2020 Annual Report

Singleton Public School

3070

Introduction

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

Singleton Public School aspires to educate students to be respectful, responsible and quality members of the community. It provides an inclusive working and learning environment where students, staff and community feel valued and supported through a positive learning culture, high expectations and strong collaborative leadership.

Enter to Learn: Everyone, Everywhere, Everyday.

School context

Singleton Public School is situated in a semi-rural and mining township 60km west of Newcastle. It is a part of the Upper Hunter Principals' Network as of April 2018. The school has a current population of 460 students which includes 15 students enrolled in our two Multi-Categorical support classes.

Singleton Public School has a wonderful mixture of experienced and new teachers who work together to foster a quality, learning environment that reflects our school's core values of Respect, Responsibility and Quality. Singleton Public School provides an all rounded curriculum with a wonderful balance of academics, sporting and cultural activities.

Student achievement has generally been comparable to (at or slightly above) State averages in the key areas of Literacy and Numeracy. Over the past seven years, Value Added results have been steadily increasing in all measurement groups (i.e. K-3, 3-5, 5-7) to a point that Singleton Public School achieves expected growth rates. A number of significant programs are being implemented to ensure students are provided consistently targeted practices to improve learning outcomes.

The school provides wonderful opportunities with several cultural and sporting activities provided throughout the year. The annual pantomime which involves several hundred children annually creates a wonderful spectacle for the whole school community.

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

Strategic Direction 1

Student Learning and Wellbeing

Purpose

To challenge and inspire all students to build on their learning capacity. Our goal is that all students will achieve one years' growth for one year of education by embedding evidence based practice, quality explicit teaching and high expectations of learning progress with a collective responsibility for student growth and success. Wellbeing is promoted and enhanced to build positive, successful, engaged learners with strong student voice components.

Improvement Measures

Data, both internal and external, shows that SPS students on average show one year's growth for one year of learning.

Increase value-add one year's growth results for all students in literacy and numeracy through NAPLAN.

All students are actively involved in Visible Wellbeing/Positive Education and realignment of PBL expectations across the school and community evidenced in TTFM and PBL data.

Progress towards achieving improvement measures

Process 1: Staff are delivering cyclic teaching and learning with a focus on explicit Literacy and Numeracy pedagogy which meets the needs of students.

Evaluation	Funds Expended (Resources)
Data Collected: EI Reading Hierarchy observable in majority of classrooms. EI Daily Writing used consistently in most classrooms. Reading and writing data analysis, EI Reading Hierarchy and daily writing program samples, guided reading programming, class observations and mentoring/conversations with IL. **Analysis:** From the analysis, teachers are demonstrating an increase in confidence in implementing and designing their own EI Reading Hierarchy and Daily Writing programs. The majority of students demonstrated an upward trend and growth in literacy and numeracy. Evaluation of programs shows an improvement in teachers using consistent, school wide programming practices in guided reading and writing. Teachers are analysing data and are incorporating feedback and reflection into the teaching and learning cycle. Due to COVID19 and 'learning from home', staff were unable to participate in professional learning on Explicit Instruction, Additive Strategies and the number of Collaboration days was reduced. Maths trolleys and resources were purchased for each classroom to target numeracy and enhance student engagement to improve student learning outcomes.	**Funding Sources:** • Collaboration days ($39497.45) • AP in IL role partially funded by equity ($16678.00) • Literacy and numeracy ($11847.62)

Process 2: Teachers identify point of need and monitor students' understanding of their learning to identify required support or extension.

