

2020 Annual Report

Summer Hill Public School



3129

Introduction

The Annual Report for 2020 is provided to the community of Summer Hill 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

Summer Hill Public School
Moonbie St
Summer Hill, 2130
www.summerhill-p.schools.nsw.edu.au
summerhill-p.school@det.nsw.edu.au
9797 8160

Message from the principal

I am proud of our students, teachers and school leaders as we achieved ongoing school improvement through the implementation of our 2018-2020 School Plan. Our strive for excellence in learning, excellence in teaching and excellence in leading resulted in our school achieving many milestones on our journey to realising Our Vision - to create an environment where learning and teaching is engaging, relevant, future focused and effective; a welcoming, inclusive and equitable environment that fosters the development of resilience, respect and responsibility. Students develop as confident problem solvers with organisational and collaborative skills to ensure they are well equipped life-long learners. The key features of our achievements at Summer Hill Public School in 2020 are outlined in this report.

Message from the school community

With the coronavirus pandemic ravaging our calendars, due to restrictions we were unable to show the amazing connection between school and community that we have here at Summer Hill Public School. 2020 was a year like no other in our lifetime.

Our community is engaged, interested and vocal. It is a community where parents and carers, teachers, students, and local citizens support the many and varied P&C activities, and we look forward to a future where we will be able to return to our many activities.

FY2020 income was significantly impacted by COVID, the total income was \$5,969.87

Sub Committees

Sustainability and Gardening

In the last two years the Sustainability and Gardening Committees have combined. The Sustainability Committee contributes to reducing the environmental footprint of the school and P&C events, and educating the school community about sustainable living, with activities to encourage recycling and composting, waste free lunchboxes, riding or walking to school, saving energy and water, and conserving native plants and animals.

The Gardening Committee contributes to upkeep of the school grounds with up to four gardening bees annually and upgrading school facilities such as play equipment, seating, ground-cover, and planting. Our Gardening and Sustainability Committee managed to hold two events in 2020. We ran a successful *National Ride to School Day* with lots of kids and parents riding and scooting to school.

The fun school *Crunch 'n' Sip* challenge was run again to encourage waste free lunches and healthy eating. We continued to support the school's various environmental programs from a distance, including liaising with Inner West Council to review the solar power opportunities for the school. We look forward to recommencing the garden working

bees and have restocked our supplies. We hope to continue to support sustainability at P&C events, and provide great spaces for our kids to play and learn. *Members:* Freya Hartley (coordinator - final year in 2021), Helen De Wolfe, Pedro Queiroz, Elissa Kiggins, Garden Working Bee volunteers. *School liaison:* Carmel Grimmer

Parent roles: A new coordinator(s) is needed for 2021 to continue these great committees. There are lots of roles available for parents and carers to help throughout the year from event volunteer, green thumb, grants writer to assistant organiser.

Some examples of school sustainability initiatives: <https://summerhill-p.schools.nsw.gov.au/about-our-school/going-green.html> <https://summerhill-p.schools.nsw.gov.au/parent-information-and-forms/waste-free-lunchbox.html>

Music

The Music Committee supports the Band and Orchestra program run by Cathy Chan, Nathan Parks and Niamh Armstrong, and provides logistical support for musical events, including weekend workshops, evening concert series and the Musicale. The Music Support Committee usually meets on the same evening as P&C meetings at 6.30pm, however in the absence of band and orchestra performances during 2020 there has not been a reason to meet. Meetings and events will resume in early 2021.

The band and orchestra program are active throughout the year, and we did manage to hold one event prior to the COVID shutdown; in February 2020 there was an introductory afternoon (with afternoon tea) for new Training Band and Training Orchestra members and their music tutors. This included a mini-concert for parents and carers.

We are looking forward to getting back to normal in 2021, with events beginning in February and going all the way through until December. The committee is always looking for new members, and this is particularly important this year as at least four existing members will be leaving the school at the end of 2021. We welcome enquiries from interested members.

Members: Carmel Quinn (coordinator), Caroline Walsh, Margo Stephens, Anna Burnham, Laura Nee, Fiona Tunley, Paul Pusey and Sarit Vandegraff.

Fundraising and Events

The Fundraising and Events committee seeks donations of prizes from the school community, local community, and corporate businesses for use at various events throughout the year. The committee also works closely with the event coordinators to plan and run events and keep the P&C Warehouse organised and functioning ready for events as they come up.

Members: Kate Flood (coordinator), Amy Kitchener and Helen De Wolfe

Spring Fair

The Spring Fair is the major fundraising event for the year, usually held in November, however could not go ahead in 2020. It is a fantastic day out for the whole family with rides, performances, international food stalls, second-hand toys, books and home-wares, games, music, craft, gelato, a cafe and a bar. All stalls are run by parents at the school. The committee is working towards holding a fair in November 2021, depending on circumstances.

