

2020 Annual Report

Padstow Heights Public School



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Introduction

The Annual Report for 2020 is provided to the community of Padstow Heights 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

2020 provided many challenges but also many opportunities for growth for our entire school community. Never before have I witnessed a school and their community work so tirelessly together to ensure continuity of learning for students. The compassion, empathy and relentless focus on ensuring students are at the centre of every decision we make was highly evident and resulted in true learning partnerships between home and school.

2020 saw the end of our school's three year school plan. As such, a rigorous and robust reflection was undertaken as well as our involvement in an external validation process has allowed us to reflect on the impact we have had over the past three years. This reflection coupled with students, staff and community consultation has allowed us to plan and strive for aspirational school improvement in the upcoming 4 years.

Our existing school plan had 3 strategic directions; Excellence in Learning, Excellence in Teaching and Leading, and Excellence in Student and Community Engagement.

Many successes are to be celebrated within the 2018-2020 school plan. The existing school plan had a focus on students becoming more reflective and self-directed through the focus on facilitating collaborative teaching & learning groups (group work) through STEM, increased student group work and student-led academic goal setting. This strategic direction had limited traction (as evidenced by staff and student feedback) in part due to key personnel leaving the school and a high turnover of new staff. Elements of this strategic direction will be addressed in the new School Improvement Plan 2021-2024.

A particularly impactful initiative was the Learning Powers project which enabled students to develop a growth mindset and to foster the qualities needed to be a successful learner. Evidence of this is apparent in the language used by all learners and teachers. A school wide use of internal assessment tools to establish student achievement, in particular through PAT testing and using this data to analyse effect size of student growth has been highly impactful. The success of these initiatives will be leveraged moving forward in 2021.

The success of strategic direction three became particularly apparent in the final year of the school plan, during the COVID-19 pandemic. The purpose was for students to build engagement through developing resilience and adaptability. It was also to create a well-informed, engaged community through establishing meaningful connections. Information sharing was one key area for development with a Facebook and Instagram account set up as well as utilising the SEE Saw app. These communication tools and strategies are widely used and in particular the See Saw app was invaluable during at home learning in 2020. There is no doubt these newly developed communication tools such as Zoom meetings and the live streaming of school events will be utilised moving forward. Meaningful connections were made with our community as the school and home worked shoulder to shoulder in delivering at home learning which was evidenced by the overwhelming amount of positive feedback and gratitude expressed to the school. These authentic connections will underpin our School Improvement Plan 2021-2024.

Gillian Blackmore

Principal

Message from the school community

Presidents Annual Report 2020

The P&C meets on the first Wednesday of each month during school terms at 7pm in the staffroom. These meetings are a great way to be involved in the education of our children and the overall decision making within the school community. At the meetings we hear about what is going on around our school.

I would like to take this opportunity to thank everyone that attended a few in person meetings in 2020 as well as many zoom meetings we held due to COVID-19

This past year due to the pandemic the P & C was very quiet as we were unable to organise many fundraising activities at all. The few we did succeed in completing were the welcome disco, a cake day early on and the cookie dough fundraiser at the end of the year.

The P&C are involved in many things throughout the school. We run the Uniform Shop, help with the running of the band and paying for buses to transport students to events, organise working bees, cake days, the Interrelate program and helping lost items of clothing find their way back to their owners. We also assist with organising the Year 6 Farewells. We volunteer to be on panels when new members of staff are needed and attend School Finance Committee meetings. We sponsor awards for Presentation Day, provide vouchers to band students and also donate Easter Eggs when the Easter Bunny comes to school.

With these activities we raised money to help improve the school's facilities for our children. In 2020 we upgraded the library with a revamp of new wall paneling.

These fundraisers would not have been successful without the ongoing support from the families and friends of Padstow Heights, so thank you!

I would like to take this opportunity to thank the very hard-working P&C committee. Mel & Suzy the Vice Presidents, Sophie the Secretary, Catherine the Treasurer, Bettina the Fundraiser.

I would also like to take this opportunity to thank Revesby Workers who again generously donated money to the P&C in 2020.

