

2020 Annual Report

Beaumont Road Public School



3956

Introduction

The Annual Report for 2020 is provided to the community of Beaumont Road 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

In 2020 there were many changes to the operation of Beaumont Road Public School due to COVID-19. A highlight of the year was the positive approach all school members took in adjusting to the required changes.

I congratulate and thank teaching staff for embracing the period of home learning, loyalty to the school and desire to maintain effective teaching and learning activities. Whilst students were disappointed to miss so many special programs they continued to work hard and value being with their school friends. Parents as usual remained dedicated to their children's education and continued to be outstanding school supporters.

Our Year 6 students are to be particularly congratulated for maintaining such a tolerant and cooperative approach during this year. This impressive group of children provided outstanding leadership for other school members and always cooperated during the many difficult times. It was a pleasure to provide for them a unique camping experience on the school playground at the end of the year.

There was a maintenance of high level academic progress provided by teachers aligning teaching and learning to students' needs. Students also showed growth in areas including music, sport, performing arts and public speaking etc. Students more frequently during the year indicated the highlight of their school day was being with their friends.

The school's P&C Association and its sub-committees continued to support the school including embracing zoom meetings. I thank the many parents who volunteered at a curriculum or organisational level and know the staff highly valued their contribution.

Malcolm McDonald

Principal

Message from the students

2020 was a year like no other. COVID-19 turned the world upside down.

2020 started off as any normal year but very quickly deteriorated into something that no one of this generation has seen or experienced before. When COVID-19 hit, everyone went into home-school. People joke that staying at home instead of coming to school would be the best life, but we all quickly figured out how much we missed coming in and seeing our friends, and teachers, everyday. However we found home-schooling a definite learning experience.

Even though we were at home, we felt the same amount of encouragement from our teachers as we did when we were at school. The teachers did everything they could to make sure that we had everything we needed, from books to headphones. For all children who did not have internet access at home, they were allowed to come into school, and under supervision, were allowed to use any of the school's computers,

One thing that we found reassuring was that, through everything, even if they did not say it, the teachers were supporting us and making sure that we were all happy and healthy.

Coming back to school was so exciting and we appreciated being with our friends and teachers so much. Even though our teachers were great with online learning, it was amazing to be able to come back to school and learn face to face because we had support from our teachers. School life was not quite normal because a lot of our extra curricular activities were postponed or cancelled. Our parents were not allowed to come into the school and we had reminders before recess and lunch to wash our hands every day. The canteen was closed and we were not allowed to have assemblies or to sing. We were so lucky to have the best teachers to help us through these difficult times and make school feel as normal as possible.

Chanel and Oliver

School Captains 2021

School vision

Beaumont Road Public School has an excellent reputation for providing programs aligned to the needs of its students. The learning community is fortunate to consist of well educated, dedicated and committed parents.

Teachers meet the needs of students through evaluation, planning and the implementation of interesting and challenging programs to ensure all participants become successful 21st Century learners. There is a very close link between parents and teachers at the school.

School context

Beaumont Road Public School is a medium sized school located on the lower north shore of Sydney. It is located on an excellent site and students participate in a learning environment with quality facilities. The dedicated staff members work closely to implement quality educational programs that ensure appropriate student outcomes.

Student welfare practices ensure students participate in a safe and caring environment that acknowledges achievement and responsibility.

Parents have high expectations for their children's education and participate actively with teaching staff. The school is an active member of the Killara High School Partnership.

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

To develop highly achieving and successful 21st Century learners.

Purpose

To provide an outstanding education to students who generally enter school with strong literacy foundations and a positive attitude to learning and school routines. Teachers aim to build on this background and implement 21st Century teaching and learning programs utilising technology and high level facilities.

Effective student welfare policies and procedures ensure students participate in a safe and caring learning environment.

Improvement Measures

Continued improvement in NAPLAN Literacy and Numeracy data with a particular focus on the growth of individual students from Year 3 to Year 5.

A high percentage of students achieving above average results in school based and external assessments.

Ensuring class teachers and specialist teachers have the required expertise to implement programs aligned to students' needs.

Ensure all students have access to the wide variety of programs and competitions.