Members: Rose O'Connor (coordinator), Joanne Kim Hwang, Kate Flood, Steve Winfield, Margie Perez, Natasha Rawlings, Amy Bently and Conor Woods.

Gender and Inclusion Committee

The Gender and Inclusion Committee supports the school's efforts to actively include and provide opportunities to all students, including gender diverse students and those from rainbow families. The committee organises Wear it Purple Day celebrations and inclusive get-togethers for families.

This year, the Committee met with the Regional Director regarding the issue of access to co-educational high school places, following a previously conducted survey of the school community which identified this issue as a concern for many parents.

The committee organised this year's 'Wear it Purple Day'. This event supports young people to be proud of who they are. In previous years we have had a Wear it Purple picnic in the park for families. This year, due to Covid restrictions, students and staff celebrated in school by wearing purple, decorating the school and seniors played beautiful music at the school gates as students arrived.

New committee members are being sought for 2021!

Members: Steve Clarke (coordinator), Vanessa Gonzalez and Caroline Walsh.

Second Hand Uniform Shop

The Second Hand Uniform Shop is a volunteer-staffed service to provide used uniforms at a low cost to the school community and to raise funds for the school. A big thanks to the outgoing volunteers at the Second Hand Uniform Shop who provided an essential service to the school community for many years, with hours of dedication and hard work every week. This year a new team of volunteers have worked hard to make accessible a Covid-safe method of purchasing second-hand uniforms for our students by taking the Used Uniform Shop online at www.summerhillpandc.org.

Members: Rose O'Connor (coordinator), Joanne Kim Hwang, Shanon Winfield, Carly Roy, Thea Brash and Conor Woods.

SHPS P&C Cyber Forum

The 'Cyber Forum' subcommittee was formed in 2019, as a reflection of the community's growing concern about cyber safety, screen time and digital awareness. The Forum ran two events on cyber safety and established a facebook group for parents and carers to share information. In 2020 activity has been limited due to COVID-19 challenges. In 2021 the Forum hopes to meet more regularly and work with the school on holding cyber safety events.

Members: Lassity Martin (coordinator). Members: 51 members on Facebook and more are welcome!

Volunteers

Volunteers are vital to the running of our P&C. The P&C would like to acknowledge the significant contribution of our Sub-Committee leads.

Thank you Freya Hartley (Sustainability), Carmel Quinn (Music), Lassity Martin (Cyber Forum), Steve Clarke (Gender and Inclusion), Kate Flood (Fundraising and Events), and the new Second Hand Uniform Committee (Joanne Kim Hwang, Rose O'Connor, Carly Roy, Thea Brash, Shanon Winfield and Conor Woods).

And of course, thank you to all the parents, carers, grandparents, family members and friends who volunteered, joined committees, and came to events and P&C meetings in this challenging year.

Thank you to the teachers and staff at Summer Hill Public School for working with the P&C on joint projects and priorities, the School Administration Support Staff who provide administrative support uploading P&C minutes and sending messages to all parents on SkoolBag. Natalie Armstrong, Jane Williams, Sarah Weston and Mark Warnock for their tireless efforts with the P&C.

We look forward to continuing our strong relationship with Summer Hill Public School in 2021, and well beyond.

P&C Executive

Thank you to the P&C Executive team of 2020. Your time, care and commitment to the P&C and the school are truly valued. You worked incredibly hard throughout this challenging year to support Summer Hill Public School.

Lachelle Uzcateguigaymon - President

Paul Rawlings - Vice President

Conor Woods - Vice President

Joe Harber - Treasurer

Shanon Winfield - Secretary

Nilesh Deshmukh - Executive Officer

Special thanks to Paul Rawlings, for this his sixth and final year of service to the P&C Executive - a monumental effort that is much appreciated.

School vision

At Summer Hill Public School we aspire to create an environment where learning and teaching is engaging, relevant, future focused and effective.

We aim to create a welcoming, inclusive and equitable environment that fosters the development of resilience, respect and responsibility. Students will develop as confident problem solvers with organisational and collaborative skills to ensure they are well equipped life-long learners.

School context

Summer Hill Public School, established in 1883, is a large inner-west city school of approximately 726 students that serves a culturally diverse and educationally aware community. We provide knowledge, skills, values and attitudes by encouraging the growth of our students as caring individuals who enjoy learning. The pursuit of academic excellence is one of the many dimensions of our school. The school has offered an Opportunity Class program for Year 5 and 6 students since 1937.

Summer Hill Public School provides a variety of programs to enhance and extend students' learning. These include bands and orchestras, chess, debating, music, drama and PSSA sport. The school is supported by an enthusiastic and active P&C and its sub-committees.



Students performing for our community during the Covid-19 pandemic

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

Strategic Direction 1

Developing Successful Learners

Purpose

Every student in our care will learn and achieve in a meaningful, challenging and safe environment in order to become motivated and enthusiastic learners.

