

# 2020 Annual Report

## Corrimal East Public School



3877

# Introduction

The Annual Report for 2020 is provided to the community of Corrimal East 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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## Message from the principal

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We have certainly had a year that we will never forget. Commencing with devastating bushfires last summer, followed by flooding in parts of our country and rounded off with a global pandemic.

While I do not want to dwell too much upon the on-going challenges we have faced this year, what I do want to share with you and highlight is the courage and resilience that all of the members of our community have demonstrated over the course of the year. As we now begin to slowly emerge on the other side, we can do so with the confidence that we have grown together as a community.

I would like to personally thank all of our wonderful parents and carers for being so understanding and supportive with all of the challenges and on-going changes that we have had to endure over the course of this year.

I would like to also thank our amazing teaching and non-teaching staff for their on-going commitment to providing a high-quality education no matter what gets thrown at you. Teachers across the country had to move very quickly this year towards online learning. Whilst I had not started my Principalship here during the period of home learning, Ms Munro has spoken to me about the tremendous effort of both our teaching and non-teaching staff. So, thank you. I am proud of every single one of you!

This is one of the reasons why I wanted to come back to Corrimal East, the wonderful collegiality of our staff. This is rare and special and I know our collective efficacy is strong and that we are going to continue on this amazing upward trajectory as we move in to our new 4-year school plan.

I would like to take this opportunity to make special mention of Ms Michelle Munro. Michelle, thank you for your exceptional management of the school for the first half of the year. When Ms Munro agreed to take on the role of relieving Principal, she thought it was only going to be for the 10-week term, little did she know that she would be also be looking after a whole school community during a global pandemic. So, thank you Ms Munro and thank you for your role as Acting Principal, Assistant Principal, the supervision of K-2 and most recently your innovation around Kinder orientation. Our school is so lucky to have you.

I would like to also make special mention of Mrs Zora Brown who is one of the longest serving teaching staff at Corrimal East P.S. I know that many of your children have been taught by Mrs Brown. She has been teaching at CEPS for over 22 years and I calculated that she has taught over 550 students in her time here. We thank Mrs Brown for her commitment to public education and the amazing efforts that she has put in over the years teaching so many students to read, write, count and problem solve. She will be truly missed here and we do hope that she enjoys her retirement.

I would like to also thank our wonderful P&C. I have worked at several schools over the years and I can honestly say that this P&C has been one of the most wonderful to work alongside. I would like to congratulate our out-going P&C President, Mrs Jayne Ellis for her outstanding commitment to the school - serving 4 years as President. Your efforts are greatly appreciated and we thank you as a community. To the executive members of the P&C, thank you also for your wonderful contribution to our school. I would also like to make a special mention of Emily Cadger for her amazing effort

that she put in to gain a \$20,000 community grant for our new netball court, which the teachers and students have loved as a new addition to our school playground. We look forward to our on-going close working relationship with the P&C and thank you to all of the families who have supported this year's fundraising events.

### Message from the school community

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The Corrimal East Public School P&C consisted of 20 financial members in 2020.

What a year we've had. We started the year as any other, with grand plans for the exciting things we had in store for our school community. Then COVID hit and we all got put on hold. Despite this set back, we have still managed to raise much needed funds for our school. 2020 saw us manage a Bunnings BBQ, a Pie Drive which was a massive success, and a Father's Day Stall. We were disappointed to miss out on the Annual Mother's Day stall and the ever-popular Easter Raffle, as well as our planned major fundraiser for the year. But hopefully, with all things going well, we can try again in 2021.

Our fundraising efforts totaled **\$5,876.00**. An impressive amount given the restrictions we had. This figure would not have been possible without our dedicated Fundraising Committee.

Our focus this year has continued to be towards funding resurfacing projects throughout the school. These projects unfortunately don't get covered by government funding alone and we were proud to be able to contribute \$30,000 towards the new netball court, which, we have been assured, the students and staff of CEPS are happily enjoying.