Evaluation	Funds Expended (Resources)
Data collected:	Expenditure as per Process 1

Progress towards achieving improvement measures	
K-6 reading monitoring graphs and running records, pre and post test writing samples, check ins Years 3 and 5, collaboration and data analysis days led by IL. **Analysis:** 2020 Week 38 reading data analysis identified students requiring intervention for 'at risk' and 'off the boil' support. Targeted intervention based on these results, will be implemented in Term 1 2021. Reading data is used consistently to target point of need teaching across classes with targeted intervention for students achieving below benchmark. Premier's Priority students were identified and targeted through intervention to increase the percentage of students achieving in the top two bands of NAPLAN. However, due to COVID19, NAPLAN was not conducted. As an alternative, Year 3 and Year 5 did participate in the optional Check In assessments. Writing analysis and the impact of explicit teaching at point of need is evident with students showing progress between pre and post assessment data. Student feedback is continuing to be enhanced to reflect point of need teaching and learning. In Term 3, all class teachers utilised PLAN2 to create 'areas of focus' to identify and create a targeted writing program and monitor progress through this platform. However, due to unforeseen staff changes and roles, the utilisation of PLAN2 for writing was not consistent in Term 4. COVID19 had a significant impact on staffs' ability to work 'shoulder to shoulder' to support continued development and the embedding of practice.	

Process 3: Implementation of evidence based systems and processes that support improvements in wellbeing and engagement.

Evaluation	Funds Expended (Resources)
Data collected: Number of 'Blueys' (reward slips) collected within classroom tubs, reflection room referrals, VWB lessons, PBL lessons, suspension data, attendance data, SeeSaw App notifications, wellbeing check-in phone calls and excel spreadsheet data for h class during COVID19 and 'learning from home', 'home learning pack' drop offs **Analysis:** 'Bluey' system has been embedded within 100% of classrooms. Whole school and class rewards were implemented in line with student behaviour expectations. VWB initiatives around emotional management strategies were utilised by staff. An extensive wellbeing database was created and monitored by all class teachers and executive to analyse student needs during 'learning from home'. Regular phones calls, Seesaw messages and home drop ins were conducted to monitor students' wellbeing and offer support. Wellbeing professional learning focused on COVID19 and support structures for both staff and students. Emotional management PL was completed by all teaching staff and some SLSOs. Parent phone surveys and TTFM surveys were conducted and analysed. Parent feedback was positive towards the wellbeing practices and engagement. Sentral data reflected a decline in suspension rates in 2019 to 2020. This	**Funding Sources:** • PBL signage ($11201.87) • PBL Mascot Costume 'Hunter' ($7310.00) • Playground vests ($2460.00) • Dr Adam Fraser SDD ($660.00)

Progress towards achieving improvement measures	
data correlates with a reduction in the number of negative playground incidents and referrals to the reflection room..	

Strategic Direction 2

Excellence in Professional Practice

Purpose

To ensure a learning culture of high expectations and consistent teacher quality and practice through the implementation of evidence based teaching and explicit instruction.

Improvement Measures

All staff deliver lessons that demonstrate evidence based practice.

All teaching programs demonstrate data informed evidence based teaching strategies in literacy and numeracy.

All teachers use formative assessment and data to differentiate teaching and learning through high quality explicit instruction.

All staff are actively involved in and promoting wellbeing initiatives throughout the school as evidenced in TTFM and People Matters data.

Progress towards achieving improvement measures

Process 1: Teachers engage in collaborative reflection to evaluate their teaching practice in addition to analysing data to inform planning.

Evaluation	Funds Expended (Resources)
Data collected: collegial discussions around teaching practice and data analysis, peer observations and feedback, collaboration days. **Analysis:** During 2020, Collaboration Days were unable to be scheduled until Term 3 due to COVID19 and the return of students from 'learning from home'. During Term 3, all stages were involved in two collaboration days; one at the beginning of the term, followed by another in Week 6. The agenda for these days focused on professional conversations around teachers implementing the writing process and EI genre writing lessons. Peer observations were timetabled for staff to observe particular areas of writing and provide feedback to improve practice. The Collaboration days in Term 3 also enabled colleagues to analyse writing samples and develop consistency of teacher judgement (CTJ). All classroom teachers and interventionists were given professional learning in developing an 'Area of Focus' using PLAN2 by the IL, based on the needs of the students from the pre writing assessment. This enabled all class teachers to develop targeted teaching programs for a 5 week period. In Week 6, the majority of classroom teachers updated data in PLAN2 for their 'area of focus' in writing. Growth of students was evident within work samples and via PLAN2 data. IL and EI leaders were able to provide some modelling of best practice, however, due to extenuating circumstances, the IL role was dissolved for Term 4. The IL role will recommence in 2021 to continue to develop best practice and build teacher capacity. This will also require numeracy to be a focus and require further professional learning. PDP reviews were conducted with staff by the Executive team. Collegial and peer observations occurred around EI daily writing and reading warm-ups. Staff will continue to focus on aligning the teaching standards and School Improvement Plan (SIP) into future PDPs in 2021.	Expenditure as per Process 1 **Funding Sources:** • EI pedagogical leader ($11118.12) • John Fleming - casual coverage ($3400.00)