Students will create future learning goals and engage in feedback to enhance their learning and wellbeing.

Improvement Measures

Increased staff and student use of iPads, laptops and desktops to enhance teaching and learning and students outcomes. This may be measured by:

- Surveys, work samples and other items listed in the Evaluation Plan section of SD1.
- Moving from Sustaining and Growing to Excelling in SEF Leading Domain - School Resources - Technology.

Increased percentage of teachers using a differentiated approach to quality teaching, curriculum planning and delivery, and assessment to promote learning excellence and responsiveness in meeting the learning needs of all students. This may be measured by:

- Teaching & learning programs, work samples and other items listed in the Evaluation Plan section of SD1.
- Moving from Sustaining and Growing to Excelling in SEF Learning domain - Curriculum - Differentiation.

Progress towards achieving improvement measures

Process 1: Technology Pedagogy

Productively embed existing and new technologies, including iPads, laptops, desktops and digital tools, into teaching and learning programs to achieve improved student outcomes and high quality service delivery.

Evaluation	Funds Expended (Resources)
<p>In 2020, the teachers at Summer Hill Public School regularly reviewed, revised and incorporated existing and new technologies into teaching and learning programs, ensuring content was based on NSW Syllabus for the Australian Curriculum and the teaching practices were effective.</p> <p>Due to COVID-19 restrictions, implementation and delivery of our school plan in Term 1 and 2 was put on hold. However, remote learning provided teachers the opportunity to develop their skills in using the G-Suite app, Google Classroom and ClassDojo to effectively deliver lessons to students both remotely and face-to-face. It also allowed teachers to provide timely feedback to students. In Kindergarten and Stage 1, teachers used ClassDojo for instructional videos, storytelling, parent communication, rewards and portfolios. The portfolios allow for teachers to provide feedback for students.</p> <p>A team of Year 5 students successfully participated in the Game Changer Challenge regional Sydney final and implemented the Design Thinking process in their final pitch. The team took part in a Zoom session requiring them to work with online mentors to complete design thinking tasks to reach a result. The students that were involved reported a positive learning experience and will participate in the process again next year.</p> <p>A team of Year 5 and 6 students have been recreating the school using the online platform Minecraft Education Edition. The team, led by Owen S (Year 6), has spent many of their lunchtimes in the school library, working collaboratively. Each part of the school has been measured to scale and designed online, right down to the garbage bins in the playground. All students involved have reported a positive technological, as well as a social experience.</p> <p>Stage 2 and 3 teachers have utilised laptops and iPads to implement Science</p>	<p>iPads</p> <p>Desktop computers</p> <p>Laptops</p> <p>Green screens</p> <p>Bluetooth speakers</p> <p>Tech space</p> <p>Department of Education Google Suite</p> <p>iMovie</p> <p>STEMshare kits</p> <p>Media Unit and Digital Engagement - The Arts Unit</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$3500.00)

Progress towards achieving improvement measures

and Geography units that require a high degree of broad research. Validity of sources are continually discussed and reviewed with students. For example, Stage 3 teachers have effectively implemented the Natural Disasters science unit that was developed by the Edumap (Catalyst lab) team.

During Term 2 students in Stage 3 participated in Digital Drama lessons including a unit on Silent Films which was started during remote learning and completed back at school. Stage 1 and 2 completed units of work in Digital Drama, learning to story board, investigate film angles, look at film genres as part of digital literacy and some beginning animation. Both units of work involved students and teachers using mobile devices and PCs, as well as airdropping work between these devices.

Our Year 6 students participated in a film festival which commenced with lessons in Term 3 and ran until the online launch, premiere event and film screenings in Week 7 of Term 4. Throughout this process students were engaged in project based learning facilitated by our specialist music and drama teachers. They were provided with a theme and then collaborated in groups to brainstorm and script their ideas, communicating using google docs and google classroom. iPads were used for filming along with students own devices used under the Bring Your Own Device (BYOD) program. Teachers and students reviewed and updated their work by uploading draft video footage, photographs and writing samples and responding to one another. Collaborative script writing and sharing work was a key part of this process. Students were then guided to refine their work using various apps and combinations of software, predominantly using iMovie for editing and incorporating a range of other apps in the process. Students created music using Garage Band and they also learnt to source royalty free music and images. Green screen areas were set up in new locations around the school and students filmed using devices then added background images. Some students researched and implemented the use of new apps to present their work, and others used familiar software such as Minecraft Education to create and record a story. iPads, laptops and desktops were used for editing. Google slides and a range of drawing apps were used to develop titles and finish inserting images, text and credits and then google classroom was used to submit the final works for compilation. Films were compiled and loaded to a secure site. The code to the site was shared school wide and students used their department log in details to access the movies and watch at home.