We are also pleased to announce that we were successful in securing a Government Grant of \$20,000 to cover the netball court costs. We thank Emily Cadger for her hard work with this grant application, and look forward to her continuing this success next year. Fingers Crossed!

Receiving this grant now means we are better placed next year to assist the school in purchasing much needed technology, such as interactive boards and iPads, which the staff requested at our last P&C meeting in order to keep our students up to date in this changing world. These purchases are already underway and we are thrilled to be able to fulfill this wish for our school. All in all, a great achievement, given our inability to do much fundraising.

To the exceptional staff at CEPS, on behalf of the P&C I would like to extend a huge thanks for getting us through a year that has challenged us all. There were no doubt countless hours involved in changing your teaching and developing a system to be able to stay connected to the students when our world changed. We thank you for that, for the videos you sent that put smiles and laughter into the days that seemed too hard, and for the Google docs, that took us a little while to get used to, but ended up being a seem less way for our children to complete their learning. What an amazing team we have here supporting the students at CEPS, we are all truly grateful.

Of course the P&C wouldn't be possible without the efforts of our members and non-member volunteers who generously donate their time to do behind the scenes and front line work involved in running a successful P&C.

We have continued to be a fantastic team, working collaboratively and respectfully, and we can take pride in the positive relationships we have maintained not only with each other but with the CEPS staff and school community. We look forward to welcoming anyone wishing to join us on this P&C journey and encourage you to stay connected through meetings and the newsletter.

As President of the Corrimal East P&C I am extremely proud of our achievements this year. I wish everyone a safe and happy break and we'll see you all in 2021.

Jayne Ellis

President

Corrimal East Public School P&C Association



## School vision

### ***'Kid, You'll Move Mountains'***

-Dr Seuss

Corrimal East Public School aims to ensure that every child is provided with the necessary skills, strategies and knowledge to achieve personal success.

We aim to empower our students to acquire, demonstrate, articulate and value knowledge and skills that will support them, as life-long learners, to positively participate in and contribute to the global community.

Our school aspires to ensure our students, staff and community are engaged with and practice the core values of our school: Responsibility, Safety & Excellence.

## School context

### ***Young Minds, Bright Futures***

Corrimal East Public School is a welcoming and inclusive centre for learning. We have a Family Occupation and Education Index of 99(2020). Currently 4% of our school population identify as Aboriginal and 7% of our students have English as a second language.

We are located in the Northern Suburbs of Wollongong, situated only streets back from the ocean. We are a proud member of the Corrimal Community of Schools.

We have nine mainstream classes that are predominantly stage based. We have three Autism Support classes which are integrated across the school; we pride ourselves on the nurturing and accepting school culture that has been established.

School staffing has evolved over recent years. Due to a mix of complex staffing arrangements, we have a number of new teachers on staff. The Executive team has had recent variation.

Our attendance rate is 94.1 (above that of NSWDoE [93.4]). School enrolment numbers have remained stable over recent years, with 2018/19 seeing the largest intakes of Kindergarten students in some time.

A core group of dedicated parents make up our school P&C Association whom meet twice a term.



## 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>

## Strategic Direction 1

### Evidence-Based & Data-Driven Teaching

#### Purpose

Staff at Corrimal East Public School will be provided with opportunities to identify, understand and implement effective teaching methods, with a high priority given to evidence-based teaching strategies. The school will develop and prioritise explicit systems for collaboration, feedback, team-teaching and critical reflection to sustain quality teaching practice.

Staff will engage in teaching modes that are evidence-based and will both independently and collaboratively evaluate the effectiveness of their teaching practices, including sophisticated analysis of student engagement, learning, growth and outcomes (data) to plan for the ongoing learning of each student. Teachers will take shared responsibility for student improvement and contribute to a transparent learning culture, including the observation of each other's practices.