Thank you must also go to Mrs Blackmore, Mrs Dwyer and Mr Godkin, all the teaching staff (including support staff) for their continuous support, the office staff for always going above and beyond and Chris Coleman for always willing to help the P&C out.

Janine Simons

P&C President

Message from the students

The year 2020 was a year like no other with Covid-19 changing the way we did everything at school. It forced the cancellation of lots of our extra curricular activities and made us learn in a different way. The year started out as normal but that quickly changed. For about six weeks of school we had to learn from home, which was a big change for all students, parents and teachers. Although homeschooling was different, we developed better computer skills and became more independent. Homeschooling also made us realise how lucky we are to come into school each day and see each other. It provided challenges for us and helped us to work better and more collaboratively. Seeing each other on zoom was one of the highlights of the day and it was great opportunity for us to see our friends even though we were confined to our own homes. It was the one time where everyone one would be together.

There were missed opportunities like the Stage 2 camp to Taronga Zoo, school sports carnivals and the K-2 Christmas Concert. Even though we missed these events, we were still lucky enough to have a Stage 3 camp to Bathurst and some PSSA sport. Some of the life lessons we learned were independence, resilience, persistence, bravery and how to overcome challenges. We also learnt that even though things can be bad, we should keep on trying and never give up. Even though 2020 was a tough year and sometimes you feel down if you keep on trying your hardest you will be rewarded.

Student Leadership Team



School vision

At Padstow Heights Public School, staff, students and the community work together to maximise learning and personal development for each child. The school provides diverse educational programs delivered by highly qualified, dedicated teachers in a caring environment. **We aim to develop resilient students who confidently strive for challenging goals in every endeavour.**

School context

Padstow Heights Public School is a P2 level school with 378 students and 16 classes. 53% of students come from homes with language backgrounds other than English.

Our students live in an area characterised by established separate dwellings within close proximity to the Georges River. As older, simple dwellings are demolished, they are increasingly being replaced by townhouses and duplexes. The demography is changing as the area is impacted by above average affordability of real estate.

The school provides diverse opportunities for students with extra-curricular activities in dance, band, chess and sport. All students take part in Music and Drama lessons, biannually, with a specialist teacher and a sport program delivered by an external provider, Dance2BFit or Fit Futures. A whole-school focus on building resilience, bravery, curiosity, collaboration, reflection and a growth mindset is supported by opportunities for students and teachers to work in STEM projects, building skills in creative and critical thinking and problem-solving.



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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Excellence in Learning

Purpose

The purpose is to provide a whole school approach for our students to meet or exceed national benchmarks in literacy and numeracy as self-directed and reflective learners.

Improvement Measures

1. Increased percentage of students exceeding national benchmarks NAPLAN*- top 2 bands

*NAPLAN - National Assessment Program Literacy and Numeracy

2. Increased percentage of students meeting or exceeding expected growth as shown by NAPLAN and PAT* data

**PAT- Progressive Achievement Tests - standardised tests Yrs 1-6*

3. Increased number of students reporting High Skills/High Challenge in Tell Them From Me survey

Progress towards achieving improvement measures

Process 1: * Continued development of school-wide practices in goal setting and self-evaluation for students and staff

Evaluation	Funds Expended (Resources)
<p>All staff completed Professional Learning Plan cycle for 2020 with future goal discussions with supervisors. The teaching and learning practices of teams are enhanced by reflecting on their practice with regular feedback through Professional Learning Plans and goal setting. By building collective teacher efficacy and capacity, teachers are confident to make well informed educational decisions.</p> <p>What impact does student goals have on their learning? Students understand what and why they are learning and know how to achieve their individual learning goals. Students who set their own learning goals have more confidence to take on more challenging tasks, regardless of their ability. In end of year reporting all students wrote a written reflection on goals achieved and where to next. This provided a powerful tool for parents to connect with student learning through shared learner values and a visible learning community.</p> <p>Do we want to use visual data walls next year as a whole school? By developing a visible learning community, students take responsibility for understanding and articulate how they learn becoming self-regulated learners. Staff are using evidence from feedback to continually reflect and improve to drive quality teaching programs.</p>	<p>PDP's</p> <p>Conference with Supervisor timetabled</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Low level adjustment for disability (\$34000.00)• Quality Teaching, Successful Students (QTSS) (\$70000.00)• Literacy and numeracy (\$21000.00)• English language proficiency (\$57000.00)