In Term 4, an annual survey of teachers at Summer Hill Public School was conducted. The results from this survey show that 57.1% of teachers report the use of technology in their classrooms improved, 71.4% of teachers felt more confident using technology to develop and improve their teaching practice, and 100% of teachers are using technology in their classrooms. Overall, The Technology Pedagogy project resulted in enhanced staff proficiency and confidence in their ICT capabilities, and increased the development and implementation of ICT based explicit teaching and learning programs across the school.

Process 2: Differentiation

Teachers draw on evidence based practices to deliver a quality differentiated approach to teaching, curriculum planning, delivery and assessment in order to meet the specific learning needs of all students.

Evaluation	Funds Expended (Resources)
At Summer Hill Public School, we aim to show an integrated approach to quality teaching, curriculum planning and delivery to meet the needs of all our students. After a review of programs, it was identified that differentiation was an area for ongoing development to deliver a differentiated curriculum to meet the needs of all students at different levels of achievement, including adjustments to support learning or to increase challenge. Implementation of our whole school Differentiation project included whole school staff	Release time for team members to work with the team leader to research best-practice, develop and deliver staff professional learning and review and evaluate ongoing practices. Funding Sources:

Progress towards achieving improvement measures

professional development sessions delivered by our Strategic Direction 1 team.

As a result, we have moved toward Excelling in the SEF Learning domain - Curriculum - Differentiation, as teaching and learning programs across the school show evidence that they are adjusted to address individual student needs.

• Professional learning (\$3500.00)

Process 3: New Syllabi

Evaluation	Funds Expended (Resources)
Following a review of our school plan against the School Excellence Framework in 2019, it was determined that this project was our core business, and therefore expanded into all aspects of school planning and development.	

Next Steps

Technology Pedagogy

- Ensure that technology is kept up to date and reliable, and develop structures to enable students and staff to receive timely support and skill development.
- Continue to identify and use expert teachers to facilitate professional learning in ICT.
- Support teachers to trial innovative or evidence-based practices in ICT.
- Source and create systems for measuring evidence of impact for students as a result of using innovative technologies in teaching and learning.

Differentiation

- Maintain our focus on differentiation so all teachers use effective strategies in all learning areas; and evidence of impact for students as a result of differentiation can be measured.



Strategic Direction 2

Striving for Quality Teaching

Purpose

To provide a quality learning environment for staff and students based on sound pedagogy.

Teachers are involved in authentic collaboration, triangulated data analysis and professional learning to continually reflect on and improve their practise.

Improvement Measures

Increased proportion of students achieving through the schools literacy programs. This may be measured by:

- Annual % increase of students achieving at or above expected growth in the literacy aspects of NAPLAN
- Internal and external data in PAT, Seven Steps for writing success, and Sentence a Day shows 1 year of growth for 1 year of learning in literacy.

Literacy programs describe expected student progression in knowledge, understanding and skills so that all students develop their knowledge, understanding and skill. This may be measured by:

- Movement to Sustaining and Growing within the Learning Domain - Curriculum - Curriculum provision
- Movement to Sustaining and Growing within the Learning Domain - Curriculum - Teaching and learning programs

Increase in percentage of teaching staff effectively able to analyse assessment data to inform their planning. This may be measured by:

- Annual increase in the number of teachers who report they are confident in analysing assessment data to reflect on and improve their teaching.
- Movement to Sustaining and Growing within the Teaching Domain - Data Skills and Use - Data Analysis

Progress towards achieving improvement measures

Process 1: Strengthening Literacy

Draw on solid research and examples of best practice to develop and implement high quality professional learning and embed this into Literacy teaching and assessment practices, school wide.

Evaluation	Funds Expended (Resources)
<p>A pre- and post document analysis of writing programs identified significant increase of evidence based teaching strategies and inclusion of requirements determined by the NSW Education Standards Authority (NESA). Percentages of NESA and evidence based practices being included in programs increased to 94% - 100%.</p> <p>Sustaining and Growing:</p> <p>In the School Excellence Framework improvement measures we have reached Sustaining and Growing and practice is increasingly embedded across all English programs.</p> <p>Curriculum provision:</p> <p>The expected standards for programming are key drivers for all staff. The next 12 months will see consolidation of effective practices, embedding evidence based practice into all programs to provide the high expectations framework.</p> <p>The school has monitored and reviewed curriculum provision to meet changing requirements of students. Programs are dynamic with evidence of revisions based on feedback which is at the excelling level for this domain, and the practice is becoming more consistent across the school.</p> <p>Teaching and Learning Programs:</p>	<p>Release time for team members to work with the team leader to research best-practice, develop and deliver staff professional learning and review and evaluate ongoing practices.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$3500.00)

Progress towards achieving improvement measures

Staff are familiar with what is required to develop teaching and learning programs that describe expected student progression in knowledge, understanding and skill and the assessments to measure them. Analysis of programs showed significant improvement in explicit and collaborative programming.

