

2020 Annual Report

Lugarno Public School



3796

Introduction

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

Celebrating our resilience in a challenging year

Whilst 2020 brought unprecedented challenges, there is much to celebrate. Our school community demonstrated great resilience, care, strengthened partnerships and the ability to overcome adversity. It was a year which highlighted the strength of the LPS community; it's enviable community spirit and commitment to rally together to support each other. Thank you to our parents and carers for the way in which you supported your child and the school. Positive partnerships between home and school are vital and we thank our parents and carers for working so collaboratively with us during a period of great challenge. Our staff, in strong partnerships with parents and carers, worked incredibly hard to ensure that quality teaching and learning continued for students but also that students remained connected, engaged and cared for.

2020 has been about continuing to learn and grow together despite the many challenges and adversity. What has been demonstrated very clearly from the experience of the COVID-19 pandemic is that schools are at the heart of their communities. Learning together in new ways required flexibility and creativity. We had to develop and innovate our understanding of what learning from home looked like and then very quickly adapt and apply new ways to learn and engage back in our school environment. Thank you to our teaching, support and administrative staff who demonstrated that they are all dedicated professionals who know, value and care for all students at LPS. Students are, and should be, at the centre of all that we do.

Congratulations to our students who demonstrated commitment to their learning, optimism and the ability to be flexible and positively adapt to new ways of learning and connecting.

As the leader of the school, I could not be more proud of the Lugarno Public School community.

Our school community celebrated effort and achievement in many areas in 2020. Of particular relevance for the 2020 Annual Report include, but are not limited to, the following:

- In 2020, NAPLAN did not proceed due to COVID restrictions. However, students in Years 3 and 5 at Lugarno Public School took part in the state wide "Check In" Assessments in Reading and Numeracy and performed strongly. Our Year 3 students answered 67.9% of questions correctly compared to 58.6% for the state in Reading and 77.8% compared to 62.8% in Numeracy. Our Year 5 students also performed well with students answering 68.2% of questions correctly compared to 60.7% in the state in Reading and 70.7% compared to 60% in Numeracy.
- Our school was selected as part of the Minecraft Education Network as a lead school. Our teacher librarian, Mrs Dufty, has been instrumental in driving ICT innovation at Lugarno PS and supporting the development of teachers in their effective use of technology as a tool for student learning.
- The school was successful in obtaining a Community Building Partnership grant which together with a generous donation from the P & C and the use of school funding, will be used to improve student play options and the aesthetics of the playground with a major nature play space project. Plans for the nature play space were developed after intensive consultation with parents, staff and students. The nature play space is set to be started

and completed in 2021.

- A team of Lugarno Public School leaders and leading learners, consisting of Mrs Harris, Mrs Wilkie, Mrs Androulakis, Mrs Malakonakis and Mrs Williams participated in the '3 Rivers 4 Learning' Project . It is an excellent example of evidenced-based improvement, with each of the teachers contributing to a research project around the practice of collaboration at Lugarno Public School. Professional collaboration allows best practice to be identified and shared across classrooms. Effective collaboration explicitly aims to improve teacher practices and student outcomes. Our school's chosen area of inquiry was to explore how we can strengthen collaborative practices at LPS. Through our school's participation in the 3 Rivers 4 Learning Project we have:
 - examined and critiqued findings on high-impact collaborative practices;
 - investigated collaborative capabilities in our staff;
 - examined evaluative thinking approaches to plan how the impact of collaborative teaching practice will be measured;
 - benchmarked the effectiveness of our school's collaborative teaching practice against quality indicators in the School Excellence Framework and our current school plan.

Each term, our team participated in a seminar day which was led by a leading educational practitioner and researcher, *Ann McIntyre*. In addition to the seminar days, our team participated in inter-sessional activities; analysing and unpacking professional academic readings and discussing next steps for strengthening collaborative practice at LPS. Each of the team members built upon their leadership skills to help strengthen and drive collaborative practices across the school in the future.

The project culminated with our school team developing a video to showcase the learning journey undertaken at Lugarno PS. This video has been shared with colleagues from other participating schools. Congratulations to Mrs Wilkie, Mrs Androulakis, Mrs Harris and Mrs Malakonakis for your commitment to this project in 2020.

