	-792,932
Operating expenses	-116,207
Surplus / deficit for the year	-27,267
Closing Balance	68,276

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	71,002
Equity Total	49,529
Equity - Aboriginal	7,351
Equity - Socio-economic	12,833
Equity - Language	0
Equity - Disability	29,345
Base Total	692,193
Base - Per Capita	14,190
Base - Location	17,350
Base - Other	660,654
Other Total	25,399
Grand Total	838,123

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.
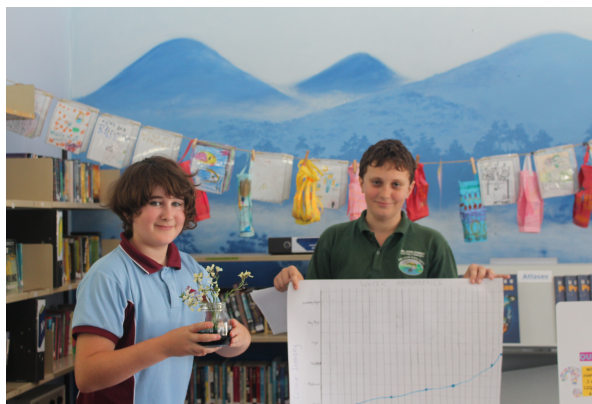
Parent/caregiver, student, teacher satisfaction

Research shows that greater levels of support and engagement from parents and carer's are associated with better student academic and wellbeing outcomes. We also know that students learn more effectively when the home and school environments form complementary and supportive roles for learning. It is for this reason that we are focused on continuing to foster the partnership between our school and parents. Our school is committed to ensuring that *how* we teach your child is based on what we *know* makes the biggest difference to their learning.

Parents, students and staff all participate in surveys to determine common goals and contribute opinions about what is working well and what we need to make improvements with.

The Tell Them From Me parent survey indicates that compared to the NSW Govt. Norm, Repton Public School scored above average in all areas of the survey including "parents feel welcome", "Parents are informed" "Parents support learning at home", "school supports learning", "school supports positive behaviour", "safety at school" and "inclusive school".

When students completed the Tell Them From Me survey, Repton scored above average in areas such as "sense of belonging", "positive relationships", "Participate in sports & Extracurricular activities", and "school pride".

Teachers are competent and collaborative in their approach to teaching and learning. All staff show dedication and innovation in their practice and feel valued in their workplace.

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.