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

Overall summary of progress

COVID-19 had a significant impact in 2020. The school promptly and enthusiastically came together to ensure programs were adjusted and adapted to align with student needs, particularly during the home learning period.

The Principal and Assistant Principals collaborated with all staff to design a home learning program that would ensure a strong, meaningful connection was maintained with the curriculum and between student and teacher, whilst also ensuring parents were kept informed through an enhanced communication system. Student, parent and teacher feedback indicated that the school delivered its home learning program with great success. In a difficult, unprecedented period, both student welfare and the teaching and learning cycle were fully recognised and supported. An important part of this process was the the school's ICT Technician who supported all staff in delivering lessons via Zoom. Much of the school's prior and ongoing professional learning in the area of technology integration proved to be competently utilised.

After increased and accelerated exposure to learning with technology integration during home learning, students continued to learn with new skills, knowledge and understanding of the value of technology and highly multi-modal programs in all KLAs. The new ICT scope and sequence assisted greatly with pedagogy in this area.

As NAPLAN was not held this year, the Check-In assessments were introduced to enable assessment and monitoring of Year 3 and Year 5 students following the period of home learning. In the online Reading and Numeracy assessments, Year 3 and Year 5 students performed above the State, with an average of 12.95% higher than State scores across the tests. Seven students from Year 4 were offered places at OC schools.

Through participation in the LEED project, the executive team have acquired valuable skills in the utilisation of data to inform practice, and this has been passed on to staff with the objective of improving student outcomes as a result.

The Assistant Principals continued to liaise closely with Learning Support Team members to plan and deliver programs to meet the individual needs of identified students. There was a continued focus on supporting the literacy needs of students in their early years through the Mini-Lit and Multi-Lit programs.

Staff professional learning committees led the evaluation and schoolwide updating of Scope and Sequence documents which has subsequently led to improved program writing.

There was an increasing number of programs and opportunities for staff growth in a range of areas, where specialist staff expanded their scope to more grades and more teachers to benefit from their expertise, particularly in robotics, music and visual art.

As mentioned above, student welfare was of paramount importance. The enhancement of the school's communication line to parents, along with the daily Zoom sessions between teachers and students, allowed the school to maintain a feeling of positivity throughout the difficult period. The improved communication system continued beyond home learning and has been very much appreciated by parents.

Teachers were very happy to welcome students back into classrooms at the end of the home learning period, and to work together to keep each other safe.

In 2020, the school executive team began working on the LEED project, in conjunction with the situational analysis and strategic improvement plan. The process of conducting the work involved in these projects has led to significant benefits for the school. This includes, but is not limited to, the School Excellence Framework and the What Works Best 2.0 research. The school has gained an understanding of what it means to achieve excellence, and has done so through valuable collaborative work amongst ourselves and other inter-school collegial partnerships.

Progress towards achieving improvement measures

Process 1: Implement effective Literacy and Numeracy programs

| Evaluation | Funds Expended (Resources) |
|--|----------------------------|
| Throughout and beyond the home learning period, literacy and numeracy were given significant emphasis, as teachers collaboratively planned, taught, assessed and self-evaluated. Teachers, Executive Staff and the Principal have become invested in the Performance and Development Framework along with the School Excellence Framework and the What Works Best 2.0 literature. Using the 'Plan, Implement, Review' process, in conjunction with the Professional Standards, teaching and learning of literacy and numeracy has improved steadily during the 2018-2020 period. The increase in capability of technology integration in literacy and numeracy has added to the improvements in student outcomes, as a result of professional learning and investment in resources. There was also a continued focus on supporting the literacy needs of students in their early years through the Mini-Lit and Multi-Lit programs, leading to students accessing the curriculum with a better capacity for success. | \$23821 |

Process 2: Implement specialist programs - Mathematics Problem Solving, Spanish, Visual Arts, Coding, Robotics, Band, Dance, Public Speaking

| Evaluation | Funds Expended (Resources) |
|---|----------------------------|
| Following the School Excellence Implementation Guidelines, the school has aligned community interests with research-based theory when developing, evaluating and improving specialist programs that cater to the needs of students. A diverse range of programs has been enhanced, expanded and refined, with quality educators involved who provide students with enriching learning in extra curricular and special programs areas. These specialist educators have been heavily involved in the professional development of their fellow teaching staff. | \$60 000 |

