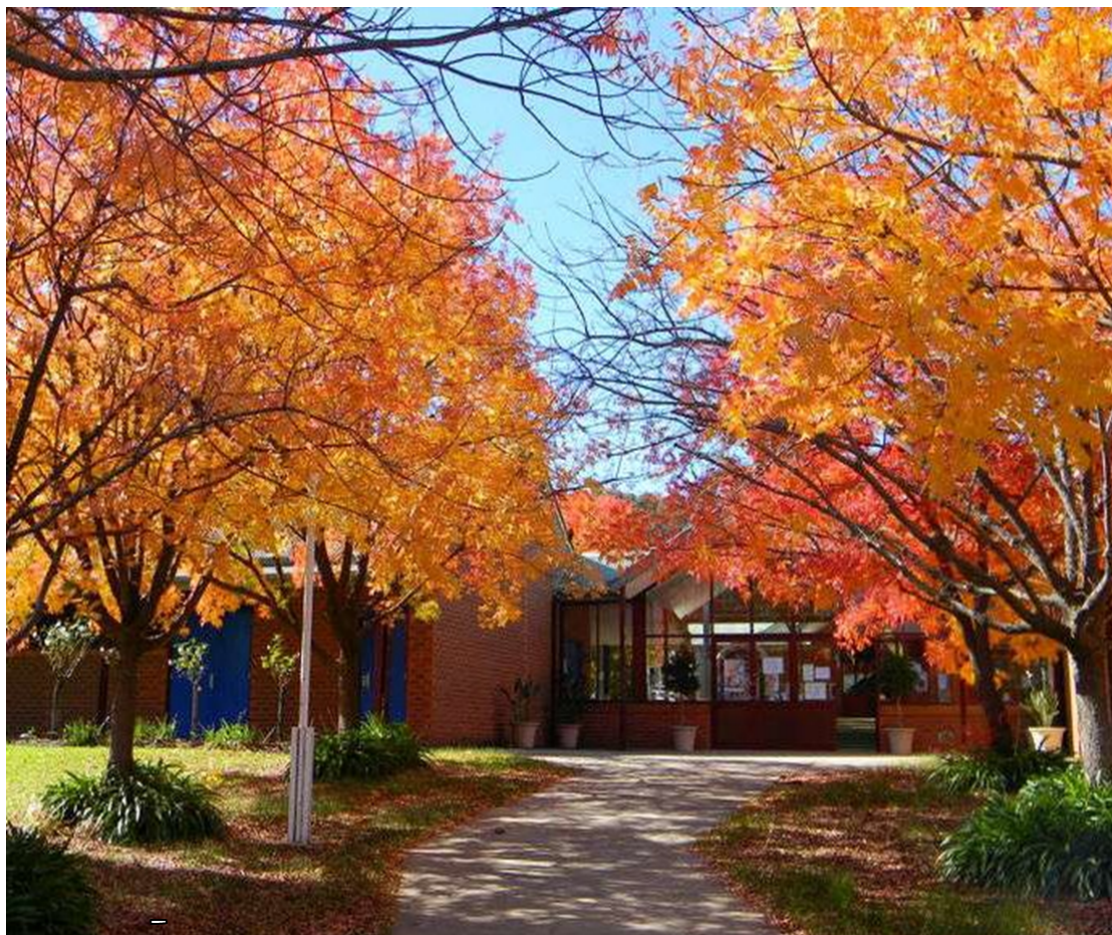


2020 Annual Report

Thurgoona Public School



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Introduction

The Annual Report for 2020 is provided to the community of Thurgoona Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

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School vision

At Thurgoona Public School staff provide innovative teaching and learning programs that will engage and challenge students to achieve excellence. Students will become responsible, resilient, creative and successful lifelong learners.

School context

Thurgoona Public School is a P3 school situated on the northern outskirts of Albury near the New South Wales/Victorian border. It has a student population of 598 students which equates to 24 classes arranged in staged-based groups. The school enjoys strong support from family and community members and encourages and values this partnership.

The school's motto is 'Learn to live and live to learn'. The premise behind this ethos stems from a belief that the school culture is focused on equipping the students with the dispositions to become successful life-long learners who have a thirst and a passion for knowledge.

Dedication and commitment from school staff, combined with strong family support ensures that student academic, social and emotional growth and development is fostered.

The school is proud of the strong partnership that exists between the school and the Parents and Citizens Association. This partnership results in extensive social opportunities for the school community while also providing funding support for specific school initiatives.

Thurgoona Public School is a member of the Northern Spirit Learning Community. Strong partnerships within the community of schools exist and have resulted in the establishment of networks to effectively build capacity across schools.