Mrs Justine Williams

School vision

Lugarno PS is committed to developing highly literate and numerate, future focused learners through the provision of quality, evidence-based teaching and learning programs. The Lugarno PS community will work together to prepare students who are responsible, respectful and resilient global citizens.

School context

Lugarno Public School is situated within a small peninsula community on the banks of the Georges River. The school comprises of approximately 270 students, with 40% of students coming from backgrounds other than English. Generous school grounds afford students space to move, learn and play creatively.

The school is large enough to provide a variety of learning opportunities whilst being small enough to ensure the staff know and support each student. The students are nurtured by experienced and enthusiastic teachers who aim to bring out the potential in every child through high quality teaching and learning programs.

Student wellbeing and the provision of a caring and supportive learning environment remain the focus for the staff and parent community.

Through its diverse curriculum, Lugarno Public School contributes significantly to the development of skills in areas we, as a community, regard as crucial to the development of responsible citizens and life-long learners. These areas include: developing excellence in literacy and numeracy, building flexible, resilient and creative learners, and the provision of extra curricular opportunities in sport, creative and performing arts, student leadership, citizenship and technology.

Staff are committed to ongoing professional growth and learning through a dynamic professional learning community. The school aims to improve professional practice, positively influencing student learning and promoting a culture of school excellence and collegiality.

Parent and community involvement in the school is active and supportive. A dedicated Parents and Citizens Association works tirelessly to ensure the school continues to grow and improve. The school prides itself on its strong connections to local schools, local business and community groups.

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	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
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	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

Quality Learning

Purpose

To inspire and challenge all students through the provision of student-centred learning environments which are inclusive and personalised.

To empower students to become confident, creative and critical thinkers and resilient and successful learners.

To ensure a whole school approach to wellbeing which allows individuals to connect, thrive and succeed.

Improvement Measures

Increased staff capacity and confidence in integrating formative assessment strategies into teaching practice to improve student learning outcomes.

Increased student capacity in utilising creative and critical thinking skills.

Personalised learning goals for students show improvement as measured against relevant frameworks and benchmarks.

An increased proportion of students reporting a clear understanding of expectations, a sense of engagement, and positive and respectful relationships.

Progress towards achieving improvement measures

Process 1: Project: Empowered Learners

Plan for and deliver quality learning experiences, enabling students to articulate their learning in terms of what they need to learn next to allow for continuous improvement.

Students are equipped with skills to become creative and critical thinkers.

Students, teachers and parents/carers develop learning goals and engage in learning with a growth mindset.

Evaluation	Funds Expended (Resources)
<p>Our results from the 2020 <i>What Works Best Summary Report</i>, indicate that <i>collaboration</i> and <i>teacher and student feedback</i> are areas for our school to explore in the 2021 - 2024 <i>Strategic Improvement Plan</i>.</p> <p>Survey results and notes from classroom observations indicated teachers are regularly communicating learning intentions and success criteria, as well as a range of formative assessment strategies to respond to learning needs during a lesson. Continued focus on embedding formative assessment strategies to inform teaching, adapt practice, meet student learning needs, as well as allowing for timely and specific student feedback will be important moving forward.</p> <p>A stronger focus on providing students with explicit learning goals is also an important next step.</p> <p>There has been an inconsistent whole school approach to using growth mindset, learning dispositions and creative and critical thinking skills due to competing priorities and too many school projects.</p> <p>Evidence indicates that classroom teachers are meeting the needs of students with a disability or particular learning needs through personalised learning and support plans, documented adjustments to learning and NCCD evidence sets.</p>	<p>QTSS funding utilised for lesson observations.</p> <p>Casual relief time (5 days) to support the development and review of Personalised Learning and Support Plans.</p>

Process 2: Project: Connect, Succeed, Thrive - Wellbeing and Discipline

A shared commitment to developing strong wellbeing practices and positive and respectful relationships where students are valued, supported and empowered to succeed.