Process 3: Implement personalised learning goals

| Evaluation | Funds Expended (Resources) |
|---|----------------------------|
| Students have been taught to value their learning pathways, and to set their own high expectations for success. In collaboration with parents and teachers, goal-setting has become an essential component of the students' educational journey as 21st century learners. | \$1 000 |

Process 4: Implement transition programs for Kindergarten students..

| Evaluation | Funds Expended (Resources) |
|--|----------------------------|
| The Homelink and Buddy programs continue to provide Kindergarten | \$4500 |

Progress towards achieving improvement measures

students with comfort and security in the early days and weeks of their first school year. Parents appreciated being part of the Homelink process and even meeting Year 6 buddies at the introduction session. Unfortunately, due to COVID-19 circumstances and directives, the Peer Support program was not carried out this year.

Process 5: Implement Learning Support and EALD programs

| Evaluation | Funds Expended (Resources) |
|--|----------------------------|
| Students identified as in need of learning support and EALD support have benefited from the Learning Support Team's consistent literacy and numeracy support, both in and outside the classroom. | \$98120 |

Process 6: Develop efficient school based systems for the analysis, development and implementation of key learning areas.

| Evaluation | Funds Expended (Resources) |
|--|----------------------------|
| PDPs, classroom observation, collaborative program with Stages and grade mentoring, along with professional learning in literacy, numeracy and technology integration has all led to enhanced and improved, deep learning opportunities. | \$8000 |

Process 7: Build proactive learning alliances with other teachers within the school and neighbouring schools.

| Evaluation | Funds Expended (Resources) |
|---|----------------------------|
| For both students and staff alike, a climate of collaboration, equity and trust exists within the social interaction throughout teaching and learning. Technological advancements with hardware, software and with a full transition to a local Cloud based server (Google Drive File Stream), staff have experienced a new level of efficiency in working collaboratively. Students have benefitted through both the modelled nature of this positive social interaction between teachers, and with their own collaborative work through technology. | \$2 000 |

Process 8: Implement Student Leadership programs

| Evaluation | Funds Expended (Resources) |
|--|----------------------------|
| Due to COVID-19 students did not participate in the usual wide range of opportunities for leadership such as the reciprocal reading program, the Student Leadership Team, City-Country Alliance program, the Stewart House leadership camp, the Year 6 additional leadership roles and overnight excursions. However, a special two night camp experience on the school playground was provided for Year 6 students. | \$6 000 |

Process 9:

| Evaluation | Funds Expended (Resources) |
|------------|----------------------------|
| N/A | * |

Process 10:

| Evaluation | Funds Expended (Resources) |
|------------|----------------------------|
| N/A | * |

Next Steps

Students will continue to be immersed in learning that is collaboratively designed, relevant, challenging, individualised and engaging.

With a continued focus on the high impact teaching and learning strategies explored as part of the LEED project and strategic improvement plan, the school will continue to work towards the 'excelling statements' in all areas of the School Excellence Framework.

The school will continue to follow best practice research in regard to enhancing technology integration and future focused learning programs.

Special programs will continue to be expanded and improved in areas such as music and visual arts, and staff will continue to develop professionally through the delivery of these programs in team-teaching setups.

Transition programs for both ends of the school - Kindergarten and graduates - will continue to be an important focus of resources and initiatives, with an increased emphasis on both academics and welfare through programs involving reading, social skills and the performing arts.

Strategic Direction 2

To develop with staff a culture of collaboration which encourages effective teams, professional learning, reflection, innovation and leadership.

Purpose

To support and inspire all staff to professionally develop and implement programs aligned to the individual needs of all students. There will be a culture of staff collaboration resulting in sharing staff expertise, reflection and responsive practices to maximise learning outcomes. Leadership opportunities and the achievement of professional learning goals will be encouraged and supported.

Improvement Measures

Teachers participating in weekly professional learning programs led by the Professional Learning Team.