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	Delivering
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	Delivering

Strategic Direction 1

Collaboration and Engagement

Purpose

To provide a whole school approach to the delivery of quality learning experiences that are focused and differentiated thereby enabling students to develop strong identities as self-directed learners.

To implement quality learning experiences that build positive, respectful and caring relationships, and will contribute to an aspirational learning culture which will support the cognitive, emotional, social, physical and spiritual wellbeing of all students.

Improvement Measures

An increase in the percentage of students in the High Skills High Challenge quadrant of the Tell Them From Me survey.

The value add trend is positive and equal to or above the average school.

Progress towards achieving improvement measures

Process 1: Effective Learning

Deliver quality student centred self-regulated learning experiences which are driven by effective and consistent assessment practices.

Evaluation	Funds Expended (Resources)
<p>I can statements in Creating Texts and Understanding Texts are visible and are being used in some classes across the school, although this is inconsistent. Teachers are in the beginning stages of understanding the National Literacy and Numeracy Progressions. The progressions have been used to support teachers to understand the demonstrable behaviours of students within assessment for learning, as learning and of learning. Some teachers are using the PLAN2 software to record, analyse and respond to data to support their teaching and student learning.</p> <p>There has been a focus on reading and building data narratives across the school to ensure that there is a consistent pedagogical approach to teaching reading. In addition to this, there has been opportunities to reflect on current assessment practices to ensure that there is a consistent approach to monitor student progress. This is something that may continue to be a focus across the school within the next strategic improvement plan to ensure that this is embedded across the school.</p> <p>Due to the COVID-19 Pandemic, the Additive Strategies professional learning was unable to proceed. When analysing the situational analysis, Additive Strategies may be identified as an area of focus for the next strategic improvement plan. Consideration would need to be given to a longer time frame to develop and embed this approach school wide.</p> <p>A strong focus since transitioning back to face-to-face learning has been on student well being and re-establishing school and class expectations. This was necessary to enable our students to feel a sense of belonging so that they can connect, succeed and thrive.</p> <p>The value add trend could not be measured as NAPLAN assessments were not conducted due to COVID-19 restrictions.</p>	<ul style="list-style-type: none">• Student and Staff survey. 2x half day casual relief for staff member to survey students at random in a variety of classes.

Process 2: Student Wellbeing

Implement a whole school integrated approach to student wellbeing in which students can connect,

Progress towards achieving improvement measures

Process 2: succeed and thrive at each stage of their schooling.

Evaluation	Funds Expended (Resources)
<p>Thurgoona Public School is currently working in partnership with a team from the Department of Education, Sydney to focus on the student and staff well-being. This process was initiated in Term 4 2019 and has delayed many of the 2020 milestones. Staff and student Tell Them From Me surveys have been completed as well as a school based K-3 survey to develop an understanding of the well being of students. Staff have completed some professional development around the Disability Standards for Education so that we can ensure that we are effectively supporting our students. This will need to continue to be an area of focus within the 2021-2024 Strategic Improvement Plan.</p>	<ul style="list-style-type: none">• Forums

Strategic Direction 2

Innovative and Creative Teaching

Purpose

Passionate and skilled teachers inspire lifelong learning. Our purpose is to create and maintain a stimulating and engaging professional environment for educators., supported by a positive collaborative culture that develops high performing teachers. Within this, we are particularly focused on the teaching of Literacy and Numeracy skills across all learning areas.

Improvement Measures

100% of teachers show an improved level of teaching practice as evidenced by the increase in the school mean of the Tell Them From Me Survey in the aspect of collaboration.

100% of teachers show an increase in data skills and use.

Progress towards achieving improvement measures

Process 1: Effective Classroom Practice

Utilise current and effective research to collaboratively develop and implement high quality learning in literacy and numeracy teaching practices.

