

# 2020 Annual Report

## Oxley Vale Public School



3690

# Introduction

The Annual Report for 2020 is provided to the community of Oxley Vale 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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Oxley Vale Public School

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## School vision

Through inspiring a passion for learning, Oxley Vale Public School will challenge all members of the school community to achieve excellence in academic, cultural and sporting pursuits.

## School context

Oxley Vale Public School is located on the outskirts of Tamworth in the New England region of NSW. The school enjoys the benefits of drawing enrolments from residential and rural communities and boasts beautiful surroundings with views across the plains to the Duri Peaks.

Oxley Vale PS is a P3 school with a 322 students enrolled as at March 2020. Enrolments have been increasing as the surrounding rural areas are developed for additional housing. 33% of students identify as Aboriginal or Torres Strait Islander and the school is steadily increasing in cultural diversity, creating a vibrant and inclusive school community.

The school prides itself on being cohesive and collaborative, working closely with parents and community groups including local Aboriginal elders, support services, local businesses, charities, a community playgroup, the Oxley Vale community church and 'Fit For It' Taekwondo. The school has a FOEI (Family Occupation and Education Index) of 131 (2018) and is organised into 13 mainstream classes, 2 of these being composite classes. The school has one Multi Categorical support class.

Our school boasts highly skilled teachers, 2 full time office staff, a full time community liaison officer and one full time Aboriginal Education Officer. Additional to the principal the school has a non-teaching deputy principal, three assistant principals and a school chaplain 2 days per week. Students also benefit from a part-time school counselor 2 days per week and one librarian 5 days per week.

The school has a climate of high expectations for both staff and students. School management focuses on quality teaching and learning. There are clear expectations of all school community members (staff, students and parents) that every child will be learning every day to the best of their ability.

## 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	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
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	Delivering
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1

### Explicit Quality Teaching and Learning

#### Purpose

Students who experience explicit teaching practices make greater learning gains (What Works Best: Explicit Teaching, 2014, NSW DoE). This plan provides the framework for teachers to implement evidence based, explicit teaching practices to genuinely engage students in learning. Oxley Vale Public School aims to grow confident, motivated, curious, self directed learners.

#### Improvement Measures

- To increase students in year 3 achieving at or above national minimum standards by 5% in literacy and numeracy.
- To increase students in year 5 achieving at or above national minimum standards by 5% in literacy and numeracy.
- The school is able to evidence growth from Working Towards Delivering in Student Performance Measure to Delivering.
- 80% of students in K-2 to reach the text level expected for their grade in L3 at end of year in reading.
- 80% of K-2 students to be sound or higher in English and Mathematics on their final year reports as measured by the OVPS marking guide, based on the progressions.

#### Progress towards achieving improvement measures

##### Process 1: Visible Learning

The school provides/facilitates professional learning on Visible Learning and monitors it's implementation to improve student learning.