Teachers in Stage meetings participating in sharing programs, students' work samples and expertise leading to improved teaching practices.

Teachers participating in additional PL initiatives including tertiary studies, KSP model, QTR and classroom observation program to develop skills and knowledge.

Teachers created individualised and group goals for professional growth and leadership.

Overall summary of progress

COVID-19 was, and continues to be a challenge for schools all over the world. The school is proud of the way in which staff supported one another to make the best of a difficult situation. In order to meet student needs during the home learning period, all staff were enthusiastic, optimistic and dedicated in adopting a completely new approach to educating children. After a very successful implementation of teaching and learning via Zoom (and various other digital platforms for completing, sharing and assessing schoolwork), staff and students learnt a great deal in a short amount of time, engaging thoroughly with the curriculum and with each other.

Additional PL was required to prepare all staff for the technical side of home learning and the school has within its ranks a range of leaders and mentors who made this process seamless and effective. Professional learning was accelerated and flexibility was crucial. Whilst under Strategic Direction 1 it was mentioned that student welfare was particularly emphasised, it is worth mentioning that staff welfare was also highlighted as highly important throughout this period.

As home learning came to an end, teachers continued to work collaboratively to participate in effective professional learning programs. The weekly structured programs were led by the Professional Learning Team and there was a high level of involvement. Committees in the areas of English, Mathematics, Technology and Student Welfare presented to staff each term. This further contributed to the enhancement of teachers' knowledge and skills. More staff became leaders of these committees, which meant excellent new leadership opportunities. The classroom observation program continued to provide opportunities for teachers to enhance their teaching skills in alignment with the Australian Professional Standards. In addition, the school continued to participate in professional learning opportunities through the Killara Schools Partnership (online only for 2020).

Progress towards achieving improvement measures

Process 1: Teachers share best practice and models through QTR, classroom observation and specialist teacher observation programs.

| Evaluation | Funds Expended (Resources) |
|--|----------------------------|
| The School Excellence Framework and What Works Best research, along with the Australian Professional Standards, continued to guide best practice for all staff, and were the main reference points for individual goal setting. The classroom observation program, in conjunction with staff PDP goals under the Performance & Development Framework, was again a very successful initiative. Teachers aligned their goals, which took into account the relevant professional standards descriptors, with colleagues who could offer | Nil |

Progress towards achieving improvement measures

quality demonstrations.

Process 2: Teachers analyse students' data to assess the success of Literacy and Numeracy programs.

| Evaluation | Funds Expended (Resources) |
|--|----------------------------|
| Through participation in the LEED project, executive staff gained a range of new skills and knowledge in data utilisation and imparting this to all staff has enhanced competency across the school. This includes detailed training in the analysis of SCOUT data. | \$15 000 |

Process 3: Teachers develop capacity to implement differentiated curriculum, project based learning, 21st Century learning and the Australian Curriculum.

| Evaluation | Funds Expended (Resources) |
|--|----------------------------|
| With the implementation of the updated Scope and Sequence for ICT, staff worked together to acquire skills and knowledge required for high quality technology integration across all key learning areas. Teachers provided engaging learning opportunities throughout the home learning period (and beyond) to ensure student engagement was high, and to provide feedback more efficiently. The school delivered its own successful robotics program, utilising the skills and knowledge of the ICT Technician. | \$12 000* |

Process 4: Implement an effective school-based professional learning program.

| Evaluation | Funds Expended (Resources) |
|--|----------------------------|
| The Professional Learning Team designed an annual, and subsequently a term-by-term course of professional learning, including mandatory courses. These weekly sessions were compulsory and involved an appropriate balance in terms of the curriculum, professional standards, and quality teaching development. Committees and individuals were all responsible for input and were given sufficient leadership opportunities. | \$15 000 |

Process 5: Teachers work collaboratively to develop the capacity and professional practice aligned to the Professional Teaching Standards.

| Evaluation | Funds Expended (Resources) |
|--|----------------------------|
| Teachers once again closely aligned their 'PDP Goals' (and subsequent evaluations) with the Australian Professional Standards. | Nil |

Next Steps

All staff will continue to benefit from the learning involved in the LEED project and the strategic improvement plan.