Process 2: All teaching staff complete structured professional learning enabling the delivery of evidenced based

Progress towards achieving improvement measures

Process 2: practice in literacy and numeracy based on collective and individualised needs.

Evaluation	Funds Expended (Resources)
Data collected: HIT self-evaluations, collaboration day participation, observations of IL from Network, Staff learning logs, teaching and learning programs. **Analysis:** Staff have completed professional learning through MyPL, zoom sessions and professional readings around Best Practice. CESE 'What Works Best' and the High Impact Teaching Strategies (HITS) documents have been utilised in collaboration days and during staff professional learning meetings. Focus areas have included differentiation and explicit teaching. The analysis of the 'heatmap' for these areas will inform professional learning in 2021. Teachers have started to utilise all professional learning opportunities to modify and adjust teaching programs based on the most effective evidence based teaching practices. This needs to continue onto 2021 to gain traction and become embedded across the school. EI genre writing practices have been implemented in most 3-6 classrooms and teachers are gradually becoming more confident with the process. Professional learning in EI has been impacted by COVID 19 resulting in no Face-to-face or Zoom professional learning from Term 1 2020. EI professional learning with a focus on teacher feedback and genre will reccommence in 2021. The focus for 2021 will continue to develop these areas and also include further professional learning around feedback for staff and students. Most staff leading professional learning developed PL Learning Logs, utilising the traffic light system for staff to evaluate and refine goals. IL modelled and worked 'shoulder to shoulder' with K-2 staff in relation to EI daily writing and the writing process. K-2 staff have developed engaging literacy programs based on quality texts, incorporating EI daily writing and reading hierarchy comprehension strategies. Staff will need to continue to develop programs on collective and individualised needs. In 2021, professional learning will need to predominantly focus on delivering evidence based best practice in numeracy and EI genre writing, whilst embedding EI daily writing and reading hierarchy.	Expenditure linked to Strategic Direction 1, Process 1.

Process 3: Professional learning on evidence based systems and practices that support improvements in wellbeing and engagement.

Evaluation	Funds Expended (Resources)
Data collected: Staff engaging in Visible Well Being professional learning online via Zoom and Staff Development Days (SDD), professional dialogue. **Analysis:** VWB professional learning focused on COVID19 and support structures for both staff and students. Emotional management PL was completed by all teaching staff and some SLSOs. Not all SLSO staff completed the Emotional Management PL due to COVID19 restrictions and timetabling. Some teachers' implemented wellbeing programs such as 'Smiling Minds' and 'Grow your mind' podcasts. Whole school implementation of strengths language and 'See, Feel, Hear' will be a focus for 2021 to develop a common	

Progress towards achieving improvement measures	
language across the school. PBL approaches continue to be refined. Further professional development in this area is required to integrate VWB and PBL language across the whole school and community. LST processes were implemented and evaluated via feedback from staff. Processes for referring students were refined however further evaluation is required in relation to prioritising students and communicating the process to all staff.	

Strategic Direction 3

Professional Practice Partnerships

Purpose

To strengthen productive partnerships with the wider community through professional practice. Effective consultation, collaboration and transparency with key stakeholders towards a shared vision for systems and processes that will support the growth and development of all through shared responsibility for student engagement, learning and success.