Evaluation	Funds Expended (Resources)
<p><b>Question, Data, Analysis, Implications - QDAI</b></p> <p>Stage 2 and 3 have used PAT, Check-In Assessment as well as class formative and summative data to identify areas of need across their classes. All teachers chose to focus on reading due to the culmination of data indicating this is an area of need. Most teachers selected a small focus group to begin their targeted teaching utilising resources from the DET check-in support documents. Teachers also involved in the Hero Linc-Ed trial are using this data to correlate with the goal setting function in HLE. QDAI cycles have enabled teachers to use data to inform teaching and to reflect and refine key components to improve student learning outcomes.</p> <p><b>Student Voice Groups - The Visible Learning Team</b></p> <p>The students in the VL team have been instrumental in identifying the Learning Disposition for the school and in the creation of the mascot that will be key to the implementation of dispositions. This team will continue to work on designing lessons and activities for implementing the dispositions. New members will need to be added in 2021 to replace the current Year 6 team members.</p> <p>Student Voice groups for the other proposed areas were not established due to the turbulence of COVID 19 and restrictions placed on student groups/ event etc from Term 2 2021.</p> <p><b>Learning Dispositions</b></p> <p>Curiosity, Resilience, Embracing Challenge, Risk Taking, Persistence and Reflectiveness are the dispositions selected by the school and community to represent the 'learning powers' for OVPS. The VL staff and student teams have been involved in establishing ideas for the disposition mascot and implementation across the school. KEO Graphic Design Company is using the ideas created by the teams to design a mascot that will represent learner</p>	<p><b>QDAI</b></p> <p>nil - 3rd hour of RFF</p> <p><b>PAT Data</b></p> <p>nil VLIL time</p> <p>3rd hour of RFF</p> <p><b>Effect Size</b></p> <p>nil VLIL time</p> <p>3rd hour of RFF</p> <p><b>Visible Learning</b></p> <p>Kindy Learning Plt - \$24.00</p> <p><b>VL Student Team</b></p> <p>nil</p> <p><b>Learning Dispositions</b></p> <p>KEO Graphic Design - designing mascot and working on badging</p> <p><b>Professional Learning</b></p> <ul style="list-style-type: none"><li>• OVPS PL - Via Zoom in Stage teams - nil</li><li>• Stage CTJ days</li></ul>

## Progress towards achieving improvement measures

qualities at OVPS. These dispositions were not launched in 2020 as planned due to design challenges by KEO and COVID 19 restrictions. This project will rollover into 2021 for implementation of the dispositions, launch days and lessons.

### The Learning Pit

The Learning Pit project with Kindergarten to introduce them to the strategies for learning was completed and resulted in a display showing students progressing through the Learning Pit.

### Professional Learning

- Corwin - SDD PL - Two PL sessions of the four planned were completed due to COVID-19 restrictions. The 2 remaining PL sessions will be rescheduled for 2021 as per the contract with Corwin.
- Stage Team workshops - Visible Learning 1/2 day per stage on an area of need for the stage. This was completed in Term 1 and Term 2. Term 3 and Term 4 workshops did not go ahead due to COVID restriction on PL.
- Planning Days - 1 day per stage per term - 1/2 day English, 1/2 day Mathematics completed for all stages with VL IL and EAfS IL supporting staff on these days.

### PAT Assessments

Completed bi-annually for Years 1- 6. Data from these assessments used in QDAI and Spirals of Inquiry sessions with Stage 2-3 staff. All staff 1-6 were provided with data analysis reports (provided by VL IL) per year group of student achievement in comparison to semester 1 2020 and Semester 2 2019 data to show growth and attainment. Stage 2 and 3 staff analysed this data in detail in QDAI sessions and utilised the PAT Resource centre to target identified need in each class. Reports also tabled at LST Meeting for consideration for support, with recommendation of focusing on the middle range of student achievement to meet the target of more students in the top 2 bands in NAPLAN.

### Staff Book Club

This initiative is an informal, once a month meeting to enable staff to socially and professionally engage with each other in professional dialogue centred on research based professional literature with a Visible Learning pedagogical approach. This will help to enhance staff professional knowledge and skills. The aim of this initiative is to have staff informally meet in the library, to enjoy a coffee and an opportunity to discuss a pre organised reading from a focus text. This session will run for approximately 20 minutes and involve summarising and discussing ideas from relevant chapters and linking ideas from research to current classroom and school practice. Participation is voluntary. Attendance at this initiative varied throughout the year, with not as many staff engaging with this opportunity as anticipated.

### Effect Size data

PAT data was used by VL IL to calculate effect size for all students in Reading and Mathematics 1-6 and Writing for students 3-6. Effect size for each teacher was also calculate to identify impact. 3-6 staff had 1:1 Data Conversations with VL IL on their PAT data and Effect Sizes. Future goals for teaching were identified to be used to guide teacher PDPs in 2021.

### Learning Intentions & Success Criteria

LISC is used K-6 in programs, lesson sequences and classrooms to provide clarity for student learning and to provide explicit teaching and feedback. This is now embedded across the school.

