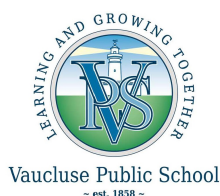


2020 Annual Report

Vaucluse Public School



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Introduction

The Annual Report for 2020 is provided to the community of Vaucluse 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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Message from the principal

The 2020 school year commenced full of hope. but as we are all aware the year rapidly changed and we were confronted with a school year like no other. As the COVID-19 Pandemic took hold staff and students at Vaucluse Public School kept up their daily routines. While chaos was raging all around us , Vaucluse Public School was an oasis. For staff and students. Our school was a place of refuge where the daily predictable routine gave us great comfort. As each new change was implemented and we began to draw into our classrooms, that sense of calm was maintained. Our staff did all they could to continue to implement teaching programs in a considered and harmonious way. As each new change was implemented our wonderful staff stayed at school for long hours to ensure all our students were included. Finally when the *At Home Learning* period began our teachers became even more valuable, working round the clock, seven days a week and throughout the school holidays to ensure that the *At Home Learning* packages were rich, full of vigour and accessible to all.

Throughout the *At Home Learning* period our staff were on a steep learning curve. Learning packages were available in hard and soft copy. There were daily zooms. We quickly up-skilled in the delivery of Seesaw ,Google Classrooms, email and the telephone to interact with our students. The school App, our school newsletter and Facebook page took on new life. We established and maintained numerous communication pathways to our students and their families. Our students and their families reciprocated in kind and there were many, many wonderful and heart warming interactions. This engagement kept us hopeful, strongly connected and positive through a very uncertain period of time.

When our students returned to school it was with much joy and insight into how much they had missed their teachers and friends. That joy and gratitude still remains in our school. There is a wonderful feeling that pervades our school. Practicing gratitude has become a daily activity at Vaucluse Public School. We are all very mindful of the privilege of being able to go to school. This period also reinforced the strategies implemented to achieve Strategic Direction 2: *Creative and Supportive Learning Environments*.

We took the opportunity during the *At Home Learning* period for teachers to focus on their individual professional learning. Our staff took full advantage of the myriad of online courses the Department of Education had on offer. It was an excellent opportunity to build the capacity of our staff. This period created excellent opportunities for collaboration. All stage teams worked closely together to ensure continuity of learning. We discovered expertise within the staff and skills were developed quickly and shared efficiently. We missed our students greatly. We had time to reflect on what makes us passionate about our job - our students. It gave us the opportunity to affirm our vocation and inject new enthusiasm into our roles.

Throughout the year the Learning and Support Committee continued to maintain its strong focus. Students on Individual Education Plans (IEPs) including those identified as Gifted and High Potential were a high priority. Close contact was maintained with these students throughout the COVID Lockdown period. The Instructional Leader's role continued in 2020. The IL's contributions to the *At Home Learning* packages was significant. Throughout the year the implementation of Strategic Direction 1: *Know Students and How They Learn* had much significance as we tried to measure the impact of *At Home Learning* on our student's progress.

It is hard to describe how we felt when our students returned and once again the school was full of the wonderful sounds only to be found within a school. It was a difficult year but at Vacluse Public School it renewed us all. It made us mindful of what a wonderful school we have and why. This attitude of gratitude has not left our school. Our legacy of 2020 is a new sense of not taking anything for granted.

Maureen Hallahan

Principal

April 2021

School vision

Learning and Growing Together

Influencing and supporting our vision are the goals for young Australians documented in the **2008 Melbourne Declaration on Educational Goals**.

These goals are:

Australian schooling promotes equity and excellence.

All young Australians become:

- * *Successful learners*
- * *Confident and creative individuals*
- * *Active and informed citizens*

School context

Vaucluse Public School is located on the South Head Peninsula in Sydney's Eastern Suburbs. The school is unique in many ways. With its spacious playing fields and beautiful gardens protected by large shady trees, the children enjoy a perfect environment for learning and growing together. It has an enrolment of 380 students from Kindergarten to Year 6 in fourteen mainstream classes and three classes in a Special Education Support Unit. These classes include one Autism class and two IO classes.

Our teachers promote an inclusive culture based on the values of caring and kindness. In a safe and supportive environment, children form lasting friendships from Kindergarten to Year 6. All enjoy a strong sense of belonging where parents and members of the local community work closely with teachers and staff to support the students.

