

# 2020 Annual Report

## Panania North Public School



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# Introduction

The Annual Report for 2020 is provided to the community of Panania North 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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## School vision

Panania North Public School is committed to providing a vibrant and innovative learning community that meets the needs of all our students. Through a nurturing environment that values diversity and engages the school community, we will inspire our students to become successful, confident, creative and visible learners.

## School context

Panania North Public School has a long and proud history of public education since being established in 1956. The school is situated in the East Hills area and is part of the Ultimo network of schools. Panania North Public School has a population of approximately 384 students with 49% of students from language backgrounds other than English and 3% from Aboriginal and Torres Strait Islander.

At Panania North we maintain high learning expectations, teach students to persist through challenges and difficulties in learning, encourage students' awareness of broader life opportunities and support students to reach their personal best. We believe in a strong sense of community and encourage positive partnerships and active community participation.

Our 2018 -2020 school plan has three driving strategic directions.

- Visible Learning
- Visible Teaching
- Wellbeing

The purpose of these directions are:

- To deliver a rich, personalised and integrated curriculum where students are engaged in diverse learning experiences;
- To develop assessment capable thinkers who lead their own learning and thrive in a rapidly changing world;
- To foster inspired and passionate teachers who evaluate their impact and have a clear understanding of what works best for raising student achievement in literacy and numeracy; and
- Create an enabling school environment where students connect, succeed and thrive.

## Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
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	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

## Strategic Direction 1

### Visible Learning

#### Purpose

To deliver a rich, personalised and integrated curriculum where students are engaged in diverse learning experiences.

To develop assessment capable thinkers who lead their own learning and thrive in a rapidly changing world.

#### Improvement Measures

All students are able to articulate what they are learning and how they will know if they are successful.

All students articulate, understand and use our learning process and qualities

'Tell Them From Me' student engagement survey indicates the school is performing above NSW Government Norms in

- Intellectual engagement
- Drivers of Student Engagement

#### Progress towards achieving improvement measures

**Process 1: Assessment capable learners:** Build students capacity to explain and understand progress and articulate where they're at, where they are going and what their next steps are.

Evaluation	Funds Expended (Resources)
<p>Through professional learning and teacher clarity, it has been evident through class observation and student work that students know the learning target for a lesson, can describe where they are in relation to the criteria, and use that information to select learning strategies to improve their work.</p> <p>All teaching staff engaged in the process of developing, monitoring and reporting on individual learning goals and targets. Planned conversations between teachers and students allowed goal setting to occur in a collaborative and purposeful manner.</p> <p>Staff ensured students were assisted to delve into their own thinking and learning processes. We have implemented strategies for students to think about the effectiveness of the strategies they used to achieve the learning goals they set. Students are encouraged to plan what to do, monitor progress towards achieving their goals and evaluate the outcome.</p> <p>In summary, our focus was on explicit teaching, programming and making sure learning intentions were the core of the process. Teachers now routinely use learning intentions to describe what learners should know, understand and be able to do by the end of a learning period or unit. Learning intentions are also used for tracking student progress, providing feedback and assessing achievement.</p>	<p>Professional Learning</p> <p>Teaching and Learning Resources</p> <p>Staffing</p> <p>Administration Resources</p>

**Process 2: Feedback:** Promote visible learners who confidently and consistently seek, receive, act on and gives feedback, to bridge and expand learning.

Evaluation	Funds Expended (Resources)
<p>Effective feedback practices provide the bridge between assessment and learning. High-quality feedback can improve student learning by as much as eight months. We investigated the research regarding the impact of feedback and found that it was a high-impact approach to enhancing student outcomes.</p> <p>In partnership with our own school professional learning and Hattie's text</p>	<p>Professional Learning</p> <p>Teaching and Learning Resources</p> <p>Staffing</p> <p>Administration Resources</p>

## Progress towards achieving improvement measures

'Developing Assessment Capable Learners', we have introduced evidence-based feedback practices into our classrooms.

Professional learning built teacher knowledge of what effective feedback is and how we can use it to support students to seek, receive and act on feedback to expand their learning. Individual learning goals (literacy-numeracy- personal) were identified for every student in the school and provided us with a focus to encourage students to think about:

- Their own learning and thinking processes and challenge them to articulate the way they have gone about learning.
- What their next steps might be and how they are going to proceed with those next steps.
- How they are going to know they have achieved success.
- What they need more help to understand and how they might achieve better understanding.