Evaluation	Funds Expended (Resources)
<p>The school has successfully implemented proactive, research-based wellbeing practices (Bounce Back, mindfulness, Best you Can Be, PBL) which have resulted in measureable improvements in student wellbeing to support their learning.</p> <p>Behaviour expectations are explicitly taught as part of our PBL initiative and mostly applied consistently across the school.</p> <p>Our staff have developed a more consistent, school-wide approach to ensure well managed classrooms where all students can engage and be engaged in productive learning with minimal disruption.</p> <p>Strengthened Learning Support Team practices have ensured better monitoring and tracking of student needs and ensuring the right support is targeted to support individual needs. Continued engagement of a Student Wellbeing Support Officer has complimented student wellbeing support for targeted students and provided a valuable link between school and home.</p> <p>Future directions are strengthening learning partnerships with parents to have a collective responsibility for student learning and success and introducing a PBL Playground rewards system linked to students' sporting houses.</p>	<p>Casual relief (4 days) to support the PBL project and meetings to review NCCD evidence.</p> <p>Student Wellbeing and Support Officer 0.4 - \$21 000.</p>

Strategic Direction 2

Quality Teaching

Purpose

To implement explicit, evidence-based teaching practices to ensure that student learning is underpinned by quality teaching.

To effectively use student assessment data to identify student progress and achievement in order to differentiate the curriculum and inform future learning.

To prepare students with skills and capabilities to thrive in a rapidly changed and interconnected world. To ensure the provision of future-focused learning environments which foster student collaboration, creativity, problem solving and responsible digital citizenship.

Improvement Measures

All teachers embed evidence-based pedagogical practices into their teaching and learning programs, showing evidence of consistent and reliable student assessment and continuous tracking of student progress.

Increase the percentage of students in the top two bands in NAPLAN for reading, writing and numeracy.

Increased use of student progress and achievement data to inform teaching in literacy and numeracy.

Teacher programs have future-focused pedagogy embedded K-6 with an increased use of digital technologies to enhance learning.

Progress towards achieving improvement measures

Process 1: Project: Pedagogical Transformation

Implement consistent school wide pedagogical practices that are evidence based and reflect ongoing data analysis. A culture of high expectations will be fostered through high quality learning and teaching programs resulting in measurable improvement in student literacy and numeracy outcomes.

Evaluation	Funds Expended (Resources)
<p>Reciprocal Numeracy</p> <ul style="list-style-type: none">-Assessments were created, distributed, administered and analysed to form Reciprocal Numeracy groups across Years 1-6.-Support staff were included in teaching Reciprocal Numeracy groups which assisted in the formation of smaller, more targeted groups.-An iMovie was filmed and made as a professional learning resource for new teachers to learn the teaching and learning steps.-The program was interrupted due to COVID-19 and some school based interruptions.-Mid-year assessments took place and student grouping was fluid.-Progress Talks on Maths occurred and supported the development of teacher capacity to use data to inform practice. <p>Next Steps: Reciprocal Numeracy to continue in 2021 with sessions lengthened and more time spent explicitly teaching each strategy and providing time for students to consolidate problem solving strategies.</p> <p>Reciprocal Reading</p> <ul style="list-style-type: none">-Instructional Leadership sessions on Reciprocal Reading were implemented	<p>QTSS funding used to support teachers in the implementation of Reciprocal Reading and Focus on Reading comprehension practices.</p> <p>CARS and STARS free online trial (this will become a paid program in 2021).</p> <p>PL and stage meeting time used to develop resources and discuss student progress and achievement.</p>

Progress towards achieving improvement measures

with teachers and classes across stages 2 and 3. A process of demonstration, team teaching and then observing occurred.

-Instructional Leadership sessions to explicitly teach students to ask different questions using the 'Here, Hidden, Head and Heart' questioning techniques were implemented in Stage 2.

Next Steps: Reading teaching practice will be a major focus in 2021. Staff surveys and student voice will also be used to guide professional learning in reading practice.

Reading Comprehension

-Focus on Reading 'Super Six' comprehension strategies continued to be incorporated into Shared Reading units.

-CARS and STARS reading comprehension trial began during COVID-19. During home learning sessions students completed the Placement Test and the 5 Pretests. This gave teachers baseline data.

Next Steps: Reading to be a major focus in 2021. The assessment part of CARS and STARS will be purchased and used by staff in 2021 to gather baseline data. Teacher professional learning to focus on the explicit teaching of reading using evidence-based practices.