Process 2: * Professional learning project about improving and refining group work - Differentiating for High Performing students 2019/20 focus

Evaluation	Funds Expended (Resources)
<p>Staff observed and discussed differentiation adjustment strategies to support the specific learning needs of high potential and gifted students in their grade with examples for each of the differentiation adjustments aligned with resources from the Digital Learning Selector (DLS).</p>	<p>High Potential and Gifted Education - NSW Government Education - Teaching and Learning</p> <p>Personnel from School Services</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$21000.00)

Progress towards achieving improvement measures

Process 3: • Professional learning project about implementing Learning Progressions and tracking student growth. (2020 Literacy)

Evaluation	Funds Expended (Resources)
Data collected and analysed for end of year assessments. Data triangulated with in school assessments and PAT data. All students K-6 showed growth over the 5 week sprint.	Funding Sources: <ul style="list-style-type: none">• Professional learning (\$21000.00)• Quality Teaching, Successful Students (QTSS) (\$70000.00)

Strategic Direction 2

Excellence in Teaching & Leading

Purpose

The purpose is for teachers and leaders to set explicit professional goals, work collegially and adapt teaching and learning styles to improve student performance.

Improvement Measures

- Increased percentage of students exceeding national benchmarks NAPLAN- top 2 bands
- Increased percentage of students meeting or exceeding expected growth (PAT & NAPLAN)
- Improved ratings in student and teacher Tell Them from Me surveys

Overall summary of progress

2020 demonstrated teacher's ability to be adaptive experts with online learning. Using technology to deliver engaging and impactful teaching and learning programs. Using technology as the third teacher as well as engaging parents/carers as learning partners. The sense of urgency that was created in response to the upheavals in T&L meant a greater and more intense focus on Literacy and Numeracy skills. To ensure explicit and differentiated teaching and learning was impactful there was a focus on building the capacity of staff in Data Skills and Use in tracking student progress and critically reflecting on the impact of teaching.

Progress towards achieving improvement measures

Process 1: Whole school project to develop a common language of learning and behaviour.

Evaluation	Funds Expended (Resources)
<p>Was the common language project successful? How do we know?</p> <p>We encouraged the learning environment to be visible with classroom language such as: learning intentions, success criteria and individual learning goals, used across K-6, leading to student centred classrooms.</p> <p>Is the use of a common language evident across the school? Is it authentic?</p> <p>We embedded the use of common language through collaboration. We used stage and staff meetings to promote collegial discussions with establishing and sharing common language.</p> <p>How can we move forward from this point?</p> <p>We need to mentor early career teachers ensuring they have a thorough understanding of the common language used at Padstow Heights.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$70000.00)• Support for beginning teachers (\$43000.00)

Process 2: Developing meaningful staff collaboration to contribute to collective teacher efficacy and improved practice. 2019/20 focus on individual teachers improving practice

Evaluation	Funds Expended (Resources)
<p>What information has the TTFM teacher survey given us? The TTFM teacher survey shows that we are below NSW Government Norms in four out of the eight Drivers of Student Learning. (Learning Culture, Data Informs Practice, Teaching Strategies, Technology) With a large percentage of temporary staff and early career teachers in 2020, this will need careful consideration in the new SIP and drive Professional Learning in 2021.</p> <p>Have teachers met their PDP goals? Executives and principals have</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$70000.00)• Support for beginning teachers (\$43000.00)

Progress towards achieving improvement measures

participated in a structured discussion with teachers to review on progress towards achievement of professional goals. This included a written assessment, informing the next performance and development cycle.

Strategic Direction 3

Excellence in Student and Community Engagement

Purpose

The purpose is for students to build engagement through developing resilience and adaptability. It is also to create a well-informed, engaged community through establishing meaningful connections.