Evaluation	Funds Expended (Resources)
<p>In K-2 there has been positive progress in the implementation of the six key elements that are critical to develop effective reading strategies. Within 3-6 there has been progress in the use of that National Literacy Progressions. There have been professional learning opportunities and online tools that link to the National Literacy Progressions that staff have engaged in. This has supported teachers to engage in best practice around reading. This will need to continue to be a focus within the next planning cycle to ensure that there is consistency across the school and that the practice is embedded.</p> <p>A shared, systematic platform to access resources that link to the Big 6 has been established so that all teachers across the school can utilise this resource hub. Teachers are continuing to refine their practice and develop resources to support the interventions when supporting students in reading in their classroom. This is helping teachers to differentiate their teaching within guided practice sessions with very specific targets and focuses especially within the area of phonics.</p> <p>Pictures of proficiency have been developed within the area of reading. The purpose of these documents was to create a tool to support teachers to make consistent judgments across the school. This tool is in its infancy and will need to continue to be refined and implemented within the next planning phase.</p> <p>After analysis of numerous forms of data, the evidence indicates that students are making positive growth in terms of phonological awareness and phonic knowledge. The next steps will be to continue to build on the core focus areas including; vocabulary, fluency and comprehension. Moreover, it is important that the practices that have been fostered within K-2 are utilised across the school, especially in the use of decodable texts. A focus on supporting teachers within Stage 2 will need to occur to ensure that they have the professional knowledge to adopt this pedagogy. In addition to this, professional learning within the 3-6 space will need to be sourced to ensure that the teachers are supported to implement evidence-based teaching pedagogies. The development of 'I can statements' will support students to identify their own learning goals so that they are able to articulate their 'next steps' in learning.</p>	<ul style="list-style-type: none">• Heggarty's Manuals \$80.00 per manual (12 manuals)• Time in Collegiate/Staff meetings to analyse data collected to provide the 'next steps in learning' for students which will formulate priority areas• Time to create a share point for resources and for teachers to add to the resources (IL)• Time in collegiate meetings to develop proficiency scales to support consistent teacher judgement (IL)• Time to analyse the current assessment practices and to refine the assessment schedule (IL)

Process 2: Data Skills and Use

Strengthen evaluative culture and practice by engaging in professional learning to collaboratively analyse and interpret data to inform and drive quality teaching practice.

Evaluation	Funds Expended (Resources)
<p>The process of refining the Assessment schedule is in its initial phase. It is anticipated that this will be ready for implementation at the start of the 2021 school year. The aim of the document is to develop consistency in assessment across the school, using assessments that align to the science of reading. A document to support the processes of when and how will need to be developed. Clear mapping out of assessment needs to occur across the school at the beginning of the year with clear processes as to how to analyse the information and make decisions on the next steps in learning.</p> <p>An increase in data skills and use was not evidenced in the school mean of the Tell Them From Me Survey.</p>	<ul style="list-style-type: none">• Time to review current assessment practices in Collegiate Meetings• Time to investigate quality assessments and align these to the science of reading (ILs)• Time to develop processes for collection, analysis and recording of data (ILs)

Strategic Direction 3

Fostering Leadership

Purpose

To create and maintain a culture of excellence through instructional leadership, high expectations and effective performance management and development.

To provide leadership development and professional learning to ensure excellence.

Improvement Measures

Increased levels of teacher accreditation at and beyond proficiency.

Increased attributes of Leadership measured using the AITSL Leadership Self-Assessment Tool.

Progress towards achieving improvement measures

Process 1: Leadership Development

Build the capacity of staff in and beyond the school through the provision of leadership opportunities to support the accreditation process.

Evaluation	Funds Expended (Resources)
<p>QTSS funding supports leadership development. Leadership roles beyond the school was developed through the opportunity for staff member to take on a temporary leadership role for a period of time. Staff within the school demonstrated their leadership capacity. This was achieved by capturing best practice via video and face-to-face classroom observations. Facilitated opportunities were established to enable staff to engage with explicit teams aligned to the School Support Unit resulting in the collection of data linked to specific initiatives at a school level. This was an opportunity for leadership development as classroom teachers were given time to work with the support unit and lead these teams across our school.</p> <p>Teachers met accreditation requirements at proficiency yet no staff completed accreditation beyond proficiency.</p>	<ul style="list-style-type: none">• Clearly defined school-based procedures• School-based professional learning applications aligned to strategic planning and individual professional development goals.

Process 2: Instructional Leadership

The leadership team creates a focus on continuous improvement of teaching and learning. Provision of timely quality observation and feedback systems and professional learning appropriate to the needs of staff is developed and implemented.