Process 2: Project: Data Rich, Targeted Teaching

Implement a whole school approach to using student progress and achievement data in order to differentiate student learning, inform future learning directions and effectively communicate student learning outcomes.

Evaluation	Funds Expended (Resources)
<p>Time allocated to teachers to meet with colleagues to engage in Progress Talks and review and analyse student progress and achievement data has strengthened teacher practice in this area. Continued support in Stage Meetings is required to embed practice across all teaching staff.</p> <p>Where to next?</p> <p>All teachers regularly using student progress data in literacy and numeracy to inform practice.</p> <p>Staff using PLAN2 tracking- to align with the 2021-2024 Strategic Improvement Plan.</p> <p>Implementing Phonics Screening Check and Phonological Awareness diagnostic tool where appropriate.</p> <p>Targeting our 'middle students', and tracking these students in Progress Talks 2021.</p> <p>Improved practices of leadership team to analyse student progress and achievement data.</p> <p>Embedding data use in all focus areas of the SIP rather than seeing it as stand alone project.</p> <p>Improved practices of teachers triangulating multiple sources of data to inform practice.</p>	<p>Progress Talks built into professional learning and stage meeting schedules and include all teaching and support staff.</p> <p>Casual relief days (5 days) for Stage 1 staff to administer Phonics Screener.</p>

Process 3: Project: Future-Focused Teaching and Innovation

Future-focused learning pedagogy will afford students opportunities to explore creatively and

Progress towards achieving improvement measures

Process 3: collaboratively and problem solve through increased use of technology as a tool for learning.

Evaluation	Funds Expended (Resources)
<p>Staff confidence and competence in using a variety of technologies to support student learning was increased through professional learning and team teaching and mentoring opportunities.</p> <p>LPS successful in being selected as a lead school in the Minecraft Education Innovation Project which has enhanced the use of Minecraft Education as a valuable learning tool not just at LPS but across a network of schools.</p> <p>STEMshare resources accessed to further facilitate student learning opportunities in the use of 'Makey Makey'. Enrichment programs provided student mentoring opportunities, as well as an opportunity to develop student's skills in podcasting. A team of students was selected to assist with technology troubleshooting across the school. One student also presented a professional learning session to staff in the use of Minecraft Education.</p> <p>Staff are embedding ICT teaching and learning utilising the school's ICT Scope and Sequence.</p> <p>Teachers are continuing to explore flexible learning arrangements in their classrooms to promote student collaboration, engagement and learning.. The school's library was also upgraded with flexible furniture to promote student collaboration and group work.</p> <p>Following students' return to school after remote learning, our Tech Clubs also provided opportunities for students to develop coding and design thinking skills. Our Tech Clubs have proven to be incredibly popular and will continue in 2021.</p>	<p>10 laptops purchased for the Library using a donation from the P & C.</p> <p>20 additional laptops purchased for use in Stage 2 and 3 classrooms using a donation from the P & C.</p> <p>\$35 000 expended on furniture as part of a Library upgrade to promote flexible learning.</p> <p>0.1 staffing used to support Computer Coordinator and enrichment programs in STEM.</p>

Strategic Direction 3

Quality Leading and Connections

Purpose

To model and build effective leadership that supports a culture of high expectations, shared responsibility and community engagement.

To develop and promote authentic and productive relationships with the school and wider community.

Improvement Measures

Increased leadership opportunities for students in the school.

Increased parental understanding of, and involvement in, the school's programs, practices and initiatives.

Increased evidence of authentic evaluation of teaching programs, practices and initiatives.

Enhanced leadership capacity is evident in a professional learning community that is focused on continuous improvement in teaching and learning.

Increased staff engagement, confidence and competence in leading a range of projects and initiatives in the school.

Progress towards achieving improvement measures

Process 1: Project: Building Leadership Capacity

Provision of leadership opportunities for students, staff and parents to build capacity and share expertise relevant to the school's Strategic Directions.