Setting goals and targets, taking personal responsibility for learning, and self-evaluation has become part of normal classroom discussion.

**Process 3: Learning process and learner dispositions:** Develop a common language for the effective learner qualities and process of learning across the school and reinforce through instruction, feedback, displays, class talk and lesson planning.

Evaluation	Funds Expended (Resources)
<p>At the commencement of our three-year school plan, all teachers participated in the 'Visible Learning Foundation' training. This supported us to develop a common knowledge on strategies that 'do' and 'do not make a significant difference to student achievement. Evaluation of teacher and student feedback identified that we needed to identify and create our own school learner qualities.</p> <p>Our staff understand that learner qualities are life skills. They are the qualities that are essential for success at school and in everyday life. By learning these behaviours now, students are preparing for a successful future throughout their schooling and beyond.</p> <p>To be a learner at Panania North, you need to be 'adaptable, challenged, collaborative, a problem solver and reflective.'</p> <p>A 'K-6 Learner Quality Matrix' was developed and explicitly taught in all classrooms. Teachers and students use our school learner qualities to talk about themselves as learners and to articulate their progress. Students progress in using our learner qualities are addressed in our student reports.</p> <p>Our learner qualities have now become firmly embedded in all that we do at Panania North, across the curriculum, classroom and playground.</p>	<p>Professional Learning</p> <p>Teaching and Learning Resources</p> <p>Staffing</p> <p>Administration Resources</p>

**Process 4: Curriculum:** Provide a student-centred integrated curriculum, where all students are engaged in future focused, inquiry based and technology rich learning experiences.

Evaluation	Funds Expended (Resources)
<p>PNPS staff participated in professional learning to implement an online, integrated curriculum that covers History, Science &amp; Technology and Geography concepts) through inquiry-based learning (MAPPEN). This enabled us to effectively integrate outcomes across the three key learning areas leading to deep and rich learning.</p> <p>Staff undertook extensive professional learning to facilitate the integration of technology to enhance learning. Lessons were designed to align with MAPPEN units and an expert teacher was released to work with students and teachers to incorporate future-focused learning and make use of the</p>	<p>Professional Learning</p> <p>Teaching and Learning Resources</p> <p>Staffing</p> <p>Administration Resources</p>

## Progress towards achieving improvement measures

technology resources that the school has.

Staff successfully designed, developed and produced STEM projects that incorporated the skills of the Science and Technology syllabus.

An expert team of aspiring leaders was established to design and implement a guide that would successfully build capacity in our teachers to expertly implement the PDHPE curriculum into their everyday practice. The team analysed whole school programs along with the new syllabus and MAPPEN to determine if the school was implementing the PDHPE concepts successfully. The team recognised from analysing our programs that our school scope and sequence needed to be redesigned to ensure there was a balanced approach to teaching all aspects of PDHPE.

Staff engaged in professional learning in planning units of work that aligns with a key inquiry question. PDHPE units have been developed that link to the whole-school social and emotional learning expectation and these lessons will be taught explicitly to support students to connect, succeed and thrive.

## Next Steps

### **Feedback/Individual Learning goals**

Staff to continue to build knowledge about effective feedback practices and to trial and refine strategies in their classrooms.

Establish an IT solution to record and track student learning goals.

### **Explicit Teaching/ Learner qualities & process**

Utilise feedback to ensure 'success criteria' are clear and specific to in every lesson and every classroom.

Teachers to use rubrics and work samples routinely to enable students to review their work against the samples to self-assess their performance and to determine how they might improve the quality of their work.

### **Learning Process/Learning Pit (Growth Mindset)**

Professional learning to build staff understanding of the 'Learning Process' to develop our own school language to guide students to find new and different ways to solve future issues.

## Strategic Direction 2

### Visible Teaching

#### Purpose

To foster inspired and passionate teachers who evaluate their impact and have a clear understanding of what works best for raising student achievement in literacy and numeracy.

#### Improvement Measures

Increased proportion of students in the top two bands for literacy.

Students achieve higher than expected growth on internal school progress and achievement data in literacy.