### Feedback

Teachers are using the 'Two Stars and a wish' strategy for teacher to student

- Planning Days - 1 day per stage per term - 1/2 day English, 1/2 day Mathematics

- VL - How to use visualisers to support teaching and learning - nil

### PAT Assessments

purchased Term 1.

### Staff Book Club

Refreshments - \$10.00

### Visible Learning networks

Corwin PL - Nemingha PS - N/A  
COVID rescheduled

### VL Staff team

nil

### Resources

DVD covers \$49.44

Vending Machine Texts - \$1060.64

### Walkthroughs

nil -

### School Planning

School Excellence in Action - nil

LEED Project - nil

**TOTAL \$ 1144.08**

## Progress towards achieving improvement measures

and student to student feedback. This system is also used for teacher to teacher feedback of classroom practice. The use of LISC to scaffold feedback to students is also prominent in classrooms.

### Resources

Flip boards

Visualisers - all classrooms and library.

Visible Learning Texts - Professional Readings for staff and text to support Growth Mindset lessons and learning dispositions.

### Classroom Walk throughs

Undertaken twice per term. Embedded process across the school. Whole school feedback from the walkthrough data is communicated to staff and Individual feedback for teachers is also compiled and available for teachers on their request. Next steps is to communicate this data to teachers following each walkthrough.

## Process 2: Early Action For Success

The school Provides/facilitates professional learning that builds teacher's understanding of effective strategies in teaching literacy and numeracy skills and knowledge.

Evaluation	Funds Expended (Resources)
<p><b>English</b></p> <ul style="list-style-type: none"> <li>All relevant K-2 staff have completed L3 training</li> <li>All K-2 staff are implementing L3 practices daily, some seeking feedback</li> <li>A spiral of inquiry into spelling and grammar across the school is complete.</li> </ul> <p>We found that 52% of our students have a spelling age lower than their chronological age. Similarly, 48% of teachers are not confident teaching spelling and 48% of classes are reported to not enjoy spelling. Staff have created professional learning for next year based on school data and our professional learning with Dr Tessa Daffern on Triple Word Form Theory. Dr Tessa Daffern will run PL next year based on Triple Word Form Theory to kick off PL in this area.</p> <ul style="list-style-type: none"> <li>English units of work have collaboratively planned (planning days), reviewed and measured through moderation if assessments (in RFF). This occurred in Stage One only. Early Stage One did not moderate assessments to the same degree.</li> <li>LIPi pre- and pos- data analysed carefully to decide on the future of the program with the K-2 team. This program will be put on hold in 2021 while teachers experiment with whole class teaching of spelling using Tessa Daffern's Triple Word Form Theory.</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>Most staff deeply understand the Big Ideas in Number (Di Siemon, 2007) and this is evident in programs and classrooms. Teachers were highly collaborative and designed assessments to moderate together to guide further teaching and data collection.</li> <li>Mathematics units of work are collaboratively planned (planning days), reviewed and measured through moderation if assessments (in RFF). These Units of work were very effective, easy to differentiate and inquiry-based in nature.</li> <li>A spiral of inquiry into staff understanding and implementation of the Big Ideas in Number is complete and action collaboratively planned with executive staff for 2021. Most staff have a good understanding of the big ideas in number, particularly in K-2. Stage One and Stage Two had strong evidence of this understanding within their programs.</li> <li>As our data shows across the board, our students are basic multiplicative thinkers and have very surface level understanding of place value. Term 3's PL will be focused on the big ideas in 2021 using the 'learn a little try a little'</li> </ul>	<p><b>L3</b></p> <p>\$8596</p> <p><b>BNL</b></p> <p>\$9658.50</p> <p><b>Data conversations</b></p> <p>\$7000</p> <p><b>Reading resources</b></p> <p>\$8190.23</p> <p><b>Observations</b></p> <p>\$1000</p> <p><b>Planning and Consistent Teacher Judgement</b></p> <p>\$32500</p>

## Progress towards achieving improvement measures

framework.