#### Improvement Measures

The percentage of **Year 3** students being 'Bumped Up' to **proficiency in Literacy** increases from 2017 79% to **85%** (SCOUT)

The percentage of **Year 3** students being 'Bumped Up' to **proficiency in Numeracy** increases from 2017 37% to **50%** (SCOUT)

The percentage of **Year 5** students being 'Bumped Up' to **proficiency in Literacy** increases from 2017 11% to **40%** (SCOUT)

The percentage of **Year 5** students being 'Bumped Up' to **proficiency in Numeracy** increases from 2017 11% to **40%** (SCOUT)

School Self-Evaluation against the School Excellence Framework in the domains of **Effective Classroom Practice & Data Skills & Use** move from Sustaining & Growing (2017) to **Excelling** (2020)

#### Progress towards achieving improvement measures

##### Process 1: Instructional Leadership (EAfS)

Embedded Instructional Leadership practices will drive improved learning outcomes for all students.

Research-based pedagogy will steer all professional learning for staff increasing teacher capacity.

Evaluation	Funds Expended (Resources)
<p>1. Has instructional leadership model at CEPS been effective? ( 2018/2020)</p> <p>The instructional leadership model was effective in the early stages of the school planning phase when it was based around student goals and a whole school focus. This model has been disrupted due to staffing, training, budget etc. The purpose of intervention and instructional leadership needs to be discussed, analysed and agreed upon as a whole staff.</p> <p>2. Has teacher pedagogy shifted at CEPS, increasing teacher capacity?</p> <p>Yes. Teachers are more comfortable participating in coaching, observations and feedback. Teachers have implemented quality teaching as a result of professional development.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Professional learning (\$4800.00)</li><li>• Literacy and numeracy (\$1605.00)</li><li>• Low level adjustment for disability (\$25000.00)</li></ul>

##### Process 2: Responsive Teaching

Teaching will be data-driven and based on learning progressions. Targeted intervention and feedback for all students will reflect best practice.

Evaluation	Funds Expended (Resources)

## Progress towards achieving improvement measures

1. Is classroom teaching at CEPS driven by informed data and based on learning progressions?

Yes. Teaching is driven by informed data collected from PAT testing, Check-In assessments and formative assessment practices. Data was analysed during network meetings and collaborative planning days, allowing for deep professional discussion and forward planning.

2. Are appropriate interventions employed to cater for student need and ability?

The I.L, teachers (inc. EALD) and SLSOs lead and deliver targeted learning programs to cater for identified students. Further interventions e.g. Minilit should be explored in the next planning phase.

3. Where has the school self assessed in the SeF element of data skills and use?

The school has self assessed in the area of delivering. As a result, we will continue to refine and improve data collection and related practices with a strong focus on the professional development of classroom teachers in the area of data skills in use.

### Funding Sources:

- Professional learning (\$12000.00)

## Process 3: Quality Teaching, Successful Students

Targeted support for all staff will drive improved teacher efficiency. Teachers will be provided with explicit systems for collaboration and feedback to sustain quality teaching practice.

Evaluation	Funds Expended (Resources)
<p>1. Has CEPS provided explicit systems for collaboration?</p> <p>Collaborative planning, QTR (3 rounds involving 3 teachers), network meetings, and programming organisation across all key learning areas have ensured that embedded systems and processes allow teachers to plan, deliver and reflect together.</p> <p>2. Have teachers been provided with appropriate feedback to improve their practice?</p> <p>During QTR, participating teachers received quality feedback based on the quality teaching model. PDP observations and reviews provided further opportunities for timely feedback.</p> <p>3. Where has the school self assessed on the SeF in effective classroom practice?</p> <p>The school has self assessed on the SeF as sustaining and growing.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$46000.00)</li> </ul>

## Strategic Direction 2

### Innovative & Informed Learning

#### Purpose

Students from Corrimal East Public School will be independent, critical and resilient learners who have acquired the skills and knowledge to be responsible, informed and productive members of our Australian society and the Global community.

Staff at Corrimal East Public School will use information about individual students capabilities and needs to plan for students learning to engage them in rich learning experiences, developing vital skills to reach personal success now and into the future years.

Strong strategic and effective strategies will contribute to our commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success.