Increased proportion of students in the top two bands for numeracy.

Students achieve higher than expected growth on internal school progress and achievement data in numeracy.

#### Progress towards achieving improvement measures

**Process 1: Literacy:** Design and implement consistent school-wide pedagogical practices that reflect contemporary research and ongoing data analysis from a range of reliable sources. A culture of high expectations will be fostered through high quality learning and teaching programs effectively meeting the needs of diverse learners.

Evaluation	Funds Expended (Resources)
<p>Kindergarten began using decodable texts for home reading and guided reading, consistently throughout the year. New texts were purchased to supplement the current supply. Stage 1 purchased decodable texts towards the end of the year for each class.</p> <p>The Minilit program continued this year with a total of 25 students completing it. All students showed significant growth in their literacy skills.</p> <p>All staff completed 'Effective Reading: Phonics Online PL, building the knowledge and understanding of the importance of phonics within a balanced reading program.</p> <p>A Stage 1-3 spelling assessment was designed and implemented to gather formative and summative data for whole school planning, classroom instruction and ongoing monitoring of success. Assessment data was collated and analysed to enable staff to plan a response at individual, group and whole school level.</p> <p>An expert teacher collaboratively designed a 5 week spelling program with stages to ensure whole school consistent use of evidence based strategies. From this, staff engaged in planning days, evaluating spelling data from assessments. Spelling assessment results showed student growth both in their phonic and spelling knowledge. This information was used to help group students and inform their planning and differentiation.</p> <p>The expert teacher also created explicit teaching videos, available on the school website that aligned to the whole school scope and sequence to support teachers and parents in spelling and phonics.</p> <p>A handwriting team was established to investigate effective, research based methods to teach handwriting. They looked at the expectations outlined in the syllabus for each stage and collaboratively developed a whole school Handwriting Scope and Sequence. This new document was explained in detail to the whole staff through a professional learning session. Effective methods for teaching Handwriting were modelled and shared with staff and the feedback received from staff indicated an increase in confidence to</p>	<p>Professional Learning</p> <p>Teaching and Learning Resources</p> <p>Staffing</p> <p>Administration Resources</p>

## Progress towards achieving improvement measures

explicitly teach handwriting in the classroom.

**Process 2: Numeracy:** School-wide programs and scopes of learning reflect innovative 'next practice' strategies and are effectively resourced. A focus on differentiated learning will be utilised to enhance learning outcomes for all students, achieved through collaboration, learning partnerships and data.

Evaluation	Funds Expended (Resources)
<p>A Numeracy Expert Team (NET) of aspiring leaders was established to lead numeracy improvement across the school. The team were mentored by the Teacher Quality Advisors to deliver professional learning to build a comprehensive and consistent knowledge of the K-6 mathematics syllabus and numeracy progressions. Staff were supported to implement research-based effective teaching strategies K-6 and implement differentiated lessons. Initially staff rated their knowledge and understanding of the syllabus as high or expert was 45.4%, it is now 88.3% and their knowledge and understanding of the numeracy progressions as high or expert increased from from 18.2% to 75%. The Numeracy Expert Team evaluated maths programs across K-6 and developed a consistent proforma to ensure quality programs were developed for each stage. The Teacher Quality Advisors delivered professional learning for PLAN2 to help staff gain an understanding of the platform as a data collection tool.</p> <p>All students across the school developed a numeracy goal that was linked to the Quantifying Number level in the numeracy progressions.</p> <p>A range of assessments were implemented and used to collect data around student progress. Data from these assessments informed planning and grouping of students. These assessments included the Year 5 'Check In' assessment, PAT test, SENA 1 and 2.</p> <p>A draft whole-school mathematics scope and sequence was developed in accordance with the syllabus and will be implemented in Term 1, 2021.</p>	<p>Professional Learning</p> <p>Teaching and Learning Resources</p> <p>Staffing</p> <p>Administration Resources</p>

## Next Steps

Our spelling data for years 3-6 is reflective of the school's previous practices in spelling prior to 2019. It shows a need to develop and continue our focus on strong, school wide spelling pedagogical practices.

Develop assessment practices with decodables from K-6 to ensure a consistent collection of data around student reading.

Provide staff with professional learning opportunities in reading and how to effectively use decodable texts.