Vaucluse Public School values the development of the whole child and celebrates their achievements in all areas - academic, environmental, debating and public speaking, sports, the creative arts and in community and cultural activities.

Our school has a dynamic *Stephanie Alexander Kitchen Garden Program* where children enjoy an exciting journey of sowing, nurturing, harvesting, cooking, presenting and consuming healthy foods.

A Hebrew Program for background speakers, a whole school Creative Arts Program, a Junior and Senior Choir, Rock Band and a Gymnastics Program also contribute to the rich learning environment the school provides. The school runs a number of additional activities that contribute to the culture such as Soccer Club, Drama Club, Public Speaking and Debating, Chess Club, a very committed SRC and a strong and rigorous leadership program.

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

Strategic Direction 1

Know Students and How They Learn

Purpose

To drive ongoing school wide improvement in teaching practice and student progress and achievements.

Improvement Measures

Increase the proportion of students in the top 2 NAPLAN bands for Numeracy and Reading.

Increase the proportion of students demonstrating expected growth in Literacy and numeracy on internal performance measures and NAPLAN.

Increase the number of teachers participating in Quality Teaching Rounds.

Teaching staff are implementing the strategies of Formative Assessment.

Overall summary of progress

At the commencement of 2020 all staff were planning in collaboration with the team from Student Services to continue the Lesson Study program that had been implemented in 2019. Evaluation in early 2019 had found the staff were more supportive of Lesson Study than Quality Teaching Rounds. In 2019 a decision was made to change Quality Teaching Rounds to Lesson Study as a means to improving teacher practice. As the school situation changed due to COVID, stage teams adjusted their plans using the *At Home Learning* Program as another opportunity to adjust Lesson Study to improve practice. Stage teams planned lessons for filming to share with students. Lessons were planned collaboratively, filmed and feedback given. Teachers looked closely at their pedagogy. Teams also looked closely at the quality and quantity of feedback given to students during this period.

During the lockdown period teachers took advantage of the large number of professional learning opportunities the NSW Department of Education were offering online. Teachers improved their capacity in the area of Learning Progressions and PLAN2. In the second half of 2020 Stage teams used a cross section of students to map progress using the Literacy / Writing Progressions and PLAN2 to measure impact and progress.

In 2020 Data Conversations continued with teachers evaluating their assessment strategies. Greater use was made of the Literacy and Numeracy Progressions. The regular use of work samples improved collaboration and Teacher Judgement. In Term 4 the Introduction of the CESE document - *What Works Best*, in particular the domains of *Assessment* and *High Expectations* were the focus for pedagogical discussions in Stage and Staff meetings. Staff found these succinct, practical and easy to implement.

Progress towards achieving improvement measures

Process 1: **Quality Teaching / Quality Learning**

Plan and develop expertise through professional learning on the Quality Teaching Framework and Professional Standards. This will include implementation of Quality Teaching Rounds to improve teacher practice.

Formative Assessment:

Implementation of Formative Assessment strategies across all learning environments so that a culture is developed where students can articulate what they know and what they need to know.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">The continuation of Data Conversations for the second consecutive year has ensured that significant impact on teaching and learning at VPS continues. These sessions continued to take place in week 6 of each term of	<ul style="list-style-type: none">Funding Sources:<ul style="list-style-type: none">Literacy and numeracy (\$20000.00)

Progress towards achieving improvement measures

2020 even throughout the lockdown period. Teachers continued to increase skills in assessment strategies and analysis particularly through the online training in Macquarie University's SpellIt program and MiniLit / Multilit, the use of benchmarks, fluency data, SENNA 1 and 2, and teacher developed assessment. Skills in Consistent Teacher Judgement was supported through the use of work samples, particularly writing samples. Spellit, Initialit, Minilit and Learning Progressions supported deeper teacher knowledge and judgement.