Improvement Measures

- Improved results in Tell Them From Me Surveys in all areas for parents and for Engagement in student survey
- School-designed student survey shows 100% (by 2020) of students can identify the learning power characters and the learning dispositions they represent
- An increase in the number of parents attending information events and connecting with the school through social media

Progress towards achieving improvement measures

Process 1: * Building opportunities for community consultation, information transferral and parent education about future-focused learning and school-wide teaching practices

Evaluation	Funds Expended (Resources)
<p>Has the TTFM Survey data shown an increase in parent connectedness to school? The data tells us that in the areas of: Parents feel welcome and Parents are informed we scored the same as the NSW Govt Norm, however, down points from previous years.</p> <p>What is the feedback from the TTFM survey saying? Is there information here that can guide and inform our approach to community consultation next year? TTFM parent survey data shows that parents scored teachers having high expectations for students at 6.8 with the State Norm at 7.3. We need to ensure that we create a well-informed, engaged community to build a positive school culture.</p> <p>What did we learn in 2020 about community consultation and how to best engage with our community? What lessons can we carry forward to 2021? 2020 has been a particularly challenging year with community consultation due to COVID and parents offsite. In 2021 we need to keep channels of communication open, developing and maintaining meaningful relationships that foster a culture of trust. We need to collaborate with our community by establishing authentic partnerships. and empowering our parents through transparency and knowledge of the school community so they can more effectively engage in developing and maintaining our shared vision.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• English language proficiency (\$57000.00)• Socio-economic background (\$37000.00)• Low level adjustment for disability (\$34000.00)

Process 2: * Whole school project to develop a growth mindset and to foster the qualities needed to be a successful learner. (Learning Pit 2019 focus)

Evaluation	Funds Expended (Resources)
<p>Do our student reflections show common language and display an understanding of the qualities of a successful learner? Through our future focused efforts with students becoming more self regulatory learners, we included student reflections into our reporting. All students write a written reflection on goals achieved and where to next. This provides a powerful tool for parents to connect with student learning through shared learner values and a visible learning community. Students take responsibility for understanding and articulate how they become self-regulated learners. Student reports contain personalised information about individual student learning progress and address future learning goals.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• English language proficiency (\$57000.00)• Socio-economic background (\$37000.00)• Low level adjustment for disability (\$34000.00)

Progress towards achieving improvement measures

What adjustments/refinements need to be made to our learning powers and learning pit projects to continue to instil these values in our students? How do we keep it engaging and exciting? TTFM student data shows that positive teacher-student relations are below the NSW Norm and student don't feel teachers are responsive to their needs. It also shows a decline in student's sense of belonging and advocacy at school. Do we need to revamp the Learning Powers and Learning Pit due to a decline in interest and motivation? This will need to be reviewed in the 2021 SIP.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Employment of Uncle Bruce (SLSO) Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$2 828.00) 	The 4 aboriginal students made growth in literacy & numeracy. All students need to continue to receive close monitoring and support in Literacy and Numeracy. Our Aboriginal Educator has been instrumental in educating all Padstow Heights students about Aboriginal Australia through story-writing and artwork. Community representation through an online presentation at Presentation Day has built the capacity of staff and the community in providing an informed understanding of Australia's indigenous people and culture.
English language proficiency	0.6 Staffing SLSO to support students. Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$57 905.00) 	Due to COVID our EAL/D program became an intensive program delivered in Semester 2. We employed an experienced teacher to deliver an intensive EAL/D program. The students were assessed in language acquisition and comprehension skills. A program and strategies were engaged to support them. Post program results show excellent progress with all students.
Low level adjustment for disability	0.5 SLSO staffing support \$34 00 Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$34 121.00) 	The Learning and Support Team ensure that teachers are provided with the support and guidance to enable every student to be actively and consistently engaged in learning. There are school-wide programs and approaches for students requiring additional or specialist support and discretionary school funds are applied to initiatives aimed at improving outcomes for students. All students receiving support have progressed. Some have made very slow improvement with small increments; others have made significant progress beyond expected growth.
Quality Teaching, Successful Students (QTSS)	0.6 CRT staffing to support QTSS through teacher mentoring Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$70 881.00) 	Continuity of learning to ensure impactful online learning and minimising deficits in learning due to interruption in learning. Shoulder to shoulder support from teacher mentors in co designing teaching and learning opportunities. All teachers showing professional growth through teachers setting professional learning targets and supervisors observed changes in teaching practice as targeted in their individual PDPs.
Socio-economic background	0.5 SLSO staffing support in all classrooms Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$37 143.00) 	All students identified by the Learning & Support Team, as needing support have received small group and/or one to one attention. As well as in-class support, students have received daily MultiLit support to improve retention of phonics, blends and word recognition. 4 students have received a daily MiniLit program - an evidence-based, explicit and effective early literacy intervention program for teaching reading skills to children who are in the bottom 25% of the expected range for their age group in Year 1 or 2. 15 students received the Reading Bootcamp