#### Improvement Measures

Every Lesson, in Every Class include **Evident Learning** strategies (*clear instruction on what is expected of them and what they need to learn from tasks*)

Teaching & Learning programs have clear **Formative Assessment** principles entrenched

School Self-Evaluation against the School Excellence Framework in the domain of **Assessment & Professional Standards** move from Delivering (2017) to **Sustaining & Growing** (2020)

#### Progress towards achieving improvement measures

##### Process 1: Formative Assessment

All learners at CEPS will be provided with effective practices that ensure they have clear instruction on what is expected of them, and what they need to learn from tasks (*What Works Best: Evidenced Based Practices*)

Evaluation	Funds Expended (Resources)
<p>1. Are teachers at CEPS confident in their ability to incorporate visible learning strategies (every lesson, every class)?</p> <p>Most teachers are confident but may need a refresher each year, especially new staff. We will need to apply this pedagogy to all key learning area's and ensure consistency across the school.</p> <p>2. Do CEPS teaching and learning programs clearly include formative assessment principles?</p> <p>All staff program collaboratively using the English and Mathematics programming templates which includes formative assessment practices (WALT/WILF).</p> <p>3. Where does the school self assess in the SeF in the element of assessment?</p> <p>The school completes the SeF SaS annually with consultation with all staff and has assessed at delivering with some elements of sustaining and growing.</p>	TPL training sessions

##### Process 2: Summative Assessment

The school will embed consistent school-wide practices for assessment that monitor, plan and report on student learning across the curriculum. Teachers will use evidence of learning to inform their teaching, adapt their practice and meet the learning needs of students.

Evaluation	Funds Expended
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## Progress towards achieving improvement measures

Evaluation	(Resources)
<p>1. Is our school embedding consistent, school wide practices for assessment?</p> <p>We have developed a school wide assessment schema in Term 1, 2020. However, we will need to ensure that it is consistently implemented and regularly reviewed.</p> <p>2. Does the CEPS assessment schema provide for monitoring, planning and reporting on student learning?</p> <p>It provides for monitoring and planning. We are currently reviewing the schema to ensure that it aligns with our reporting and programming cycle.</p>	<p>TPL session training on data collection and data analysis tracking sessions during afternoon Stage meetings</p>

### Process 3: Life-Long Learning

All staff at CEPS will be provided opportunities to demonstrate personal responsibility for maintaining and developing their professional accreditation within their role, responsibility and level of experience.

Evaluation	Funds Expended (Resources)
<p>1. Do staff at CEPS demonstrate personal responsibility for maintaining their professional accreditation status?</p> <p>Yes, they do this through the established systems and processes of the annual PDP and QTSS AP support program. The school will continue to promote and encourage staff to gain higher levels of accreditation.</p> <p>2. Where does the school self assess on the SeF in the element of professional standards?</p> <p>The school is currently at delivering with some aspects of sustaining and growing. We are continuing to monitor the accreditation status of all staff and their maintenance of accreditation is supported by the school.</p>	<p>Accreditation Meetings held after school</p> <p>QTSS AP support</p>

### Strategic Direction 3

Connect, Succeed & Thrive

#### Purpose

Our commitment to our students, parents and members of the community is that CEPS will be a teaching and learning environment that enables the development of healthy, happy, successful and productive individuals.

Through evidence-based and data-driven methods, our school will create a collective approach that encourages our students to be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school. All members of our school community will be respected, valued, encouraged, supported and empowered to succeed and prosper.

Through embedded practices, there will be a heightened awareness of, and commitment to, personalised and differentiated learning and support for every student to succeed.

#### Improvement Measures

The PBL School Wide Evaluation Tool reflects an increase from 51.1% (2017) for **mean score** to **90%** (2020) (+38.9)

The PBL School Wide Evaluation Tool reflects an increase from 25% (2017) for **Monitoring & Decision Making** to **90%** (2020) (+65)

The PBL School Wide Evaluation Tool reflects an increase from 60% (2017) for **Behavioural Expectations** being taught explicitly to **90%** (2020) (+30)

School Self-Evaluation against the School Excellence Framework in the domain of **Wellbeing** moves from Sustaining & Growing (2017) to **Excelling** (2020)