- Professional learning to consolidate the Big Ideas (professional learning in 2019) was delivered by the IL in Terms 1, 3 and 4. This Professional Learning pushed beyond K-6, introducing teachers to what is expected by the end of Year 8 to deepen their understanding. Term 3 in 2021 will be devoted to numeracy to ensure deep understanding and ensure staff are accountable for implementing their PL.

### **Intentional talk, VL and feedback**

- All K-2 staff have a structured and effective method of providing quality feedback to students during and after lessons.
- LI and SC are embedded In English and Mathematics lessons K-2 and referred to frequently during lessons by both teachers and students.
- Intentional talking (and usually drawing) are part of writing sessions. This was evident across all K-2 classrooms. This happened daily in Stage One.

### **Data**

- All staff are confident using Areas of Focus in PLAN2 to track progress and guide targeted teaching
- All K-2 staff have participated in data conversations throughout the year to target teaching in both literacy and numeracy
- Data has been collected every 5 weeks in the form of PLAN2 focus areas and text level graphs. IL has analysed data each 5 weeks

### **Interventions**

- Students in need of tier 2 (in class) and 3 intervention (LST) have been identified using PLAN 2 or other assessment data and targeted interventions have been designed, implemented and measured
- Reading interventions in 2020 were highly successful, with most students meeting expected benchmark by the end of their 5 or 10 week intervention. Those who did not improve were referred back to teachers and assistant principals to investigate further with parents, external agencies and the school counselor.

### **Collaboration**

- All K-2 staff have participated in 4 planning days throughout the year, using cohort data and Areas of Focus to design rich tasks. Again, the use of data and design of rich tasks was incredibly deep and effective.
- AP Stage One and IL have lead the collaborative design of tasks and moderation of assessments twice a term. This was very effective in mathematics using additive strategies and multiplicative strategies in the numeracy learning progressions.
- Staff have participated in planning days 4 times through the year to collaboratively plan English and Mathematics units of work.
- Staff have participated in 2 CTJ half days to ensure report marks are consistent and accurate.
- 3rd hour of RFF was used to design and moderate assessment tasks, to update planning and to discuss learning in general.

### **Community**

- Parent engagement was impacted in 2020 due to COVID 19 restrictions. This was addressed via the use of school communication channels including digital newsletters, Facebook and Google Classroom and was incredibly successful in keeping families connected with their children's teacher and their child's learning.

## Next Steps

### **Visible Learning**

- Implementing the learning dispositions identified through the school plan. These include curiosity, resilience, persistence, embracing challenge, taking risks, and being reflective
- A suite of professional learning to further develop knowledge and skills in the areas of best practice and high impact teaching strategies
- The implementation of teacher-directed and student-directed learning goals to further enhance student achievement and student agency
- Teachers engaging in data conversations to use student achievement data to inform teaching and learning

### **Early Action for Success**



- Teaching staff to engage in K-2 'Starting Strong', and 3-6 'Big Ideas' professional learning in mathematics
- Teachers engaging in data conversations to use student achievement data to inform teaching and learning
- Instructional Leader will be providing at-the-elbow support to beginning teachers, newly appointed teachers and experienced teachers
- Teachers will be further supported by the Instructional Leader with planning, assessment, reporting and consistent teacher judgement

## Strategic Direction 2

### Wellbeing for Learning

#### Purpose

At Oxley Vale Public School there is a commitment to a strategic approach to wellbeing processes that support all students to connect, succeed, thrive and learn (School Excellence Framework V2 DoE, 2017). Our aim is to maximise the opportunity for all teachers to teach and all students to learn.

Oxley Vale Public School recognises that regular attendance at school for every student is essential if students are to achieve their potential, and increase their career and life options (Student Attendance in Government Schools Procedures, 2015). The staff are committed to the ongoing academic achievement of students supported by regular attendance.