<p>Socio-economic background</p>	<p>0.5 SLSO staffing support in all classrooms</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$37 143.00) 	<p>program - an intensive short-term daily intervention program to enhance student's fluency, accuracy and comprehension when reading and 20 students have worked on the Reading Eggs program. ES1 and Stage 1 classes had SLSO and support teacher time to target small differentiated groups as a literacy boost initiative due to covid. These supports have resulted in average to above average expected growth in Reading and Maths as shown in PAT testing for our identified students.</p>
<p>Support for beginning teachers</p>	<p>0.2 CRT release to facilitate beginning teacher mentor support</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$28 443.00) 	<p>Current Evidence Based Research used to guide Beginner Teacher Program</p> <ul style="list-style-type: none"> • Australian Professional Standards for Teachers • AITSL - Practice Focused Mentoring Model (Feedback, Prof Conv, Evidence of Practice, Goal Setting, Observation) • CESE What works best document Professional Learning for Mentor • Online PL What works Best 2020 update • Online PL What works Best reflection tool • AITSL online leadership resources and videos • Online PL Managing Accreditation Programs/Activities • Professional Reflection and goal setting at the beginning of the program and reflected and evaluated their goals throughout the program. • Developed capacity using PDP goals to drive session focuses. • Staff Voice - Used individual professional goals, differentiated support and mentoring session to cater for each BT needs. Flexible approach working on questions of school processes that came up on a weekly basis. • Wellbeing - Focussed on staff wellbeing and developed a safe environment for BT to feel comfortable discussing thoughts, ideas, concerns, questions. • Feedback - Listened to staff feedback using online google form survey reflecting on the program of what worked? What needs adjusting? What extra support do they need? BT plotted themselves against the APTS after each term reflecting on their practice and knowledge. Mentor listened to staff feedback and adjusted changes to the provide to better meet the needs of the BTs. • Observations/Demonstrations - Mentor provided many opportunities for BT to observe other teaching and learning lessons with a clear focus aligned to the APST. Mentor developed a consistent observation feedback template with driving questions that BT could use to reflect and evaluate quality teaching evidence. Mentor observed BT teaching and learning lessons to provide feedback on their chosen strategies that they wanted to improve on. • Accreditation - Mentor built capacity to manage accreditation for others using professional learning. Mentor provided support to BT to access eTams, processes of achieving accreditation, collecting evidence,

<p>Support for beginning teachers</p>	<p>0.2 CRT release to facilitate beginning teacher mentor support</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$28 443.00) 	<p>analysing evidence against APST, annotating and evaluating teaching practice.</p> <ul style="list-style-type: none"> • Collaboratively built teaching and learning programs K-6, developed assessments aligned to NSW Syllabi and learning progressions to track student growth, developed BT capacity to use formative assessment to build their knowledge of students learning, worked on reporting and creating rubrics for 'working at', developed pre and post assessment using learning sprints to track student growth and drive next 5 week cycle teaching program, worked on differentiation strategies in the classroom to support all students. • Data - Mentor supported BT to access PLAN2 and upload data from assessments, provided BT support to turn that data into information to drive future teaching programs, analysed PAT data.
<p>Targeted student support for refugees and new arrivals</p>		<p>Not Applicable</p>



Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	211	213	212	206
Girls	177	165	169	164

Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.9	92.8	93.1	95.3
1	94.7	93.7	93.4	94.3
2	95	93	92.7	93.1
3	95.3	94.3	92.3	95.1
4	94.6	92.1	93.3	94.9
5	94.9	94.4	94	93.7
6	93.7	93.3	92.7	95.1
All Years	94.8	93.4	93	94.5
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)	13.88
Literacy and Numeracy Intervention	0.2
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
School Administration and Support Staff	2.92