Improvement Measures

Whole school self evaluation demonstrates ongoing whole school improvement as measured against the SEF.

Increased participation in TTFM and school based surveys to provide authentic feedback.

Through collaboration with SLC and other learning communities, student learning and teacher capacity is enhanced.

Progress towards achieving improvement measures

Process 1: Provide targeted opportunities for the school community to be involved and engaged in consultation, collaboration, participation and decision making processes across all aspects of school operations.

Evaluation	Funds Expended (Resources)
Data collected: TTFM surveys, People Matter surveys, phone surveys to parents, Seesaw, Facebook School App, Newsletter. **Analysis:** P and C meetings were conducted online via zoom during COVID19. The school purchased Seesaw to enable effective communication with all parents. Staff created videos, online lessons, activities and take-home learning packs to enable students to access learning. The school community was regularly informed of COVID19 guidelines. Staff created and uploaded daily messages and lessons during 'learning from home', made contact with parents after every two days if there had been no communication, added information regarding student wellbeing to an excel spreadsheet for Executive to monitor and respond to accordingly (such as personally delivering learning packs and checking in on the student's wellbeing). The school made a significant effort to promote parents to complete the TTFM survey, however, there was a decrease in the number of surveys completed from 2019. Many annual events were cancelled due to COVID19 including MAGS day and the Easter Hat Parade. At the end of the year, adjustments were made to enable the students to participate in the Book Parade, a Colour Run organised by the P and C, Year 6 Farewell and Presentation Day in accordance to the COVID19 guidelines at the time.	Casual SAO wages for parent phone survey $1184.76 **Funding Sources:** • Seesaw purchase ($3357.20)

Process 2: Provide targeted opportunities for for staff to be involved and engaged in consultation, collaboration and build professional relationships with partner EI Networks, Singleton Learning Community Schools.

Evaluation	Funds Expended (Resources)
Analysis:	

Progress towards achieving improvement measures

VWB network opportunities were via Zoom even with the SLC. The VWB Implementation team were involved in numerous Zoom meetings with the VWB leaders to devise and plan future directions for the school. As a result, our school implemented a 'Strength Spotting' segment at the beginning of our communication meetings. Professional learning involving EI networks were only available via Google drive platforms due to COVID19. Elements of the Additive Strategies PL were implemented via Zoom. Staff that were earmarked for Additive Strategies PL were unable to attend due to COVID19. During Terms 3 and 4, a Network IL modelled numeracy lessons involving number talks and rich tasks. Teachers in Stage 2 and 3 participated in observations of a network IL and guidance in developing rich tasks. All of staff involved reported positive feedback and further professional learning in numeracy in 2021 around number talks and rich tasks. EI network meetings were limited due EI PL being put on hold (COVID19).	

Process 3: The school regularly provides opportunities for the whole school community to provide systematic and timely feedback to drive school based purpose and direction.