Evaluation	Funds Expended (Resources)
<p>Leadership capacity building has been supported through the school's participation in the '3 Rivers 4 Learning' research project on collaborative practice and participation in the 'Leading Evaluation, Evidence and Data' (LEED) project. Both projects deepened the leadership team's use and knowledge of research and evidence-based practices that focus on change management and support a culture of innovative and high expectations leadership.</p> <p>The LEED project team look forward to their continued involvement in the LEED Project over the next two years. This will further ensure the building of capability in embedding evaluative thinking into every day practice and school processes, strengthening the leadership team's examination of evidence-informed practices that support student growth and attainment and enhancing the capacity of our school leaders to drive the use and analysis of data for school improvement.</p> <p>The school's instructional leadership model has also provided a framework for supporting teacher practice and will be a continued in 2021 utilising QTSS funding.</p>	<p>QTSS funding used to support instructional leadership and sharing of best practice across the school which is aligned to teacher professional development goals and school priorities.</p> <p>Professional learning funding used to support staff participation in PL days (casual relief for participants).</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$10000.00)• Quality Teaching, Successful Students (QTSS) (\$20000.00)

Process 2: Project: Community Engagement and Connection

Increase participation and engagement from the school community in the development and evaluation of school programs and initiatives to support student learning and wellbeing.

Evaluation	Funds Expended (Resources)
<p>The disruption caused by COVID-19 impacted a number of projects within this initiative including the ability to engage in our partnership with other schools as part of the Peak Community of Practice, our partnership with</p>	<ul style="list-style-type: none">• Student, teacher and community sharing workshops to draft vision statements and evaluate 2018-2020

Progress towards achieving improvement measures

Southhaven Aged Care, the inter-school debating program and parent/carer attendance at school community events, information sessions and parent meetings.

The school looked to creative and flexible ways to remain connected via Zoom meetings, phone calls and virtual community events. Regular communication via a number of channels was a strong focus in maintaining connection and school community wellbeing.

A continued focus on strengthening community partnerships will feature in the 2021-2024 Strategic Improvement Plan. This will include increased opportunities for authentic collaboration and feedback with parents, carers and community organisations to support student learning and wellbeing.

School Plan

- Executive Planning Days to allow strategic planning of future directions

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Casual relief for Personalised Learning Plan Meeting Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$684.00) 	Student Personalised Learning Plans (PLPs) developed in consultation with parents and students. Monitoring of student progress and achievement data to ensure goals of PLP are met.
English language proficiency	EAL/D teacher FTE 0.4 (two days per week) using flexible funding. Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$49 794.00) 	Targeted EAL/D students continued to receive individualised and group intervention support. Specific students were targeted in each class based on observable need and assessment data. Particular focus was given to supporting the needs of Kindergarten students with saying and identifying letter sounds, reading and tense in Stages 1 and 2 and grammar and punctuation in Stage 3. An area for future focus, is developing teacher understanding and use of the EAL/D progressions to track the progress of students.
Low level adjustment for disability	Learning and Support Teacher through allocated staffing FTE 0.7. Employment of School Learning Support Officers (SLSOs) to support class programs and identified students. Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$76 569.00) Low level adjustment for disability (\$25 328.00) 	Integration funding support is used to support students with disabilities within the classroom and on the playground. Low level funding is allocated across the school for students who may require additional support with their learning. Learning and support teacher time has included the provision of evidence-based specialist support programs such as Multilit and Minilit.
Quality Teaching, Successful Students (QTSS)	Allocated staffing FTE 0.457. Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$49 988.00) Literacy and numeracy (\$7 244.00) 	Funding allocation used to support a K-6 Instructional Leadership model in which School Executive were released to support quality teaching initiatives as well as developing classroom teacher capacity through identified Performance and Development Plan goals. The program involved the sharing of expertise across the school to support literacy and numeracy with a clear focus on identified needs. Through the QTSS model, teachers are supported in their use of effective data analysis, supported to address students' needs and opportunities facilitated for collaborative practice within the school. Staff use the Australian Professional Standards for Teachers to lead improvement.
Socio-economic background	Flexible funding to support student learning. Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$9 707.00) 	Combined with Low Level Adjustment for Disability. See above.