#### Improvement Measures

An embedded culture of learning as evidenced by data from SENTRAL, surveys, observations and teacher reflections.

The school is known as a positive learning environment by the community as evidenced by an increase in positive responses from parent survey data from 58% in 2017 to more than 80% by 2020.

OVPS will move from Delivering to Sustaining and Growing in the element of Wellbeing in the Learning Domain, as evidenced by SEFSAS (V2)

#### Progress towards achieving improvement measures

##### Process 1: Positive Behaviour for Learning - PBL

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Explicit lessons for Term 1 &amp; 2 expectations are hosted on Google drive and teachers are using these to deliver consistent lessons K-6.</li><li>• Teachers delivered lessons in Term 1 before COVID disrupted learning and then sporadically when face-to-face learning resumed.</li><li>• PBL regularly uses data to inform decisions of PBL focus and feedback to students, staff and community on successes.</li><li>• A full review of the PBL system was not carried out in 2020 as the PBL assistant principal position for the Tamworth region was not filled until Term 3 2020.</li><li>• An 'electronic stamp' system was unable to be implemented in 2020. The student administration software (CENTRAL) does not support this feature. The school is seeking to identify more suitable software in the future.</li><li>• The review of how the expectations are displayed across the school, new signage designs and displays were placed on hold pending upcoming changes to PBL in the school.</li><li>• Team members did not attend PL for tier 1 "Classrooms" in preparation for implementation in 2021 due to COVID and changes to be implemented in PBL in 2021.</li></ul> <p>COVID-19 significantly impacted the continued implementation and refinement of PBL. Once face-to-face learning resumed PBL processes were significantly altered to provide parents with the opportunity to remain part of the PBL system via video recording posted on existing communication platforms.</p>	\$4043 for resources and teacher release

##### Process 2: Anti-bullying

The school has implemented evidence based change to whole school practices resulting in measureable improvements in engagement to support learning.

Evaluation	Funds Expended
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## Progress towards achieving improvement measures

Evaluation	(Resources)
A review of the anti-bullying action plan revealed that processes and practices were effective and efficient. Student Representative Council members were trained as peer mediators. COVID-19 placed barriers on the effectiveness of this process. Taekwondo was seen as having a positive impact on students in feeling confident to deal with bullying. Anti-bullying practices require regular review, the new school plan will provide an opportunity to further enhance current practices.	\$12,848 for taekwondo lessons

### Process 3: Attendance

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

Evaluation	Funds Expended (Resources)
Review of the school's attendance processes and procedures indicate that school-based measures have been effective in improving attendance. Whilst data indicates a positive trend in attendance data the school will endeavor to further enhance this trend in the number of students attending at, or above, 90% attendance.  OVPS attendance is 88.9%. This is above state attendance (87.8%), the Peel network (86.1%) and statistically similar school groups (87.0%).	Staffing: <ul style="list-style-type: none"><li>• Deputy Principal</li><li>• Learning and Support Teacher</li><li>• Home School Liaison Officer</li><li>• School newsletter</li><li>• Daily absence text messages</li></ul>

## Next Steps

### Positive Behaviour for Learning (PBL)

- A full review of wellbeing practices, including PBL, is to be undertaken to align with the Wellbeing framework.

### Anti-bullying

- Consultation with students, staff and parents to review and update the Anti-bullying Action Plan.
- Train senior students to become playground mentors.
- Update anti-bullying lessons for classrooms.

### Attendance

- Enhance communication with parents regarding the importance of regular attendance through innovative practices such as digital communication.
- The review and implementation of a system of a recognition and celebration of regular attendance.

## Strategic Direction 3

### Quality Learning Environments

#### Purpose

At Oxley Vale Public School resources are strategically used to achieve improved student outcomes and high quality service delivery.