Evaluation	Funds Expended (Resources)
Data collected: Phone surveys, TTFM surveys **Analysis:** Feedback from parents via phone surveys highlighted the majority of parents were very happy with the school and valued the opportunity to provide more detailed feedback related to the future direction of the school. 'Tell Them From Me' surveys completed throughout 2020 to gain feedback and comparison of trends from parent, student and staff survey data. Feedback received from P&C has been tabled at executive and staff meetings for solutions based approaches and highlighting areas for change or adjustment in school communications and processes. School website and new school app is updated frequently and regularly with important school events, recent calendar changes and additions. Important updates and information provided to parents via the app and Facebook is provided in a timely and prompt manner.	**Funding Sources:** • Emplyment of SAO for surveys ($1184.76) • School App subscription ($544.55)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	**Funding Sources:** • Aboriginal background loading ($59 229.00)	Gurrawin managed NAIDOC Day of Celebration with activities including Yarning and Dreamtime storytelling, Artefact making demonstration, Dance workshops, Art workshop. Singleton Square partnered with Sylvia Lockyer, a WA Pilbara indigenous author and four local schools to create a 12-page children's story book based around social cohesion and community. Our ATSI students submitted art designs for the possibility of featuring in the book. Students from Singleton Public School, Kirkton Public School, Jerry's Plains School, Milbrodale Public School and King Street Public School all submitted a beautiful range of illustrations from students in Kindergarten to Year 6. The artworks were then put on display in the September/October school holidays and the public were asked to lodge their votes for their favourite illustration. Two of our students were chosen as finalists and their illustrations were used in the final design on the book which was distributed throughout the community. Presentation Day Yamama (meaning to lead in Wonnarua language) award to ATSI student Justin in encouragement to apply strength of character to all aspects of his life in the years ahead. During COVID19 'learning from home', the development of a structured Cultural Group program ontinued to be refined. Cultural experiences and groups recommenced in Term 3 and 4 in 2020, ents relishing in the opportunity to develop a sense of belonging and deep connection with their culture. Student support was requested through the DoE and the local Aboriginal community for 17 students at risk. Unfortunately due to COVID19 restrictions and excursion guidelines, the annual Indigenous Games at Goodooga was cancelled. The school will be aiming to attend in 2021. The inter-school and inter-community links will continue to be fostered throughout. PLPs were completed by classroom teachers and professional learning in writing these documents in consultation with the students and parents was provided by Aboriginal Liaison Officer from Maitland District Office. Future professional learning in creating smart goals will also be undertaken in 2021. SLSO and Intervention/LaST staff have supported students in Literacy and Numeracy and student wellbeing based on data from internal and external sources. Future refinement of the Cultural Group

Aboriginal background loading	**Funding Sources:** • Aboriginal background loading ($59 229.00)	program needs to continue in 2021 in consultation the ATSI team. .
English language proficiency	**Funding Sources:** • English language proficiency ($11 881.00)	Intervention and LaST teachers work with class teachers to develop and implement instructional programs to assess, plan and support students. In-class support (and 1:1 where required) for students as identified through EALD assessment and internal student assessment data in Literacy and Numeracy. The in-class support provided students with explicit teaching and learning activities and support directly related to their class program while supporting the EALD needs. EALD assessment conducted against the phases and progressions to provide targeted support for students.
Low level adjustment for disability	**Funding Sources:** • Low level adjustment for disability ($167 221.00)	Students identified through teacher referrals and meetings of the Learning and Support Team. Targeted activities and intervention provided through classroom support, playground/social support or wellbeing program support. This funding included the engagement of the Learning and Support teacher FTE 1.0. SLSO's staffing increased through additional employment hours to provide targeted assistance for students who are identified through school LST processes who are not eligible for IFS allocation funding and for students requiring support due to emerging learning, wellbeing and social needs.
Quality Teaching, Successful Students (QTSS)	**Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($87 945.00)	AP partially released to work 'shoulder to shoulder' with teachers in an instructional leader capacity. Teachers undertook online professional learning in collaborative planning, data analysis, explicit instruction pedagogy and point of need teaching and learning during COVID19 and 'learning from home'. Modelled lessons, peer observation and feedback increased in Term 3. All staff indicated the collaboration and data analysis days were effective in supporting their professional learning, pedagogy changes and using data to inform practice. This will continue in 2021. Additional Executive RFF was provided to support wellbeing, LST and attendance.
Socio-economic background	**Funding Sources:** • Socio-economic background ($194 922.00)	This allocation is expended across a number of programs and initiatives, including major components of Strategic Direction 1 and 2. Key initiatives include: Release for teachers to undertake Collaboration, Professional Learning and Data Analysis days to drive point of need learning and explicit instruction. Explicit Instruction - professional learning only

| Socio-economic background | **Funding Sources:**
• Socio-economic background ($194 922.00) | occurred in Term 1 due to COVID19 and no online training available for this.