- The school engaged in the Check In assessment process. Data from this assessment process was used in Data Conversations and Collaborative planning.
- Collaborative Planning took place in week 10 of each term. The executive team throughout 2020 linked the activities of Data Conversations and Collaborative Planning by implementing discussions on Where To Next ? as part of the agenda for both Data Conversations and Collaborative Planning. The strategy of mapping small groups of students using the Literacy Progressions and logging the information on PLAN2 supported these activities and provided rich data as the year progressed.
- The lockdown period had a significant impact on Teacher capacity. Collaborative Planning reached new heights. K-2 staff and the Support Unit staff quickly and smoothly adopted SeeSaw as the online platform for delivering learning. Stage 2 and Stage 3 staff implemented Google Classrooms. All stages upskilled quickly, efficiently and expertly.
- In Term 1 the Executive team worked with Julie-Anne Borello from Student Services to continue to implement the Lesson Study project that was commenced so successfully in 2019. Plans that were established in Term 1 had to be suspended due to the Lockdown.
- Each Stage team engaged with the Instructional leader. Evaluation of the program early in 2020 targeted writing as a continued area for focus. After students returned to school in Term 3 specific groups of students in each stage were given additional support using the Instructional Leader as a resource.
- In terms 3 and 4 a Stage 3 High Potential group was identified. The Learning and Support team implemented a program for this Stage 3 group that utilised the resources of external writers and poets as mentors. This was a highly successful initiative that will be implemented again in 2021.
- Staff continued to concentrate and improve on individual feedback that was unique to each student, ensuring indicators were clear and that general comments did not regurgitate information already given. Focus was put onto general comments that shared information that was unique, positive and informative.
- In Term 4 the Executive team introduced to Stage teams the CESE document: *What Works Best*. This was preparation for working through the eight domains in 2021.
- Classroom walks reflected all classrooms implementing WALTs, WAGOLLs, two stars and a wish, learning Intentions, success criteria and Exit Slips.
- SpellIt, Multilit and Initialit resources purchased for K-6 classrooms and Learning and Support Programs were quickly processed and implemented into teaching and learning programs.

- Targeted support for refugees and new arrivals (\$20000.00)
- Low level adjustment for disability (\$20000.00)
- Community and School funds (\$22000.00)
- Professional learning (\$12000.00)
- School Resources: Reading Resources (\$10000.00)

Next Steps

- Professional learning to continue for the implementation of Literacy and Numeracy Progressions, using PLAN2, and Lesson Study.
- Implementation of CESE's What Works Best and the eight domains outlined.
- Executive staff continue in the LEED program.
- Whole school approach to the consistent collection of data for Data Conversation purposes.
- Teachers continue to build their capacity in the area of effective feedback.
- Continue to build teacher capacity in the area of lesson Study.
- Introduction of the structure for Teacher Reports at weekly Learning and Support meetings.
- 2021 Budget considerations for Lesson Study.

Strategic Direction 2

Creative and Supportive Learning Environments

Purpose

To develop a culture where respectful relationships are evident. To ensure optimum conditions for learning so students can connect, thrive and succeed. Every student is known, valued and cared for at Vaucluse Public school.

Improvement Measures

Student, community and staff feedback indicates positive relationships that optimise learning.

Increased number of students reporting a sense of belonging, expectations of success and advocacy at school.

Overall summary of progress

In 2018 VPS first implemented Positive Behaviour For Learning. It was planned for this program to support the school's Wellbeing programs. Since then this program has maintained strong momentum. Evidence of the program's success is seen everyday in the way our students conduct themselves on and off the school site. In 2020 the Relief from Face to Face (RFF) program continued to take a Creative and Practical Arts(CAPA) focus with particular emphasis on Art and Music. This program strongly supported this Strategic Direction. In 2020 this Strategic Direction took on much more importance than it had done in previous years. During the lockdown period and when our students returned to school there was much emphasis put on our community's wellbeing. This included staff, students and parents. Throughout the COVID period of 2020 it was not possible to implement the incursions planned for this Strategic Direction.

Progress towards achieving improvement measures

Process 1: Continue to build on a whole school integrated approach to student wellbeing in which students can connect, succeed and thrive at each stage of their school life.

The school will collect and analyse data to monitor and refine a whole school approach to wellbeing and engagement.