The Professional Learning Team will continue to plan in teachers' best interests in order to maximise professional development. Schoolwide initiatives such as the observation program and individualised goal setting through PDPs will continue, with an emphasis on the Australian Professional Standards. Staff will be given opportunities to pursue external professional learning opportunities both through the local community of schools and through a wide range of external providers.

Teachers will continue to train with one another to gain a better capacity for working with data, as it relates to evaluating student performance, teaching and other needs.

Strategic Direction 3

To enhance the participation of a dedicated, supportive and involved learning community.

Purpose

To provide a culture where parents and community members are actively involved in the education of students at the school. Contributors are encouraged and supported to engage in specific programs and support the needs of students and staff. . This expertise and participation is seen as a valuable asset to the school.

Improvement Measures

An increased number of parents and community members supporting teachers in class programs including Literacy, Numeracy, Creative Arts, Computer Education and excursions.

All positions on the P & C and its sub-committees are filled with positive and dedicated parents.

There is a number of parents volunteering to assist in day and overnight excursions, creative arts events and special events.

There is a large number of parents positively contributing to the school's decision making processes, school surveys and social and fundraising events.

Overall summary of progress

Communication systems were of the highest importance in 2020. Necessary COVID-19 restrictions drastically limited parent and community participation in school life. During the home learning period and beyond, the school was able to establish an enhanced communication system with parents through Skoolbag emails (along with Instagram and Youtube media). Information was conveyed quickly and frequently to ensure parents were kept up to date.

Literacy and numeracy programs were adjusted in order to facilitate learning success through digital platforms, and to allow for parent support through instructional leadership regarding the change in methods for curriculum delivery.

Upon the easing of restrictions, parents continued to participate in school learning programs, excursions, social events and decision making processes where possible. A very successful school culture where parents are active participants at the school was continued, even though it was more difficult to participate in person. The P and C association continued to deliver an excellent canteen, uniform shop and band service which was greatly appreciated and valued by students and parents. Community members were also active in their local school and provided strong support for the scripture, ethics and sponsorship initiatives. Teachers highly valued the involvement of parents in supporting various curriculum based programs.

Progress towards achieving improvement measures

Process 1: Parents involved in class programs with a focus on Literacy and Numeracy..

| Evaluation | Funds Expended (Resources) |
|--|----------------------------|
| Parents were informed in detail of their children's learning programs during | Nil |

Progress towards achieving improvement measures

the home learning period. Literacy and numeracy programs were adjusted in order to facilitate learning success through digital platforms, and to allow for parent support from home.

Process 2: Parents' support special programs including dance, music, excursions and social functions.

| Evaluation | Funds Expended (Resources) |
|--|----------------------------|
| From a distance, parents continued to support a wide range of initiatives and events where possible. Whilst extra curricular groups were put on hold (eg. choir, band, dance), parents continued to support the school's music program - as soon as it was determined safe to do so - which again was expanded with an improved individual tuition program within school hours, to add to the band program itself. There was an increase in specialist instruction in music for classes, which was also considered quality professional learning for teachers. | \$10 000 |

Process 3: All P & C Executive and sub-committee positions are filled. The class parent network has two representatives from each class and are contributing with class communication and school social and fundraising events.

| Evaluation | Funds Expended (Resources) |
|--|----------------------------|
| The school's P & C President moved overseas after contributing excellently in the position. The role was filled soon after. The class parent network were again enthusiastic with communication and participation to provide appropriate support for the school. P & C meetings were successfully conducted via Zoom with strong participation. | Nil |

Process 4: Parents and community members implement the Parents' Literacy Support program, Minilit and Multilit programs.

| Evaluation | Funds Expended (Resources) |
|---|----------------------------|
| Mini-lit and Multi-lit programs were in place and staff were initiated into the program with ample training. Parent communication and support was vital | \$15 000 |

Process 5: Parents and community members implement the Scripture and Ethics programs.

| Evaluation | Funds Expended (Resources) |
|--|----------------------------|
| After COVID-19 restrictions eased, parents and community members were again steadfast in their efforts to deliver a successful ethics and religious education program. | \$2 000 |