Identify a platform for consistent data collection across the school.

A K-6 assessment schedule to be developed for literacy and numeracy

## Strategic Direction 3

### Wellbeing

#### Purpose

Create an enabling school environment where students connect, succeed and thrive.

#### Improvement Measures

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school. The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential.

There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

#### Progress towards achieving improvement measures

**Process 1: Wellbeing:** Wellbeing processes are strategically planned to support all students to connect, succeed, thrive and learn.

Comprehensive and inclusive systems create an environment with clearly defined behavioural expectations.

Evaluation	Funds Expended (Resources)
<p>Staff participated in professional learning on the Wellbeing Framework. Staff collected and analysed the data from the wellbeing assessment tool to identify the school's need and future focus to promote a community of every student being known, valued and cared for. Through this data, staff identified that the social aspect of the wellbeing framework as an area for improvement. A whole school student tracker was developed and implemented to identify and support students who may be at risk to feel accepted and valued by their peers and the school community. As a result, the whole school staff focused on effective connections and relationships to support identified students.</p> <p>The K-2 Got It! assessment was completed by teachers and parents. The assessments were reviewed by an outside agency and the data was supplied to the school. Parents attended early intervention sessions to help support their child with strategies in behaviour management and self-regulation at home and school. Parents are now more confident in supporting their children in creating a positive outlook on learning.</p> <p>A Positive Mindset for Learning scaffold was developed using evidence-based social and emotional approaches to help engage students in their own learning. The scaffold was implemented into our PDHPE units of work and staff developed their knowledge and understanding of the importance of building a positive relationship and being aware of how our interactions with students affect their developing social and emotional skills. A whole school transition program was implemented at the end of the year to support a positive start to the new year. A 'Positive Mindset for Learning' curriculum was taught throughout these transitions to give students strategies and support them to cope with change. As a result, students were more at ease in preparation for the following year.</p> <p>The Tell Them From Me survey results showed an increase in the positive sense of belonging, positive behaviour at school and students who are</p>	<p>Professional Learning</p> <p>Teaching and Learning Resources</p> <p>Staffing</p> <p>Administration Resources</p>

## Progress towards achieving improvement measures

interested and motivated in their learning. The school mean for belonging was on par with the NSW Government Norm of 81%, students with positive behaviour was 8% above the NSW government norm on 91% and students who are interested and motivated in their learning was 5% above the government norm on 83%. Our school vision was to be above the government norms and we have successfully achieved this goal.

**Process 2: Diversity:** Teaching and learning occurs in environments that celebrate difference and diversity and recognise, respect and respond to identity and cultural background.

Evaluation	Funds Expended (Resources)
<p>The school in partnership with the P&amp;C created a school pledge wall in the school hall for all students to understand bullying and was signed by all staff and students. A special assembly was held on developing awareness and students participated in anti-bullying activities. This information was shared with the wider community through the newsletter and Facebook page. As a result of the initiative the TTFM survey showed that students 71% of students are able to seek help if bullied.</p> <p>Throughout the school year NAIDOC day is celebrated to recognise the Indigenous and Torres Strait Islander staff and students. Students participate in a range of different activities and acknowledge the history, culture and achievements of Aboriginal and Torres Strait Islanders. As a result students understand the importance of celebrating Aboriginal Culture and have a deeper understanding</p> <p>The whole school participated in Harmony Day and celebrated multiculturalism and the successful integration of migrants into our school community. Students were taught about inclusiveness, respect and belonging for all Australians, regardless of cultural or linguistic background, united by a set of core Australian values. This allowed the school community to celebrate all diversities and cultural backgrounds.</p> <p>Cultural diversity was integrated into whole school learning programs. Students were consistently taught throughout the year about diversity and recognising, respecting and responding to cultural background.</p>	<p>Community Funds Teaching resources Staffing Admin resources</p>

**Process 3: Learning Support:** Students with identified learning needs benefit from personalised learning and support where adjustments to the learning environment are made and documented as required.