#### Progress towards achieving improvement measures

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

The school will develop a strategic & planned approach to whole school wellbeing processes that support wellbeing through the implementation of Positive Behaviour for Learning

Evaluation	Funds Expended (Resources)
<p>Does the school self assess in the SeF in the element of wellbeing as excelling ( S &amp; G 2019)? Yes, the school is continuing to self assess in the area of S&amp;G with some elements of Excelling.</p> <p>The PBL team are refining classroom practices and delivering on-going professional development for all teachers in 2021.</p> <p>The PBL reward system was reviewed and revised in Term 4, 2019. Upon completion of this review, it was determined that the reward system would move away from an individualised approach and an increased focus on whole school recognition.</p>	<p>Analysis of data with PBL team and then whole staff.</p> <p>Meetings held before and after school.</p>

##### Process 2: Learning & Support

Our whole school Learning & Support practices will be clear, specific and targeted giving staff and students every opportunity to connect, succeed and thrive in every classroom

Evaluation	Funds Expended (Resources)
<p>1. Are the newly implemented learning and support practices clear, specific and targeted?</p> <p>Yes. Targeted students have been assessed, parent meetings (where possible) have occurred to inform and involve parents, students have</p>	<p>NIL</p>

### Progress towards achieving improvement measures

received intervention where possible/needed and students have improved.

#### Process 3: Wrap-Around Support

The school will implement initiatives and practices that build greater support interventions at all levels, for all students (and their families)

Evaluation	Funds Expended (Resources)
<p>1. Does CEPS have initiatives and practices that appropriately support all students and their families?</p> <p>Due to COVID-19 restrictions, the wrap around supports and professional development for our community was unfortunately postponed.</p>	<p>Nil cost of resources as COVID-19 Temporarily postponed parent information sessions.</p>

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$10 076.00)</li> </ul>	<p>Question- Were all Aboriginal students enrolled at CEPS supported to achieve their personal learning goals and key targets?</p> <p>Data- In 2020, our school received \$10,076 in Aboriginal Equity loading. All students identifying as Aboriginal have a Personalised Learning Pathway. This plan is created in consultation with parents, the student and the class teacher. The PLP's identify academic, social and cultural goals for each student. School Learning Support Officers have been employed to support student academic learning in the classroom and social skills development in the playground and during transition times throughout the school day. The school has identified that ensuring students are adequately supported during the school day is the greatest use of these funds. Our school worked closely with the Northern Illawarra Aboriginal Educational Consultative Group and artist/educator Darren Dunn in providing cultural opportunities for all students. Our school developed a new Acknowledgement of Country in consultation with Aunty Sharon, the Northern Illawarra AECG and our community members.</p>
<b>English language proficiency</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>English language proficiency (\$17 790.00)</li> </ul>	<p>Question- Were all EAL/D students enrolled at CEPS supported to achieve their personal learning goals and key targets?</p> <p>Data- Our school received \$17,790 in English Language Proficiency equality loading. These funds were used to employ an EAL/D teacher to work with our targeted students. This teacher worked with specific groups (K-2 Focus #1 and 3-6 Focus #2) around basic Literacy acquisition. Additionally, this support teacher worked closely with EAL/D students and their families ( communication with notes going home/excursions/daily school routines).</p>
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$20 806.00)</li> </ul>	<p>Question- Were all students identified as requiring learning adjustments catered for to achieve their personal learning goals and key targets?</p> <p>Data- Our school received \$20, 806 in Low Level Adjustment for Disability equality funding. All students identified as requiring learning, behavioural or emotional adjustments had an Individual Learning Plan. These plans were created in consultation with parents, the student and the class teacher. School Learning Support Officers have been employed to support student academic learning in the classroom and social skills development in the playground and during transition times throughout the school day. The school has identified that ensuring students are adequately supported during the school day is the greatest use of these funds.</p>