Process 6: Parents participate in teacher/parent meetings, formal interviews and Student Led Reporting sessions.

| Evaluation | Funds Expended (Resources) |
|--|----------------------------|
| Due to COVID-19 restrictions, Term 1 teacher-parent conferences could not take place in 2020. Formal school reports for Semester 1 were amended to encapsulate the changes in curriculum and assessment during the home learning period. Semester 2 formal school reports reverted to the typical annual version. Unfortunately, the annual student led reporting event was not possible to implement. | Nil |

Process 7: Open door policy where parents and community members are integral to the school.

| Evaluation | Funds Expended |
|------------|----------------|
| | |

Progress towards achieving improvement measures

| Evaluation | (Resources) |
|---|-------------|
| COVID-19 restrictions made the usual level of parent involvement impossible, however, as previously mentioned, parents were still involved as much as possible from home., including remarkable support for children with teaching and learning programs. | Nil |

Process 8:

| Evaluation | Funds Expended (Resources) |
|------------|----------------------------|
| *** | * |

Process 9:

| Evaluation | Funds Expended (Resources) |
|------------|----------------------------|
| *** | * |

Next Steps

As COVID-19 restrictions are eased, the school will continue to benefit from the involvement of parents and community members. Teachers will be encouraged to further include parents in school curriculum. The school leaders will maintain the high level of support through positive professional relationships and encouragement.

The many special events including the school's bivouac, Mums and Dads' Nights Out, Student Led Reporting, Grandfriends Day will be closely analysed and changed to meet community expectations.

| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|--|--|
| Aboriginal background loading | Nil Funding Sources: • (\$0.00) | No students identified as Aboriginal or Torres Strait Islander. With the cross-curricular priorities embedded in teaching and learning programs throughout 2019, students' knowledge and understanding of Aboriginal and Torres Strait Islander culture was enhanced in line with the curriculum. This was highlighted particularly in Visual Arts projects, History and English, along with the school's city-country alliance. |
| English language proficiency | \$21 250 Funding Sources: • English language proficiency (\$21 250.00) | There were a small number of students requiring English language proficiency support. They were again supported with programs, resources, teachers and SLSOs to support their learning. |
| Low level adjustment for disability | \$76 870 Funding Sources: • Low level adjustment for disability (\$76 870.00) | With liaison and coordination through the Assistant Principals, the Learning Support teacher and School Learning Support Officers were utilised to support teachers to provide programs in small groups or individual programs. Students' needs included learning difficulties, ADHD and GATS. |
| Quality Teaching, Successful Students (QTSS) | \$72850 Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$70 000.00) | Funds were utilised to enable teachers to participate in the school's class observation program, quality teaching rounds and RFF to enable teachers to observe other classroom teaching practices. |
| Socio-economic background | \$2 543 Funding Sources: • Socio-economic background (\$2 543.00) | Funds were used to support students to access the curriculum as required. |
| Support for beginning teachers | \$15 000 Funding Sources: • Support for beginning teachers (\$1 000.00) | Beginning teachers were provided with opportunities to discuss teaching practices and procedures, participate in the quality teaching rounds, classroom observation programs and special programs. |
| Targeted student support for refugees and new arrivals | Nil Funding Sources: • Targeted support for refugees and new arrivals (\$0.00) | There were no refugee / new arrival students in 2020. |
| Early action for success | * | Kindergarten to Year 2 (K-2) literacy and numeracy instruction for EAfS was based on instructional leadership, high quality professional learning with a focus on the early years of schooling, K-2, diagnostic assessment, differentiated teaching and targeted interventions. |
| Integration funding support | Nil | There were no new students requiring integration funding support in 2020. |
| Literacy and numeracy | \$23 821 Funding Sources: • Literacy and numeracy | Amidst COVID-19 challenges, school staff were dedicated to adjusting teaching and learning to suit the home learning period and to deliver the literacy and numeracy |