*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	303,843
Revenue	3,366,385
Appropriation	3,175,061
Sale of Goods and Services	16,168
Grants and contributions	174,032
Investment income	923
Other revenue	200
Expenses	-3,348,420
Employee related	-2,946,847
Operating expenses	-401,573
Surplus / deficit for the year	17,965
Closing Balance	321,808

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	12,385
Equity Total	208,566
Equity - Aboriginal	2,828
Equity - Socio-economic	37,143
Equity - Language	57,905
Equity - Disability	110,690
Base Total	2,674,674
Base - Per Capita	91,632
Base - Location	0
Base - Other	2,583,042
Other Total	165,234
Grand Total	3,060,858

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

Student Feedback and Reflections

In 2020 72% of students reported positive wellbeing using the Tell Them From Me survey. This was a slight decrease from 2019 at 77%.

Key facts extracted from the Tell Them From Me Survey 2020:

- 148 students from Year 4,5 and 6 participated
- Score 7.9 of students reporting a positive sense of advocacy at school: this is a 0.2 above state average
- Score 8.3 of students reporting a positive sense of success at school: this is a 0.4 below state average
- 70% of students reporting a positive sense of belonging at school: this is a 11% below state average
- sense of belonging is down 7% 2019 (Yrs 4-6 =10 students) 11% below the NSW norm of 81% and we are currently 70%
- Advocacy at school 2019 to 2020 increased 0.2 which is 0.3 above NSW Government norm
- Expectations for success remained steady at 8.3 below Government norm by 0.4

Opportunities for Improvement

A focus on improving school student wellbeing through implementing an evidence-informed approach will feature as part of our 2021-2024 School Improvement Plan

Teacher Feedback and Reflections

Teacher feedback was sought through online surveys such as Tell Them From Me survey. 19 respondents participated.

Strengths

- Teachers believed school leaders have supported them during stressful times (School 8.4 - NSW Government norm 7.5)
- Working with others in developing cross-curricular or common learning opportunities (School 8.6 - NSW Government norm 7.8)
- Teachers reported talking with other teachers about strategies that increase student engagement (School 8.2 - NSW Government norm 7.8)
- Teachers reported discussing learning problems of particular students with other teachers (School 8.0 -NSW Government norm 7.8)
- Monitoring student progress (School 8.6- NSW Government Norm 7.6)
- Set high expectations for student learning (School 8.4 - NSW Government norm 7.6)
- Establish clear expectations for classroom behaviour (School 9.2 - NSW Government norm 8.2)
- Work with parents to help solve problems interfering with their child's progress (School 7.8 - NSW Government norm 6.8)

Opportunities for Improvement

- I work with students to identify a challenging learning goal relevant to the use of interactive technology (School 5.7 - NSW Government norm 7.5)
- I share students' learning goals with their parents (School 6.2 - NSW Government norm 7.5)
- School leaders have taken the time to observe my teaching (School 6.7 - NSW Government norm 7.1)
- I provide examples of work that would receive an "A", a "B", or a "C" or their equivalent (School 6.2 - NSW Government norm 7.8)

Parent/Carer Feedback and Reflections

Parent/carer feedback was sought through online surveys such as Tell Them From Me survey. 79 respondents participated.

Strengths

- Teachers help students develop positive friendships (School 7.2 - NSW Government norm 6.7)
- Teachers help students who need extra support (School 7.0 - NSW Government norm 6.7)
- Parents believe they can speak easily with their child's teacher (School 8.0 - NSW Government norm 7.4)
- The school's administrative staff are helpful when I have a question or problem (School 8.1 - NSW Government norm 7.4)
- My child is clear about the rules for school behaviour (School 8.6 - NSW Government norm 7.7)
- 83% of parents reported they are highly likely or very likely to recommend this school to others

Opportunities for improvement

- 88% of parents are not involved in school committees (for instance P&C)
- Teachers have high expectations of my child to succeed (School 6.8 - NSW Government norm 7.3)

- 23% of respondents disagreed the school provides enough home learning resources for mathematics

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.