Data has been collected through assessments to measure student growth. Each year group achieved a years worth of growth across the cohort in reading, spelling and writing. With the exception of Year 6 with results just under 0.4 for Spelling. Tests used were: Pat Reading - standardised test, grade based assessments for writing, and Sound Waves for spelling. Pre- and post- assessment data was analysed.

Reading data analysis

Strong, positive effect sizes for all cohorts, above 0.40.

Students making minimal growth increases as students move through the primary. This would reflect national findings / research in reading growth. Next steps are to focus on students making less than 4% growth.

In NAPLAN we achieve close to our Statistically Similar Schools Group for reading when looking at 2015-2019, and we sit well above national averages. NAPLAN data was not available for 2020.

Writing data analysis

Value add effect size is positive for all year groups, from 0.98 - 2.48.

2020 Year 4 results are stronger than Year 3, which matches professional discussion and teacher reflection that the Seven Steps Writing for Success strategies may need to be introduced beyond Year 3. This will allow for Year 2 students to transition from highly scaffolded writing in K-2, to a more independent approach in Years 3-6.

All year groups achieved a positive effect size. Kindergarten are particularly strong.

Spelling data analysis

All effect sizes except for Year 6 are positive: from .38 -1.46.

On average, students making less than 4% growth is higher across Years 3-6, than K-2.

Moving forward: ongoing professional learning for teachers in developing elements of best practice and explicit teaching steps including feedback, student reflection and teacher evaluation.

Process 2: Data Confidence

Provide ongoing professional learning and collaboration opportunities so that teachers analyse student assessment data to identify student progress, in order to reflect on the effectiveness of their teaching.

Evaluation	Funds Expended (Resources)
<p>As a result of our Using Data with Confidence initiative we have realised an increase in the number of teachers who report they are confident in analysing assessment data to reflect on and improve their teaching.</p> <p>We are moving toward Sustaining and Growing Data Skills and Use in the School Excellence Framework.</p> <p>Student assessment data is used school wide to identify student</p>	<p>Release time for team members to work with the team leader to research best-practice, develop and deliver staff professional learning and review and evaluate ongoing practices.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Professional learning (\$3500.00)

Progress towards achieving improvement measures

achievements and progress. In using data to support learning in the classroom, teachers continue to develop their capacity to use evidence-based practices to support, plan and enhance student learning and achievement. Student assessment data is used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.

There are school-wide practices for assessment to monitor student learning. Assessment is integrated into every classroom and is used for students to receive feedback on their learning. Assessments provide teachers with critical information about student learning and achievement and allow teachers to provide effective feedback and differentiated activities and support. Teacher capacity to effectively use assessment data is a whole school ongoing focus.

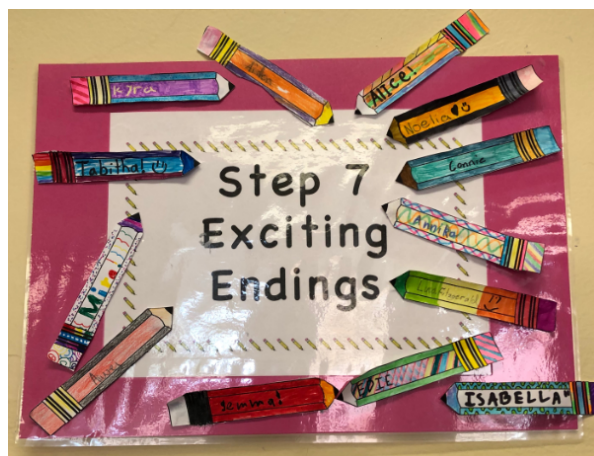
Next Steps

Strengthening Literacy

- Teaching and learning programs across K-6 will be collected and analysed to determine progress and practices among stage teams in explicit programming.
- 2021 and beyond, continue to drive professional learning across the school with regard to explicit programming.
- Our Deputy Principal, Instructional Leader Literacy will continue to work with Assistant Principals on refinement of our whole school English scope and sequence, and alignment of teaching and learning programs.
- Consistent teacher judgement will ensure internal measures of writing growth are a true reflection of student growth and allow for class comparisons. We will identify teachers whose practice results in significant positive growth and share their expertise across the school and network.

Data Confidence

- Activities will continue into 2021 and beyond.
- Continue to develop teaching and learning programs and assessment practices to describe and measure expected student progression in knowledge, understanding and skill.
- Refine measures of impact so we can assess if adjustments lead to improved learning.
- Consistently analyse student progress and achievement data to respond to trends in student achievement, at individual, group and whole school levels.
- Further develop processes to support teachers' consistent, evidence based judgement and moderation of assessments.
- Develop a centralized system for analysing and reporting data on student and school performance.



Students in Years 3 - 6 engage with the Seven Steps for Writing Success program.

Strategic Direction 3

Learning for the Future

Purpose

To foster an environment where learners develop the skills, values and attitudes to participate in all aspects of life now and in the future.