Evaluation	Funds Expended (Resources)
<p>The rigorous PDP process was implemented with the introduction of "Purple Time". This gave an opportunity for all staff to receive additional time to meet with their AP to have reflective discussions around their PDP goals. A goal was chosen and a cycle of substantive dialogue, implementation of practice and reflection on practice occurred. This was facilitated by each AP and enabled each teacher to refine their practice in their chosen area. Further development of this model would need to be a consideration within the 2021-2024 Strategic Improvement Plan to ensure that systems are established to support leadership opportunities across the school.</p> <p>Due to changing staff in leadership roles increased attributes of Leadership could not be measured using the AITSL Leadership Self-Assessment Tool.</p>	<ul style="list-style-type: none">• RFF Roster• Additional RFF time to support teachers to engage in professional conversations• QTSS funding (APs)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$39 448.00) 	<p>Personalised Learning Pathways were developed and implemented for all Aboriginal students resulting in targeted academic, social and emotional support being provided to identified students.</p> <p>Teaching and support staff released to attend AECG meetings and school-based meetings. Due to COVID restrictions these meetings were conducted remotely. The annual Yarn Up barbecue was not able to proceed due to COVID restrictions and face to face meetings were restricted. Staff made contact with parents via phone or electronic platforms due to COVID guidelines.</p> <p>Annual cultural celebrations including NAIDOC were not able to occur in the normal manner although were still celebrated within classrooms and stages.</p>
English language proficiency	Funding Sources: <ul style="list-style-type: none"> • English language proficiency (\$17 748.00) 	<p>The staff member who completed EALD training in 2019 was on leave in 2020. As a result an additional staff member was required to complete targeted training.</p> <p>Identified students were provided targeted intervention.</p>
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$98 446.00) 	<p>Differentiated support was provided to students through the Learning and Support teacher allocation.</p> <p>The Learning Support Team continue to monitor and review all students on the caseload. Explicit processes relating to the learning and support processes at Thurgoona Public School were developed including a detailed annual learning and support schedule.</p>
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$113 537.00) 	<p>School base data indicates that the number of students identified for additional support is not possible via the annual school based funding allocation. Additional staff are employed on the Learning and Support Team to provide for explicit support for students in identified areas. This included short, sharp and explicit teaching at point of need for identified students, social skills programs and targeted support in relation to transition.</p> <p>Financial assistance was available to ensure student participation in school activities and provide uniforms and classroom supplies.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	264	295	296	300
Girls	228	280	292	295

Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.7	94.4	93.8	95.5
1	95	94.2	95	93.7
2	93.2	93.9	94.6	94.9
3	96	95.4	94.4	95.6
4	95.2	94	94.9	94.6
5	93.7	93.6	92.9	94.4
6	93.4	92.3	93.1	94.8
All Years	94.5	94	94.2	94.8
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	23.08
Literacy and Numeracy Intervention	0.63
Learning and Support Teacher(s)	0.9
Teacher Librarian	1.2
School Counsellor	1
School Administration and Support Staff	4.06

*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	539,517
Revenue	5,746,951
Appropriation	5,694,935
Sale of Goods and Services	5,204
Grants and contributions	45,335
Investment income	1,477
Expenses	-5,647,896
Employee related	-5,249,572
Operating expenses	-398,324
Surplus / deficit for the year	99,055
Closing Balance	638,572

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	454,016
Equity Total	320,198
Equity - Aboriginal	39,448
Equity - Socio-economic	113,537
Equity - Language	19,748
Equity - Disability	147,466
Base Total	4,250,311
Base - Per Capita	141,416
Base - Location	4,710
Base - Other	4,104,185
Other Total	392,402
Grand Total	5,416,928

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

We would like to thank the parent/carer and wider school community for their patience during the COVID-19 restrictions throughout 2020. The restrictions impacted school events including sporting carnivals, school excursions and cultural events, P & C meetings and general visits to the school and classrooms.

Thurgoona Public School values feedback from all members of the school community. The school participates in Tell Them From Me Surveys which are open for parents and carers, teachers and students in Year 4-6, to complete twice a year. The survey provides information about areas of the school that require further development and areas where the school is performing highly.

Parents

Parents indicated that they are aware of their child's progress and that their child's written report provides valuable information and is written in terms that can easily be understood. Communication between teachers and parents is positive and parents feel informed about their children and parents find the administrative helpful.

In the measure 'Parents support learning at home the school norm was 7.6 and the state norm was 6.3. Parents and carers indicated that they discussed how their children were doing at school, their challenges and homework and provided praise and encouragement while taking an interest in their child's assignments. Responses indicated that teachers have high expectations for students to succeed and encourage students to do their best. They also indicated that the school supports positive behaviour with children feeling safe at school and teachers providing additional support and an understanding of the additional needs of students.

Students

In the survey completed by students in Year 4-6 81% of students stated that they have friends at school they can trust and who encourage them to make positive choices. 90% of students believe that schooling is useful in their everyday life and it will have a strong bearing on their future. Of the students surveyed 81% indicated that they try hard in their learning and believe that teachers are responsive to their needs and encourage independence.

Teachers

There is a culture of high expectation for learning with teachers monitoring the progress of individual students enabling them to implement teaching strategies and provide written feedback on student learning. Student assessments support teachers to identify students requiring adjustments and helps students to set challenging learning goals. Teachers establish clear expectations for classroom behaviour supporting students to become fully engaged in class activities.

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.