#### Improvement Measures

##### Technology

- The school is known as a positive learning environment with technology expertly integrated into lessons by teachers as evidenced by parent, student and teacher survey data, learning programs and focus groups.
- The school is able to evidence growth from Delivering to Sustaining and Growing in the element of school resources in the Leading Domain.
- 100% of teachers embed a technology rich curriculum within classroom teaching and learning as evidenced in programs.

##### Learning Environments

- Pre and post survey data, classroom walk-throughs and photographic evidence demonstrates an increase in student engagement.

#### Progress towards achieving improvement measures

##### Process 1: Technology

The SAMR model enhances and transforms the utilisation of technology in learning through the development of a deep understanding and implementation of systematic strategies.

Evaluation	Funds Expended (Resources)
<p>COVID-19 impacted on the direction of this program. The move from face-to-face learning into a learning-from-home environment dictated a rapid introduction to, and implementation of learning through the use of technology. Teachers accessed in house professional learning in order to effectively provide online learning for all students K-6. Whilst the trajectory of this initiative changed, the purchase of additional devices ensured that teachers and students were well supported to utilise technology for learning whilst at home, and also upon the return to face-to-face learning.</p> <p>The practical implementation of technology due to COVID-19 fast tracked teacher's use of embedding technology into lessons. Consequently the school developed a 4 year plan to continue to resource students and staff and enhance the authentic use of technology in lessons.</p>	<p>\$30,215 for the purchase of Chromebooks, iPads and Surface Go devices</p>

##### Process 2: Learning Environments

A creative approach to the use of physical environments ensures that learning is optimised, within the constraints of the school design and setting.

Evaluation	Funds Expended (Resources)
<p>The pilot program to trial the use of flexible learning spaces showed positive results. Students reported increased autonomy, choice and engagement in most classes as a result of a changed pedagogical practices. Students and staff reported that a more flexible learning space allowed greater cooperative learning and provided opportunities for guided learning groups.</p>	<p>\$28,453 for flexible furniture</p>

#### Next Steps

**Technology**

Purchase additional Surface Go's for all teachers. Purchase an additional 35 Chromebooks to facilitate a 1:1 device program in Stage 3. Purchase additional iPads to boost technology to student ratio in years K - 4.

**Learning Environments**

- Equip additional classrooms with flexible furniture.
- Provide professional learning in the use of flexible learning spaces.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	1.0 FTE Aboriginal Education Officer  \$104,362 flexible funding	<p>Aboriginal Education continued to be a focus for the students and staff of Oxley Vale Public School in 2020. There was a focus on continuing to close the gap in academic achievement of Indigenous students when compared to non-Indigenous students. Additionally there was a very strong focus on cultural awareness and connectedness. Of note was the school's pilot language program. This saw all Stage 2 and Stage 3 students receive weekly language tuition from Uraah Innovations, a local cultural services provider. Feedback from staff, students and parents indicates that the language program had significant impact on participants.</p> <p>The Aboriginal Community Liaison Officer position was highly successful in building stronger relationships between the school and families as well as connecting families with local service providers. Through strong community links the school benefitted significantly. Staff and students were well supported regarding Aboriginal Education for all students.</p>
<b>English language proficiency</b>	\$17,923 flexible funding	Students engaged in support with an EALD teacher largely during Term 3 due to COVID-19. Students supported by the EALD teacher were more able to engage effectively in social and classroom activities as a result of interventions. EALD assessment data indicated positive improvements in literacy levels.
<b>Low level adjustment for disability</b>	1.6 FTE Learning and Support Teacher  \$76,998 flexible funding	<p>The LaST role was successful in the coordination and implementation of a whole-school support strategy. This included Learning Support Team meetings, actions and communication with parents and staff. A system of support was effectively employed to distribute support equitably among targeted students.</p> <p>Funds were used in conjunction with Socio-economic background funding to provide additional support and intervention programs to students K-6.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	0.588 FTE	QTSS funds were utilised to employ an additional Instructional Leader 3 days per week. This model of support enabled stage teams and individual teachers to access high impact professional learning and successfully embed Visible Learning practices in classrooms K-6. A consistent language of learning was effectively implemented and professional learning was delivered in a targeted and cost effective manner. NAPLAN and PAT data shows evidence of positive impact on student learning.
<b>Socio-economic background</b>	0.4 FTE classroom teacher  \$295,745 flexible funding	In 2020 the school utilised the 0.4 FTE staffing allocation to ensure students at educational disadvantage were able to participate in individual and group music