Improvement Measures

Teachers are using future-focused pedagogy that is research-based, well-resourced and supports student learning across the curriculum. This may be measured by:

- Moving from Delivering to Excelling in SEF: Leading Domain - School Resources - Facilities.
- Moving from Delivering to Excelling in SEF Teaching Domain - Learning and Development - Professional Learning.
- Teacher and student surveys
- Evaluation of learning environments - photos, videos, work samples
- Teaching and learning programs
- Staff feedback

Students are confident and successful learners using future-focussed skills to improve their achievement of outcomes across the curriculum. This may be measured by:

- Moving from Delivering to Excelling in SEF Learning Domain - Curriculum - Curriculum Provision.
- Moving from Delivering to Excelling in SEF Teaching Domain - Learning and Development - Professional Learning.
- Move from Sustaining and Growing to Excelling in SEF Teaching Domain - Learning and Development - Expertise and Innovation.
- Teacher and student surveys
- Evaluation of learning environments - photos, videos, work samples
- Teaching and learning programs
- Displays of core concepts

Progress towards achieving improvement measures

Process 1: Flexible learning spaces

Implement a whole-school integrated approach to the introduction of future-focused learning environments in which students can connect, succeed and thrive at each stage of their schooling.

Evaluation	Funds Expended (Resources)
<p>To move from Sustaining and Growing to Excelling in Leading Domain - School Resources - Facilities</p> <p>Progress was made with this improvement measure with elements from the excelling statement now evident:</p> <ul style="list-style-type: none">• The leadership team takes a creative approach to use of the physical environment.• More classrooms have been identified to be refurbished as flexible learning spaces in 2021. <p>From photographs of classrooms, there are approximately 10 classrooms which have complete or partial flexible furniture. Classroom teacher interest is high. Flexible timetabling of the classrooms that are complete to allow for other classroom teachers to explore the use of flexible and innovative learning spaces.</p> <p>To move from Sustaining and Growing to Excelling in Teaching Domain - Professional Learning. More training on classroom strategies to support innovative learning environments.</p> <p>Progress was made with this improvement measure with elements from the excelling statement now evident:</p> <ul style="list-style-type: none">• Staff evaluate professional learning to identify and systematically promote and identify the most effective strategies to improve teaching and learning. <p>Teacher and student surveys - Teacher surveys indicate more professional</p>	<p>Innovative classrooms - photographs/surveys</p> <p>Release time for team members to work with the team leader to research best-practice, develop and deliver staff professional learning and review and evaluate ongoing practices.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$3500.00)

Progress towards achieving improvement measures

learning is required to develop a deep understanding of the pedagogy and teaching strategies needed to support the use of flexible learning spaces.

Teaching and learning programs - Additional professional learning is required to develop a deep understanding of the pedagogy and teaching strategies needed to support the use of flexible learning spaces.

Connecting with other schools - although schools were visited during the initial phase of introducing innovative classroom design, the rich connections and sharing of ideas has not continued between staff from different schools. 2020 Covid-19 restrictions disrupted cross school and network initiatives. Therefore, a focus for 2021 and beyond.

Process 2: Future focused learning

To enable students to learn in ways that incorporate skills such as communication, collaboration, creativity and critical thinking (the 'Four Cs of 21st Century learning'), teachers draw on research to develop and implement high quality teaching and learning programs.

Evaluation	Funds Expended (Resources)
<p>Students are confident and successful learners using future-focussed skills to improve their achievement of outcomes across the curriculum. This may be measured by:</p> <ul style="list-style-type: none"> • Moving from Delivering to Excelling in School Excellence Framework (SEF) Learning Domain - Curriculum - Curriculum Provision. <p>Impact - Remained in Delivering in SEF Learning Domain - Curriculum - Curriculum Provision. There has been some movement towards Sustaining and Growing as the school's curriculum provision and evidence-based teaching practices provide a high expectations framework.</p> <ul style="list-style-type: none"> • Moving from Delivering to Excelling in SEF Teaching Domain - Learning and Development - Professional Learning. <p>Impact - Moving towards Sustaining and Growing in SEF Teaching Domain - Learning and Development - Professional Learning as teachers discuss learning from targeted professional development with other staff in the school to improve whole school practice.</p> <ul style="list-style-type: none"> • Move from Sustaining and Growing to Excelling in SEF Teaching Domain - Learning and Development - Expertise and Innovation. <p>Impact - Sustaining and Growing in SEF Teaching Domain - Learning and Development - Expertise and Innovation. There has been some movement towards Excelling as teaching staff demonstrate and share their expertise within the school.</p>	<p>Release time for team members to work with the team leader to research best-practice, develop and deliver staff professional learning, and plan and develop a K-6 unit of work.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Professional learning (\$3500.00)