Support for beginning teachers	The school received no funding for beginning teachers (no beginning teachers at the school).	N/A
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Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	133	139	142	125
Girls	136	131	135	129

Student attendance profile

School				
Year	2017	2018	2019	2020
K	97	95.6	96.1	95
1	94.5	95.9	93.4	95.6
2	95.8	96.2	93.1	96.2
3	96.4	95.7	94.9	95.7
4	95.4	94.6	94.4	95.7
5	94.8	94.6	94.3	95.5
6	94.6	93.6	93.9	95.3
All Years	95.5	95.1	94.4	95.6
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)	8.28
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.6
School Administration and Support Staff	2.52

*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	92,002
Revenue	2,737,799
Appropriation	2,606,340
Sale of Goods and Services	4,287
Grants and contributions	126,787
Investment income	385
Expenses	-2,605,298
Employee related	-2,338,930
Operating expenses	-266,368
Surplus / deficit for the year	132,501
Closing Balance	224,503

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	35,195
Equity Total	162,082
Equity - Aboriginal	684
Equity - Socio-economic	9,707
Equity - Language	49,794
Equity - Disability	101,897
Base Total	1,943,235
Base - Per Capita	66,620
Base - Location	0
Base - Other	1,876,616
Other Total	136,808
Grand Total	2,277,321

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

Parent/Caregiver Satisfaction

Through the use of 'Tell Them From Me: Partners in Learning Parent Survey', strengths that were identified were (these areas are well above the NSW Government Norm):

- Parents feel welcome and are well informed about school activities
- Parents support learning at home and encourage their child to do well at school
- The school supports positive behaviour and their child is clear about the rules for school behaviour
- Parents believe their child feels safe at school.

Triangulation of data from the Tell Them From Me survey, school based data, Community Consultation Forum and P & C feedback, demonstrates a clear message of a culture where students are known, valued and cared for.

An area for future focus is:

Parents would like to better understand what is being taught and how they can support at home and they would like more explanation of learning through parent interviews and general conversations to support targets.

Student Satisfaction

Through the use of Tell Them From Me surveys, students indicated their satisfaction and experience at our school against a number of areas. Our school scored significantly above the NSW Governments Norm in the following areas:

- Student participation in school sports
- Student participation in extracurricular activities
- Students with positive relationships
- Students believe the school has expectations for success (school staff emphasises academic skills and hold expectations for all students to succeed)
- Students feel they have positive teacher-student relationships
- Students highlights strong advocacy at school.(students feel they have someone at school who consistently provides encouragement and can be turned to for advice).
- An overwhelming majority of students feel proud of their school (91% indicated they have school pride).

Our school was very pleased to be **well below** the state average for:

Students are subjected to moderate to severe physical, social or verbal bullying, or bullying over the internet.

Areas for future focus with students are:

- Increase the percentage of students with a positive sense of belonging (this has declined slightly since 2018)
- Increase the percentage of students that value schooling outcomes
- Increase the percentage of students who are interested and motivated in their learning
- Increase the percentage of students who find classroom instruction relevant to their everyday lives.

Teacher Satisfaction

Through the use of the 'Tell Them From Me: Focus on Learning Teacher Survey', strengths that were identified were:

- Teachers establish challenging and visible goals, have high expectations for student learning and establish clear expectations for classroom behaviour
- Staff believe the school's leaders are leading improvement and change and clearly communicate their strategic vision and values for our school.
- Teachers believe there are high levels of collaboration particularly when discussing strategies to increase student engagement, discussing assessment strategies, discussions to support student learning needs and sharing lesson plans
- Pleasingly, our teachers indicated an improvement in staff more effectively using data to inform practice.

An identified area for development is:

Teachers effectively using technology as a driver for student learning.

Staff also participated in a survey of their practice in relation to the 'What Works Best' themes. Strengths from this survey included (scores out of 5):

- Staff believe the principal shares decisions (4.88)
- Decisions are student centred (4.81)
- Professional learning has informed changes (4.44)
- Learning expectations are defined (4.63)
- The school's use of evidence-informed practice has a positive impact on students (4.63)

- The school promotes wellbeing including proactive relationship strategies, positive classroom environment and explicitly teaching positive behaviours (4.58).

Identified areas for development include:

- The provision of effective feedback on teaching
- The use of student-self-assessment as tool for learning
- Increased opportunities for regular lesson observation and collaboration.



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.