| | | |
|---|---|---|
| Literacy and numeracy | (\$23 821.00) | curriculum material in a manner that best served students and families. |
| Professional learning | \$23 708 Funding Sources: • Professional learning (\$23 708.00) | The school's professional learning program involved the professional learning committee planning and implementing both internal and externally delivered professional learning aligned with DoE policy, curriculum, the Australian Professional Standards, accreditation, individual goals, Stage-based goals, whole school goals, and designed to best meet student needs. New committee leaders delivered professional learning content successfully. |
| Targeted support for refugees and new arrivals | Nil Funding Sources: • Targeted support for refugees and new arrivals (\$0.00) | There were no refugee / new arrival students in 2020. |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2017 | 2018 | 2019 | 2020 |
| Boys | 215 | 203 | 209 | 206 |
| Girls | 200 | 197 | 199 | 196 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2017 | 2018 | 2019 | 2020 |
| K | 96.7 | 96.4 | 95.4 | 94 |
| 1 | 95.9 | 94.3 | 96.3 | 92.1 |
| 2 | 96.4 | 95.4 | 96 | 94.2 |
| 3 | 97.2 | 95.7 | 97.3 | 95.7 |
| 4 | 95.9 | 96.7 | 96.1 | 94.8 |
| 5 | 97.5 | 96.7 | 96.4 | 96.5 |
| 6 | 95.9 | 96.7 | 97.1 | 96.8 |
| All Years | 96.5 | 95.9 | 96.4 | 94.9 |
| State DoE | | | | |
| Year | 2017 | 2018 | 2019 | 2020 |
| K | 94.4 | 93.8 | 93.1 | 92.4 |
| 1 | 93.8 | 93.4 | 92.7 | 91.7 |
| 2 | 94 | 93.5 | 93 | 92 |
| 3 | 94.1 | 93.6 | 93 | 92.1 |
| 4 | 93.9 | 93.4 | 92.9 | 92 |
| 5 | 93.8 | 93.2 | 92.8 | 92 |
| 6 | 93.3 | 92.5 | 92.1 | 91.8 |
| All Years | 93.9 | 93.4 | 92.8 | 92 |

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

Management of non-attendance

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

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

Workforce information

Workforce composition

| Position | FTE* |
|---|-------|
| Principal(s) | 1 |
| Assistant Principal(s) | 3 |
| Classroom Teacher(s) | 15.04 |
| Literacy and Numeracy Intervention | 0.2 |
| Learning and Support Teacher(s) | 0.5 |
| Teacher Librarian | 0.8 |
| School Administration and Support Staff | 3.32 |

*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 | 90,420 |
| Revenue | 3,568,443 |
| Appropriation | 3,098,215 |
| Sale of Goods and Services | 21,179 |
| Grants and contributions | 448,062 |
| Investment income | 387 |
| Other revenue | 600 |
| Expenses | -3,540,316 |
| Employee related | -2,881,333 |
| Operating expenses | -658,984 |
| Surplus / deficit for the year | 28,126 |
| Closing Balance | 118,546 |

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 | 0 |
| Equity Total | 100,663 |
| Equity - Aboriginal | 0 |
| Equity - Socio-economic | 2,543 |
| Equity - Language | 21,250 |
| Equity - Disability | 76,870 |
| Base Total | 2,836,907 |
| Base - Per Capita | 98,126 |
| Base - Location | 0 |
| Base - Other | 2,738,781 |
| Other Total | 150,704 |
| Grand Total | 3,088,274 |

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

The importance of teacher feedback was emphasised during the home learning period, as the integrity of this feedback led to rapid adaptation and readiness for the unprecedented program. Including the 2020 What Works Best 2.0 staff survey, teachers provided feedback at whole-staff, group and individual meetings on the various operations of the school. Discussions were always positive and achieved outcomes aligned to school requirements. Their level of participation in extra-curricular programs, quality of work and desire to be involved were indicators of a high level of teacher satisfaction.

Particularly with the enhancement of communication systems during COVID-19, parents continued to provide widespread praise of teachers in various aspects, also including teacher skills and student welfare. Continued positive feedback was received through a parent survey, along with many positive emails and positive comments.

Students continued to be fortunate to participate at a school with excellent classrooms and facilities and spacious grass playgrounds. Teachers actively communicated with students to ensure there was a high level of happiness. Tell Them From Me data indicated high levels of satisfaction, considering the disruptions of 2020.

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.