The school will assess and coordinate all the different wellbeing programs that are currently being implemented.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• 2020 was the third year of Positive Behaviour For Learning at VPS. In 2020 there was a strong sense of continuity with all staff using the language of PBL. Staff talked about the universal school rules as expectations. Students quickly adapted to this change. The PBL initiative - the Daily Five was introduced where teachers explicitly make five positive comments to students particularly in the playground. The staff continued to see the impact of a whole school program where all teachers were using the same language and resources.• The PBL committee continues to work closely with the PBL coordinator to drive the program effectively. The introduction of a slot on the agenda of the weekly staff meeting ensured PBL goals were always focused. Feedback was regularly given so that the program could be adjusted with whole school support. Staff support has been a key factor in the success of the program. All staff are using the language of PBL.• Introduction of a PBL token system in Term 4 to further reinforce positive behaviour has been enthusiastically received by students and staff. Impact will be measured in 2021.• In 2019 the Kindness On Purpose program was introduced at VPS. The	<p>Funding Sources:</p> <ul style="list-style-type: none">• School resources: PBL (\$2000.00)• School Resources: CAPA (\$1000.00)• School Resources; Digital: Seesaw, Clickview, Reading Eggs, Mathletics. (\$8000.00)

Progress towards achieving improvement measures

staff embraced the program wholeheartedly and also found it useful on a personal level. There continues to be evidence of the program throughout the school. All Homework programs across the stages have a Wellbeing matrix of activities as part of their weekly structure. During the COVID lockdown period, the *At home Learning* programs had a strong wellbeing focus. Each week there were tasks to be completed. The School's social media tools such as Facebook and the school's App were used to promote wellbeing. The school's Facebook page, the school App, Seesaw, Google classrooms and Zoom were used on a daily basis. A Wellbeing theme was set each week and then shared through these digital tools. Teachers ensured they checked in with all students at least once a week.

- The CAPA program also had a strong wellbeing focus during the Lockdown period with CAPA activities being incorporated into the At Home Learning packages. Our students shared some delightful films with our community. These are excellent evidence of the impact of the wellbeing programs at VPS.

- In Term 4 2020 Cyber Safety and Digital Citizenship incursions were able to be implemented. There was strong parent support evidenced by the large number of parents who participated in the evening Zoom program conducted by the presenter.

Next Steps

- Continued Professional Learning for staff in the use of Sentral.
- Evaluation of the CAPA program.
- Whole school implementation of the Universal tier of PBL.
- Introduction of a consistent structure for Teacher's reports at Learning and Support meetings. Strategies put in place for follow up of these reports.
- Wellbeing component introduced to Data Conversations so that improvements and engagement in wellbeing can be measured locally. This will also complement data from Tell Them from Me surveys.
- Continue to implement Digital Citizenship and Cybersafety incursions.

Strategic Direction 3

Future Focused Teaching and Learning

Purpose

To prepare our students to lead rewarding and productive lives in a complex, dynamic world.

Improvement Measures

Staff are successfully implementing units of work designed around Project Based learning.

Students demonstrate the skills of analysing, evaluating and synthesizing in personalised and project based learning environments.

Overall summary of progress

In 2020 throughout the Covid Lockdown period all stages implemented the strategies of Project Based Learning as part of the *At Home Learning* packages. Through the Collaborative Planning process, all stages developed units of work that included Project Based Learning strategies. The school has excellent digital resources. These were very well utilised during the lockdown period. All students at Vaucluse Public school had access to digital resources. Our students' film making skills were put to excellent use during the lockdown period. Film was a significant medium used to share what was happening at home and to keep connected.

Progress towards achieving improvement measures

Process 1: *Project Based Learning*

Plan and deliver ongoing professional learning for all staff on Project Based Learning as tools to develop the skills of critical and creative thinking.

Engage and develop critical and creative thinking skills with all students. This will develop the skills of analysing, evaluating, synthesizing and hypothesising.