Evaluation	Funds Expended (Resources)
<p>Personalised learning pathways for students requiring adjustments in their learning are developed and monitored throughout the year. PLP's are written in consultation with parents and students. Learning targets are set to cater to the student's individual learning needs. Staff are provided with strategies by the Learning Support Team to assist staff in supporting students in their learning.</p> <p>The 'Reading for Life' and Minilit program was implemented to help support students from K-2 to enhance reading skills. Volunteers from the wider community help support this initiative that improved the annual growth of reading knowledge of the students who participated.</p> <p>A whole school database allowed the school to track and monitor students that required adjustments in their learning. This allowed systems to be created for learning and support meetings where students were referred to if they needed adjustments. This allowed the learning support team to track students' attendance, referrals for learning or social and emotional skills and allowed the school to support students who were identified as at risk.</p>	<p>Professional Learning Teaching and Learning Resources Staffing Administration Resources</p>

## Next Steps

- Continue to build staff knowledge of practices and strategies that build quality relationships with students and for a safe, positive and stimulating environment in every classroom.
- Implement strategic and planned approaches to enhance whole school wellbeing processes and practices
- Continue to enhance the support of students through a multi-tiered continuum of care that includes promotion, prevention, early intervention and addresses individual student needs.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>Staffing</p> <p>Funds were utilised to employ SLSO's and teachers</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$9 542.00)</li> </ul>	<p>All Aboriginal students have personalized learning pathways which have been developed in partnership with families and local organisations. Funding has enabled SLSO and teacher support to achieve literacy goals.</p>
<b>English language proficiency</b>	<p>Staffing</p> <p>Funds were utilised to employ SLSO's and teachers</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>English language proficiency (\$88 478.00)</li> </ul>	<p>Students from language backgrounds other than English receive targeted teacher support based on their level of proficiency.</p> <p>Support staff work with class teachers to review assessment data and differentiate learning to support students achieve their individual goals.</p>
<b>Low level adjustment for disability</b>	<p>Staffing</p> <p>Funds were utilised to employ SLSO's and teachers</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$139 759.00)</li> </ul>	<p>School learning and support teacher (5 days per week) and school learning and support officers are engaged to support students achieve personal goals negotiated with students, parents and teachers.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>Staffing</p> <p>Teacher Release</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Quality Teaching, Successful Students (QTSS) (\$70 662.00)</li> </ul>	<p>QTSS funding was used to release staff to build the capacity of our teachers through collaborative planning, mentoring, observations and professional development processes.</p>
<b>Socio-economic background</b>	<p>Professional learning</p> <p>Staffing</p> <p>Resources</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Socio-economic background (\$57 581.00)</li> </ul>	<p>Curriculum resources purchased to support key learning areas</p> <p>Staff professional learning to enhance curriculum implementation in alignment with school priorities.</p> <p>Additional staffing for learning support and administration.</p>
<b>Support for beginning teachers</b>	<p>Staffing</p> <p>Professional Learning</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Support for beginning teachers (\$43 443.00)</li> </ul>	<p>Beginning teachers were provided with additional release time on our weekly timetable. This allowed them to further develop and refine their professional practice and consolidate their professional learning. Funding was also used to access professional learning opportunities in alignment with their goals and our school's improvement plan.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	185	186	193	197
Girls	188	189	196	176

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	93.5	93.1	92.7	95.6
1	94.2	93.7	93.8	92.8
2	93.9	92.4	93.5	94.7
3	94.2	94	94.1	95.4
4	94.5	94.2	92.6	94.2
5	93.3	92.6	94.4	94.7
6	94.2	93.3	92.9	94
All Years	94	93.3	93.4	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

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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	0.42
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.8
Teacher ESL	0.2
School Counsellor	1
School Administration and Support Staff	2.87

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

## Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

## Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and Departmental priorities.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
<b>Opening Balance</b>	558,174
<b>Revenue</b>	3,656,006
Appropriation	3,540,986
Sale of Goods and Services	11,037
Grants and contributions	102,467
Investment income	1,515
<b>Expenses</b>	-3,618,160
Employee related	-3,155,211
Operating expenses	-462,950
<b>Surplus / deficit for the year</b>	37,845
<b>Closing Balance</b>	596,020

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>	113,578
<b>Equity Total</b>	295,360
Equity - Aboriginal	9,542
Equity - Socio-economic	57,581
Equity - Language	88,478
Equity - Disability	139,759
<b>Base Total</b>	2,671,789
Base - Per Capita	93,556
Base - Location	0
Base - Other	2,578,233
<b>Other Total</b>	295,966
<b>Grand Total</b>	3,376,693

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.