<b>Quality Teaching, Successful Students (QTSS)</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$50 317.00)</li> </ul>	<p>Question- Was the use of Quality Teaching, Successful Student allocation best used to support teacher and student improvement?</p> <p>Data- Our school received \$50317 in QTSS funding in 2020. The school supplemented this allocation with flexible funding to ensure that all Assistant Principals had a 0.2FTE to lead and support their respective networks (K-2, 3-6 and Support). The Assistant Principals worked in the areas of leading collaborative planning, data analysis and Performance Development Planning (creation, implementation, lesson observations and review of all PDPs).</p>
<b>Socio-economic background</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Socio-economic background (\$80 909.00)</li> </ul>	<p>Question- Were the students from a low socio-economic background enrolled at CEPS supported to achieve their personal learning goals and key targets?</p> <p>Data- Our school received \$80,909 in Socio-Economic equity funding. School Learning Support Officers have been employed to support student academic learning in the classroom and social skills development in the playground and during transition times throughout the school day. Through this funding, our school also assisted many families with the ongoing costs of schooling; we supported families with the purchasing of school uniforms, online learning resources, excursions etc.</p>
<b>Support for beginning teachers</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$0.00)</li> </ul>	<p>In 2020, Corrimal East Public school did not have any beginning teachers employed in the school and did not receive any funding.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	108	109	128	128
Girls	104	107	112	104

### Student attendance profile

School				
Year	2017	2018	2019	2020
K	92.7	95.5	92.7	93.6
1	93.7	93.7	93.6	91.9
2	93	94.4	91.3	93.5
3	94.1	91	92.5	92.5
4	92.1	95.4	91.9	89.1
5	91.3	93.8	96.3	90.4
6	93.4	94.1	93.7	95.3
All Years	92.9	94.1	93	92.3
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)	10.53
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
School Administration and Support Staff	5.42

\*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 <b>Actual</b> (\$)
<b>Opening Balance</b>	231,195
<b>Revenue</b>	2,820,459
Appropriation	2,753,237
Sale of Goods and Services	841
Grants and contributions	66,127
Investment income	255
<b>Expenses</b>	-2,947,197
Employee related	-2,652,299
Operating expenses	-294,897
<b>Surplus / deficit for the year</b>	-126,737
<b>Closing Balance</b>	104,458

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>	19,766
<b>Equity Total</b>	195,211
Equity - Aboriginal	10,076
Equity - Socio-economic	80,909
Equity - Language	17,790
Equity - Disability	86,436
<b>Base Total</b>	2,365,109
Base - Per Capita	62,064
Base - Location	0
Base - Other	2,303,045
<b>Other Total</b>	144,233
<b>Grand Total</b>	2,724,319

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

Each year schools are required to seek the opinions of its community.

This year our school sought feedback through the 2020 NSWDoE Tell Them from Me surveys.

An analysis of the findings from the *Parent Survey* include;

- \*Parents Feel Welcome- CEPS 8.8 / NSWDoE 7.4
- \*Parents are Informed- CEPS 7.8 / NSWDoE 6.6
- \*School Supports Learning- CEPS 8.4 / NSWDoE 7.3
- \*School Supports Positive Behaviour- CEPS 9.1 / NSWDoE 7.7
- \*Safety at School- CEPS 8.9 / NSWDoE 7.4
- \*Inclusive School- CEPS 8.0 / NSWDoE 6.7

An analysis of the findings from the *Student Survey* include;

- \*Students with positive behaviour at school CEPS 85%/ NSWDoE 83%
- \*Student participation in extracurricular activities CEPS 56%/ NSWDoE 55%

An analysis of the findings from the *Teacher Survey* include;

- \*Learning Culture - CEPS 8.2/ NSWDoE 8.0
- \*Data Informs Practice - CEPS 7.9/ NSWDoE 7.8
- \*Teaching Strategies - CEPS 8.2/ NSWDoE 7.9

Our end of year annual evaluation found that 100% of respondents would recommend the school to other parents. An analysis of our end of year evaluation found that many parents identified that they would like to continue with paper based homework instead of online. An analysis of the student results indicated that the students sense of belonging in the school needs to be a focus for 2021. An analysis of the Teacher results indicate that they would like more collaboration time with their colleagues.



# 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.