Visible Wellbeing - teacher release for VWB Implementation Team PL, planning and preparation and delivery of PL for all staff based on Positive Psychology/Visible Wellbeing and Strengths.

Wellbeing program was limited due to 'learning from home'- Teacher and SLSO delivered wellbeing programs focused on small groups of students identified through the LST process, teacher referrals and counsellor requests. Refinement of the program will commence in 2021.

PBL - PBL signage ordered and continued to be installed throughout 2020. Release for team leaders to complete lessons, matrix, staff PL and future direction planning.

Kinder Transition program (Small Steps) was cancelled in Term 4 due to COVID19 guidelines. This program will recommence in 2021.

Additional hours for SAO to undertake the Community Liaison Role - utilising local media, social media, school app, school and home communication and to provide a strong community connection with the school.

A Technology Support Officer was employed one day per week. |
| **Support for beginning teachers** | **Funding Sources:**
• Support for beginning teachers ($6 976.59) | AP guided CT to complete their accreditation. Mentoring, feedback and support was provided throughout the process and submission, with the CT being accredited at Proficient in 2020. |

Student information

Student enrolment profile

Students	Enrolments			
	2017	**2018**	**2019**	**2020**
Boys	252	247	241	221
Girls	222	219	215	209

Student attendance profile

School				
Year	**2017**	**2018**	**2019**	**2020**
K	95.1	94.6	93.6	95.3
1	92.6	93.2	92.8	94.6
2	93.6	92.1	93.4	94.3
3	93.1	92.5	90.8	93.8
4	93.5	92.5	92	92.5
5	93.9	92.4	91.9	92.8
6	92.7	92.5	92.8	93.2
All Years	93.5	92.8	92.4	93.7
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
Assistant Principal(s)	5
Classroom Teacher(s)	17.39
Literacy and Numeracy Intervention	0.53
Learning and Support Teacher(s)	1
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	5.42
Other Positions	2

*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	826,255
Revenue	5,065,691
Appropriation	4,966,026
Sale of Goods and Services	4,226
Grants and contributions	95,044
Investment income	394
Expenses	-5,096,465
Employee related	-4,504,183
Operating expenses	-592,282
Surplus / deficit for the year	-30,774
Closing Balance	795,481

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	273,638
Equity Total	433,253
Equity - Aboriginal	59,229
Equity - Socio-economic	194,922
Equity - Language	11,881
Equity - Disability	167,221
Base Total	3,451,633
Base - Per Capita	112,566
Base - Location	5,746
Base - Other	3,333,321
Other Total	722,946
Grand Total	4,881,470

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

Parent, student and teacher satisfaction was reported through the 'Tell Them From Me' surveys throughout 2020.

Parents and/or carers were invited to complete the 'Parents in Learning: Parent Survey Report' to gather perspectives across 7 separate measures. The parent scores are equal to or above the NSW Government Norm across 4 of the 7 measures. COVID-19 impacted upon the parents' ability to engage with their children's learning on site. This is reflected in the TTFM survey responses, with a downward trend from 2019 in the measures of * Parents feel welcome; *Parents are informed; Parents support learning at home; and, School supports positive behaviour. Trend data shows that parents felt confident in the school's ability to provide a safe, inclusive learning environment.

Students were surveyed through 'Tell Them From Me' twice during 2020 with the 'Student Outcomes and School Climate' survey. The results varied in comparison to the NSW Government norm across the measures. Students with positive behaviour at school and students with positive relationships were both above the norm. There were significantly less students at the school reporting a positive sense of belonging compared to the NSW Government norm. Variations were also observed between girls and boys, with girls being more likely to demonstrate positive behaviour at school as well as being more interested and motivated in their learning.

Teachers were surveyed through 'Tell Them From Me' with the 'Focus on Learning' Teacher Survey. The survey is grouped across the Drivers of Student Learning and the Dimensions of Classroom and School Practices. Results were below the NSW Government norm in all areas during 2020. Lower than anticipated results in areas like Collaboration and Technology were especially notable due to the impact of COVID-19.

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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.