Staff will collaborate and plan Project Based Learning units of work.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">Through the Collaborative Planning process each stage delivered at least one Project Based Learning unit of work in 2020. These units used success criteria, learning intentions, rubrics and quality feedback as part of the inquiry process.The COVID <i>At Home Learning</i> period offered excellent opportunities for the delivery of Project Based Learning units of work. Teachers also saw this as an opportunity to share an understanding of the impact of Project Based Learning with parents. Teachers digital technology skills increased as did students.Early Stage 1 and Stage 1 created units of work called <i>Backyard Safari</i>. Stage 2 and Stage 3 created units of work called <i>Adaptations</i> and <i>Backyard Birds</i>. These units of work were strongly scaffolded for the home learning experience. They were based on investigation and experimentation. They had a strong element of student choice and voice and also provided opportunities for parent involvement. Teachers were able to implement Visible Learning strategies such as feedback and What A Good One Looks Like (WAGOLL). Teachers used Seesaw and Google Classrooms to give regular feedback and guidance. Units of work were differentiated and learning was shared. This sharing provided opportunities for mentoring and peer feedback. The authenticity of these units of work ensured much enthusiasm and high impact for learning.Stage teams used Project Based Learning to develop High Potential units of work. Early Stage 1 and Stage 1 created units based on a NASA designed unit called <i>Voyage To Mars</i> and another unit called <i>Travelling Back In Time</i> -	Funding Sources: <ul style="list-style-type: none">School Resources: Digital resources (\$25000.00)

Progress towards achieving improvement measures

The Incas. Stage 2 and 3 used the opportunity to create authentic activities for a writer's group. Once students returned to school, they worked closely with a professional writer and a poet to create works which were later published in a community funded newspaper. The group also took the opportunity to create material for the upcoming 2021 Kindergarten students. This group wrote and produced a series of podcasts for new parents and students to our school.

Next Steps

- Design of a STEAM program to be implemented as the RFF program for 2021.
- Borrowing schedule for the STEM.T4L kits eg 3D Printing Kit, Virtual Reality Kits and Inventor Robotics.
- Professional learning for staff on Lane Clark's Thinkbox.
- Executive team to attend professional learning with Lane Clark.
- Professional learning in film production for Staff for 2021 VFLIX film festival.
- Purchase of additional Robotics kits.
- Purchase of furniture and resources to establish a STEAM classroom for flexible purposes.
- Convert computer room into a flexible learning space.
- Upgrade of Library ipads.
- Purchase of ipads for learning and Support program.

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	<ul style="list-style-type: none"> EALD specialist employed for .8 and include 0..2 for New Arrivals Program. Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$52 214.00) Targeted support for refugees and new arrivals (\$20 000.00) 	<ul style="list-style-type: none"> EALD specialist was employed for 4 days per week. This included one day allocation for the New Arrivals Program. EALD specialist offered Professional Learning for all staff using the ESL scales and the EALD Learning Progressions. The EALD program was offered in a variety of modes depending on identified need - in class support, small group, withdrawal and specific projects.
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> Literacy and numeracy: Reading resources (\$20 493.00) Low level adjustment for disability (\$89 432.00) Professional learning (\$12 000.00) P&C: School and community (\$20 000.00) Integration funding support (\$221 553.00) 	<ul style="list-style-type: none"> The Learning Support team works closely with the Learning and Support committee. This committee meets weekly. The Learning and Support team consist of two teachers employed four days per week. The P&C funds one of these days and supports the program with funding for resources such as reading material. The Learning and Support team deliver professional learning in the areas of numeracy and literacy, Disability Standards in Education and the school developed Learning and Support checklist. The Learning and Support team is a robust well connected program in the school. In 2020 it developed and assisted with over 130 Individual Education plans including students with additional learning needs and students who are identified as High Potential and Gifted. The Learning and Support teacher coordinated the Learning and Support program, and also three Learning and Support Officers employed under the Integration program. The Learning and Support teacher effectively coaches and mentors all staff to deliver weekly class reports that profile students in each class. In 2020 all Stage 2 and 3 teachers were trained in Macquarie University's Multilit: Spellit program. The Learning Support team and early Stage 1 teachers were trained in Multilit: Minilit and Initialit programs. During the COVID <i>At Home Learning</i> period, the Learning and Support team continued to implement, differentiate and review Individual Education Plans. Staff delivered resources to homes to ensure all students had access to learning materials.
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$68 474.00) Literacy and numeracy (\$20 493.00) 	<ul style="list-style-type: none"> QTSS funding provided additional release time for the school's leadership team. This enabled the team to work with each of their stages to co-teach, to collaborate and plan teaching programs, to compare work samples and develop curriculum based assessment. Stage 2 and 3 leaders professionally developed their stages using Spellit. This program and in particular the GAP assessment tool has proved to be extremely successful. QTSS funding was used to redeploy an Assistant Principal as a Instructional leader

Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$68 474.00) • Literacy and numeracy (\$20 493.00) 	<p>(IL). The Instructional Leader's role focused on writing across the school. During the <i>At Home Learning</i> period the IL provided mentoring support to staff and individual support to identified students. Post lockdown the IL worked closely with targeted students, team taught with staff, mentored beginning teachers, worked with identified High Potential and Gifted students and supported the Learning and Support program.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	174	188	191	187
Girls	194	189	172	142

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.6	96.4	95.2	95.4
1	91.8	93.8	92.8	95.7
2	94.8	93	91.4	94.8
3	94.7	95.4	93.7	94.8
4	94.5	94.2	93.4	94.7
5	92.7	94	94.5	95.2
6	93.2	93.8	94.6	93.5
All Years	94.1	94.5	93.5	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.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	13.97
Literacy and Numeracy Intervention	0.2
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
School Administration and Support Staff	5.87
Other Positions	0.4

*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	848,079
Revenue	3,965,331
Appropriation	3,622,036
Sale of Goods and Services	12,781
Grants and contributions	326,697
Investment income	2,010
Other revenue	1,808
Expenses	-3,897,127
Employee related	-3,405,311
Operating expenses	-491,816
Surplus / deficit for the year	68,204
Closing Balance	916,283

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	198,231
Equity Total	146,096
Equity - Aboriginal	0
Equity - Socio-economic	4,450
Equity - Language	52,214
Equity - Disability	89,432
Base Total	3,025,288
Base - Per Capita	90,406
Base - Location	0
Base - Other	2,934,882
Other Total	206,990
Grand Total	3,576,605

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

In 2020 Stage 2 and 3 Parents and Teachers participated in the **Tell Them from Me** survey. The survey focuses on levels of student engagement, a positive sense of belonging, motivation and effort. It gauges parents' perceptions of school and it examines teacher's understandings about leadership and pedagogy. Below is a snapshot of the three surveys undertaken in 2020.

Student Social -Emotional Outcomes

- 80% of our students had a strong sense of belonging.
- 94% of our students had positive behaviour at school.
- 74% of our students are interested and motivated.
- 22% of students have been subjected to moderate to severe physical, social, or verbal bullying, or are bullied over the internet. This is a reduction of 10% from 2019.

Drivers of Student Outcomes

On a 10 point scale:

- 8.1 of students feel learning time is effective.
- 7.7 of our students feel they have someone at school who consistently provides encouragement and can be turned to for advice.
- 8.3 of school staff emphasise academic skills and hold high expectations for all students to succeed.

NSW Department of Education Custom Measures

- 81% of our students express pride in their school.
- 79% of our students feel their classrooms can fit everyone.
- 88% of our students feel the school is well looked after.
- 83% of our students feel that everything works.
- 51% of our students feel the toilets are clean and well looked after.
- 93% of our students feel the canteen is well looked after.
- 83% of our students feel the playground is clean and well looked after.
- 93% of our students feel the library is clean and well looked after.
- 82% of our students know where they can go for help if they or someone else is being bullied.

Partners in Learning: Parent Survey

On a 10 point scale:

- 7.9 of our parents feel welcome when they visit the school.
- 7.9 of parents feel they can easily speak with their child's teacher.
- 8.0 of our parents feel teachers listen to their concerns.
- 7.8 of our parents feel information from the school is written in clear language.
- 6.1 of our parents take an interest in their child's assignments.
- 4.7 of our parents talk about how important school work is.
- 6.4 of our parents praise their children for doing well at school.
- 8.1 of our parents feel that teachers show an interest in their child's learning.
- 6.6 of our parents believe teachers have high expectations for their child to succeed.
- 8.6 of our parents believe their child is clear about the rules for school behaviour.
- 8.9 of our parents feel their child feels safe going to and from school.
- 8.7 of our parents believe their child feels safe at school.
- 7.3 of our parents believe teachers help students who need extra support.
- 7.6 of our parents believe staff take an active role in making sure all students are included in school activities.

And finally:

- 30% of our parents find formal interviews useful and 67% find them very useful.
- 41% of our parents find School Reports useful and 30% find them very useful.
- 56% of our parents find the school newsletter useful and 37% very useful.
- 32% of our parents find the school social media sites useful and 44% very useful.

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.