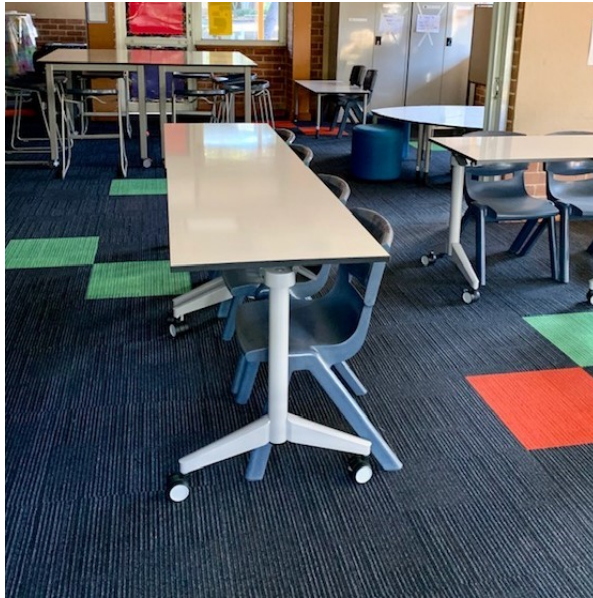
Next Steps

Flexible learning spaces

- Bring Your Own Device (BYOD) policy review and update to include Years 3 - 6
- Increase the number of flexible learning spaces

Future focused learning

- Development and implementation of a strategic whole school approach for student well-being
- School wide implementation and review of the K-6 4C's Mascots unit
- Future focused skills taught and reinforced across Science, Technology, Engineering and Mathematics (STEM)



Our schools newly refurbished Tech Space.

Key Initiatives	Resources (annual)	Impact achieved this year
Integration funding support	Funding Sources: <ul style="list-style-type: none"> Integration funding support (\$265 400.00) 	<p>In 2020 15 students were supported using Integration Funding Support. Funding was used:</p> <ul style="list-style-type: none"> for school learning and support officers to assist with personalised learning and support for students in classrooms to provide relief for classroom teachers to plan adjustments for students
Literacy and numeracy	Funding Sources: <ul style="list-style-type: none"> Literacy and numeracy (\$44 925.00) 	<p>Funding was used to employ a specialist Literacy and Numeracy teacher to provide targeted intervention to students in Kindergarten to Year 2 at risk of falling behind. The support assisted students to develop the literacy and / or numeracy skills needed to carry them into their next year of schooling.</p>
Professional learning	Funding Sources: <ul style="list-style-type: none"> Professional learning (\$39 886.00) 	<p>Funds were used to support the professional growth of 100% of teaching staff through the implementation of our 2018-2020 School Plan processes, teacher identified workshops and presentations, leadership conferences and teachers working together to strengthen teaching practice. The focus was on sustained evidence-informed approaches for ongoing progress and achievement for students.</p>
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$5 657.00) 	<ul style="list-style-type: none"> Students supported through Personalised Learning Pathways School Learning and Support Officers employed to support learning and access to the curriculum for identified students.
English language proficiency	Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$182 241.00) 	<p>Our specialist English as an Additional Language/Dialect (EAL/D) teacher was employed to support students at the Beginning, Emerging and Developing stages in the EAL/D Learning Progression. Support was provided either by withdrawing a small group from the classrooms for intensive support, or working with the teacher in the classrooms in the area of language skills. The equivalent of one full time School Learning and Support Officer was also employed to support students in the classroom.</p> <p>The success of this program was evaluated through the collection of data by the specialist EAL/D teacher throughout the year on student achievement measured against the EAL/D Learning Progression as well as internal assessment measures.</p>
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$131 603.00) 	<p>Funding was allocated to employ:</p> <ul style="list-style-type: none"> a Learning and Support Teacher (LaST) for seven days/fortnight. This included the delivery of MultiLit Reading Tutor and Macqlit programs for students in Years 3-5 who were identified as below stage level in literacy. a School Learning and Support Officer to work with the students participating in the Reading Tutor program. <p>This has resulted in these students</p>

Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$131 603.00) 	<p>demonstrating improvement in their literacy levels over the year. School Learning Support Officers (SLSOs) were also funded to support students with additional learning and support needs in their classrooms, during school events, and on excursions.</p> <p>Students with identified needs transitioning into Kindergarten, Year 3 and Year 7 were also supported.</p>
Quality Teaching, Successful Students (QTSS)	<p>Executive staff release days</p> Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$141 940.90) 	<p>Our 2020 QTSS allocation can was used for staffing, the equivalent of six teacher days per week. This included one release day a week for each Assistant Principal, to facilitate collaboration to critically reflect on and improve teaching and learning practices within their own stage team, and across the school.</p>
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$11 571.00) 	<p>This funding was combined with other equity funding and resources to support the needs of students. To ensure equity of access a number of students benefited from additional support to access learning programs, develop literacy and numeracy skills, and attend excursions and school activities</p>
Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> • Support for beginning teachers (\$0.00) 	<p>There were no Beginning Teachers funded under this initiative in 2020.</p>
Targeted student support for refugees and new arrivals	Funding Sources: <ul style="list-style-type: none"> • Targeted support for refugees and new arrivals (\$22 222.00) 	<p>Our New Arrival Program (NAP) supports the English language development of our new arrival students so that they can have full access to the curriculum in the areas of reading, writing, speaking, and listening. Our NAP funding allows specialist teachers to support students in these areas, either through intensive withdrawal groups or in class support, depending on the needs of students.</p> <p>As a result of 2020 support, the students in the New Arrival Program have the skills necessary to socialise with peers and interact with curriculum content. They no longer require the intensive program, however continue to attend small group lessons with a specialist teacher to support their ongoing English language development.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	396	372	384	367
Girls	411	404	377	358

Student attendance profile

School				
Year	2017	2018	2019	2020
K	97.1	96.7	95.1	96.3
1	96.1	95.6	94.5	94.2
2	95.8	95.1	95.5	94.5
3	96.2	95.5	94.8	94.6
4	96.5	95.3	96.1	93.4
5	96.5	96.2	95.8	96
6	94.7	94.6	94.1	94.8
All Years	96.1	95.6	95.2	94.9
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

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

Management of non-attendance

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

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



A visit from Megan Kelly Director Educational Leadership - students proudly showcasing and discussing their work.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	26.73
Literacy and Numeracy Intervention	0.53
Learning and Support Teacher(s)	0.7
Teacher Librarian	1.2
Teacher ESL	1.2
School Counsellor	1
School Administration and Support Staff	4.47

*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.



Throughout the year our teachers participate in professional learning targeting evidenced based best practice to ensure high quality service delivery.

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	889,194
Revenue	6,473,381
Appropriation	6,083,494
Sale of Goods and Services	49,218
Grants and contributions	337,194
Investment income	2,974
Other revenue	500
Expenses	-6,491,914
Employee related	-5,751,807
Operating expenses	-740,107
Surplus / deficit for the year	-18,532
Closing Balance	870,661

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	207,251
Equity Total	331,071
Equity - Aboriginal	5,657
Equity - Socio-economic	11,571
Equity - Language	182,241
Equity - Disability	131,603
Base Total	4,932,037
Base - Per Capita	183,024
Base - Location	0
Base - Other	4,749,013
Other Total	430,668
Grand Total	5,901,027

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.



A strategic use of school funds, Departmental upgrades and PandC donations allows us to provide quality indoor and outdoor play and learning spaces.

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

Students in Year 4 - 6 completed the Tell Them From Me Primary Schools Survey between 8 September 2020 and 24 October 2020. The survey provides the school with insight to guide school planning and identify school improvement initiatives. Survey findings include: 92% display positive behaviour at school, they do not get in trouble at school for disruptive or inappropriate behaviour (NSW Govt norm 83%); 89% have friends at school they can trust and who encourage them to make positive choices (NSW Govt Norm 85%); 92% of students reports they have medium to high perseverance levels, the extent which they can pursue their goals to completion, even when faced with obstacles (NSW Govt Norm 90%); and, students feel they have someone at school who consistently provides encouragement and can be turned to for advice, School Mean 7.6 (NSW Govt Norm 7.7).

Parents and carers completed the Partners in Learning Parent Survey between 4 September 2020 and 12 October 2020. Survey findings include: 96% of parents surveyed talked with a teacher about their child's learning or behaviour one or more times; 91% of parents attended meetings or social functions at school one or more times; and, parents support learning at home, School Mean 5.9 (NSW Govt Norm 6.3).

Teachers completed the Focus on Learning Teacher Survey between 1 September 2020 and 29 September 2020. Survey findings include: collaboration with other teachers, School Mean 7.8 (NSW Govt Norm 7.8); and, parent involvement, School Mean 7.0 (NSW Govt Norm 6.8);

As a successful school we continue to foster and strengthen positive relationships with students, their families and the broader community.



Students readily engage in learning in our flexible learning spaces.

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.

In our school this year we have:

- celebrated during Naidoc with Walangari our Aboriginal performer
- continued to improve and update our Reconciliation Action Plan
- purchased house team banners displaying the indigenous mascot names
- developed whole school resources around our Aboriginal mascot animals
- participated in the Department's video launch for Naidoc 2020 which includes this video of our students saying our Acknowledgement of Country.

Acknowledgement Video:

https://drive.google.com/file/d/1NWvBK-bygTBLOOJ99pEtn__1dzP4XUsa/view?usp=sharing

May we all continue to teach and lead with Aboriginal Histories and Culture at the forefront of our thinking and demonstrating the school values of Respect, Resilience and Responsibility.

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.

Fotini Loukis Anti Racism Communication Officer (ARCO)

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.