## 'Tell Them From Me' Surveys

### 'Partners in Learning' Parent Survey Report

#### *Perspectives of Parents*

This report provides results based on data from 87 respondents who completed the Parent Survey between 11 Aug 2020 and 12 Sep 2020.

- Parents feel welcome School Mean 7.8 NSW Govt Norm 7.4
- Parents are informed School Mean 6.9 NSW Govt Norm 6.6
- Parents support learning at home School Mean 6.9 NSW Govt Norm 6.3
- School supports learning School Mean 7.1 NSW Govt Norm 7.3
- School supports positive behaviour School Mean 7.7 NSW Govt Norm 7.7
- Safety at school School Mean 7.8 NSW Govt Norm 7.4
- Inclusive school School Mean 7.0 NSW Govt Norm 6.7

#### *What do parents feel we are doing well at?*

Parents feel welcome when they visit the school and can easily speak with their child's teachers. Written information from the school is in clear, plain language and the school's administrative staff are helpful when they have a question or problem. Reports on student's progress are written in terms parents understand. Teachers expect their child to pay attention in class and their child is clear about the rules for school behaviour. Parents indicated that their child feels safe going to, from and school.

#### *Areas for future focus:*

- Schedule activities when parents can attend.
- Improve communication regarding their child's social and emotional development.
- Homework
- Extra curricula activities

### 'Focus on Learning' Teacher Survey Report

#### *Perspectives of Teachers*

This report provides results based on data from 19 respondents who completed the Teacher Survey between 11 Aug 2020 and 24 Aug 2020.

- Leadership School Mean 8.1 NSW Govt Norm 7.1
- Collaboration School Mean 8.5 NSW Govt Norm 7.8
- Learning culture School Mean 8.1 NSW Govt Norm 8.0
- Data informs practice School Mean 7.8 NSW Govt Norm 7.8
- Teaching strategies School Mean 8.5 NSW Govt Norm 7.9
- Technology School Mean 6.4 NSW Govt Norm 6.7
- Inclusive school School Mean 8.3 NSW Govt Norm 8.2
- Parent involvement School Mean 7.7 NSW Govt Norm 6.8

#### *What are we doing well at?*

School leaders support teachers to; establish challenging and visible learning goals for students, create new learning opportunities and provide guidance for monitoring student progress. Teachers work with school leaders to create a safe and orderly school environment and talk with other teachers about strategies that increase student engagement. Teachers in our school share their lesson plans and other materials and discuss learning problems of particular students with other teachers. Results from formal assessment tasks are used to inform lesson planning. Students are very clear about what they are expected to learn and have clear expectations for classroom behaviour. Teachers strive to understand the learning needs of students with special learning needs. Teachers share students' learning goals with their parents and set high expectations for student learning

#### *Areas for future focus:*

- Teacher observations to provide useful feedback about their teaching.
- Build capacity in classroom management.
- Using technology to give feedback on their work and track progress towards goals.

- Build teacher knowledge to support students requiring adjustments.

### **'Student Outcomes and School Climate' Student Survey Report**

This report provides results based on data from 147 (Year 4/5/6) students who completed the survey between 10 Aug 2020 and 20 Aug 2020.

- Students with a positive sense of belonging School Mean 78% NSW Govt Norm 81%
- Students with positive behaviour at school School Mean 90% NSW Govt Norm 83%
- Students who are interested and motivated School Mean 80% NSW Govt Norm 78%
- Effective learning time School Mean 8.3 NSW Govt Norm 8.2
- Students who are victims of bullying School Mean 23% NSW Govt Norm 36%
- Advocacy at school School Mean 8.0 NSW Govt Norm 7.7
- Expectations for success School Mean 8.6 NSW Govt Norm 8.7

#### *What are we doing well at?*

- Students reported that they displayed positive behaviour at school and were interested and motivated in their learning. Important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives. Students feel they have someone at school who consistently provides encouragement and can be turned to for advice.

#### *Areas for future focus:*

- Students to feel accepted and valued by their peers and by others at their school.
- School staff to emphasise academic skills and hold high expectations for all students to succeed.

# 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.