<p><b>Socio-economic background</b></p>	<p>0.4 FTE classroom teacher \$295,745 flexible funding</p>	<p>tuition. Additionally, extra time was provided for the teacher-librarian, enabling increased access to quality literature and support for teachers in resourcing planned units of work.</p> <p>Flexible funding allowed the school to provide an above centrally identified non-teaching position to effectively coordinate whole-school learning and wellbeing initiatives. In addition, students were able to access extra-curricula programs which included dance, gymnastics, and taekwondo. These programs increased engagement and fostered a sense of confidence and resilience.</p> <p>Purchases of additional chromebooks, iPads, charging stations and interactive whiteboards enhanced students' access to technology for learning.</p>
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# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	171	174	167	162
Girls	172	166	176	162

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	92.5	91.9	91.6	90.6
1	92.8	93.4	88.9	90.5
2	93.6	94.2	90.1	89.5
3	93	92.7	92.4	86.7
4	90.9	93.9	90.8	87.9
5	90.8	91.3	90.2	89.8
6	90.3	88	90.2	86
All Years	91.9	92	90.7	88.9
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)	3
Classroom Teacher(s)	14.26
Literacy and Numeracy Intervention	0.53
Learning and Support Teacher(s)	1.6
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	4.97

\*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 <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	356,351
<b>Revenue</b>	4,434,888
Appropriation	4,391,122
Sale of Goods and Services	1,333
Grants and contributions	41,844
Investment income	389
Other revenue	200
<b>Expenses</b>	-4,399,356
Employee related	-3,833,770
Operating expenses	-565,586
<b>Surplus / deficit for the year</b>	35,532
<b>Closing Balance</b>	391,883

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	193,663
<b>Equity Total</b>	790,074
Equity - Aboriginal	180,639
Equity - Socio-economic	339,499
Equity - Language	17,923
Equity - Disability	252,013
<b>Base Total</b>	2,761,137
Base - Per Capita	83,941
Base - Location	3,028
Base - Other	2,674,169
<b>Other Total</b>	478,297
<b>Grand Total</b>	4,223,171

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](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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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

## Parents

In 2020 parent survey data indicated that:

- 78% of respondents believe that the school successfully meets their child's academic needs.
- 89% of respondents believe that the school provides good access to technology for learning.
- 83% of parents feel that communication with the school assists their child to learn.
- 94% of parents feel that their child enjoys coming to school each day.
- 90% of parents indicated that the school has a positive, optimistic feel.
- an average score of 9.1 out of a possible 10 was given in recommending our school to friends.
- 100% respondents indicated that the school actively promotes and implements the values of pride, respect, excellence and integrity.
- Parent comments from surveys indicate that staff are dedicated, approachable and highly respected in the community.

## Students

Overall, student survey data indicates that students have positive connections and experiences at our school.

- 73% of students reported they had a high sense of belonging.
- 93% of students reported they had a positive sense of advocacy at school
- 98% of students reported that they experienced, and held, high expectations for success
- 93% of students believed they had high advocacy and high expectations at school. This exceeds schools which are statistically similar (82%) and the state average (71%). This indicates that our school outperforms

## Staff

Teaching staff indicated high levels of collegiality and respect. The school is known as a supportive and inclusive workplace with high levels of satisfaction reported. Teachers feel that their work has a positive impact on the lives of their students and that they can access expert assistance at school in the areas of programming, behaviour management, assessment, reporting, wellbeing and learning adjustments. Staff indicated that their work is not highly valued by the community. This is inconsistent with community feedback which indicates high levels of respect, trust and support.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.