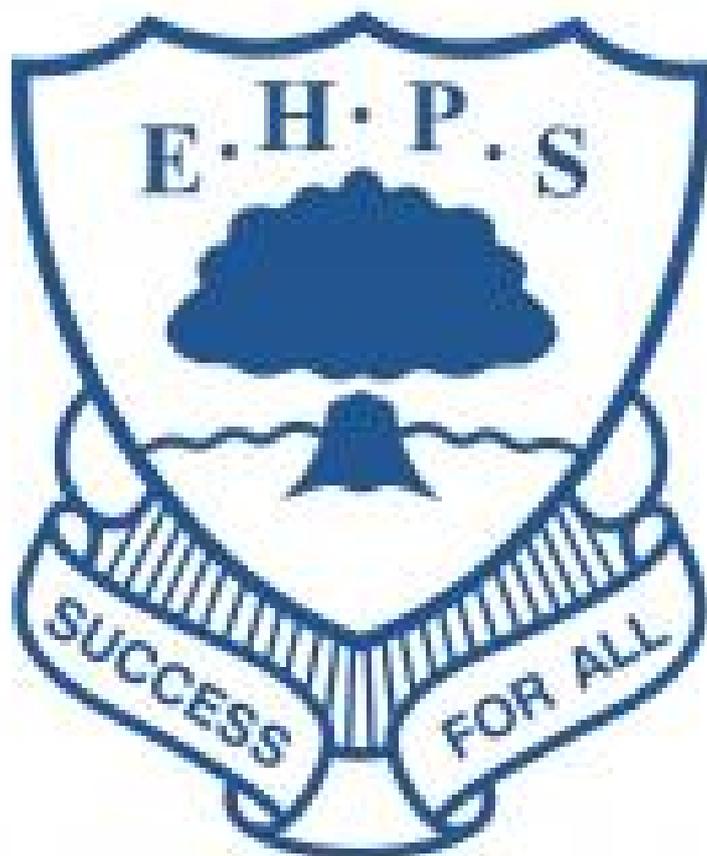


2020 Annual Report

Epping Heights Public School



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Introduction

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

What a year we had in 2020! We have lived through unprecedented times with the COVID-19 pandemic. Our school community- students, staff and parents demonstrated kindness, care, leadership, resilience, perseverance, compassion, strength and support for one another in a variety of ways this year.

I would like to take this opportunity to thank the staff - the executive team, the teachers and administration team for their professional and tireless efforts to ensure excellence during such challenging times. I am sure that following the learning from home period, many parents gained a new found appreciation for the work teachers do and the 'magic' of our craft. Students have always been at the centre of what we do and we did our best to ensure our students continued to feel known, valued and cared for.

I would also like to thank the parent community, especially the P & C for their efforts in supporting the school this year. The P & C executive moved rapidly to establish online meetings and the subcommittees such as book-club, banking, uniform shop and our wonderful band showed flexibility, organisation and creativity as we navigated uncharted waters together this year. The efforts of the P & C to thank the staff via video message and through the delivery of healthy drinks and snacks during the learning from home phase and through the World Teachers Day morning tea were greatly appreciated. The band videos at assemblies and the band program continuing in all its various forms also supported student morale.

I am privileged to be Principal of such a wonderfully caring school community where we work 'as a village' to support our children.

I would also like to thank and congratulate our students. 2020 was a year for growth. Every single student achieved academically, socially and emotionally. Their resilience and perseverance this year were admirable. Students demonstrated growth mindset and believed in 'the power of yet'. They set their own goals and worked hard to achieve them.

Our school song says- Our school's a place of caring and sharing, helping each other day by day. This has been evident more than ever this year.

As we work together to develop our Strategic Improvement Plan 2021-2024, I know our school will continue to be a place of excellence where our motto- *success for all* is a reality.

Ms Megan Bridekirk

PRINCIPAL

School vision

Our school is committed to the pursuit of excellence and the provision of high quality educational opportunities for every child in a caring environment. Through quality teaching of strong foundations in Literacy and Numeracy and a balanced curriculum, we prepare our students with personal resources for success and wellbeing for a changing world. In partnership with our community we share the vision for growth in our school, for every student, every teacher, every leader, every year. We value excellence in learning, teaching and leading to ensure *success for all*.

School context

Epping Heights Public School is located in Sydney's north west. With increasing enrolments (2020- 551 students including 81% from language backgrounds other than English) the school is steadily growing. Respected for our care and sense of community, we are the school of choice in our local area. We are committed to ensuring our school remains a warm and friendly place where *success for all* is our main focus.

Quality Literacy and Numeracy programs are our core business. They learn resilience, critical and creative thinking and wellbeing skills to empower them for their future. Students demonstrate excellence in learning through both internal and external assessments. They benefit from a well-balanced educational program including opportunities in extra curricular activities such as bands, dance, drama and sports.

Dedicated teachers nurture, guide, inspire and challenge students. They demonstrate personal responsibility for improving their teaching practice in order to improve student learning. They communicate effectively with parents to benefit students.

School leaders have a commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success. They regularly evaluate practice based on evidence and work strategically to ensure school excellence.

Children benefit from the school's planned and proactive engagement with parents and the broader community. Our parents and P & C are highly supportive of the school and run many inclusive events.

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	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
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	Excelling
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

Active Learners

Purpose

In schools that excel, students are active participants in their learning. By developing their personal, social and general capabilities, students 'learn how to learn' in our rapidly changing world. Through visible learning and high expectations students are increasingly engaged, able to self-reflect and display the mindset to ensure future wellbeing and success.

Improvement Measures

Increase in student self-assessment across Key Learning Areas.

Improvement in Tell Them From Me - Drivers of student engagement.

100% teaching and learning programs show Information Communication Technology (ICT) embedded in more than one Key Learning Area.

Progress towards achieving improvement measures

Process 1: *Visible Learning*

Students will actively engage through the Learning Intentions, Success Criteria, feedback and reflection process. They will develop the growth mindset needed for future wellbeing and success. (APST 1.2.2, 2.1.2, 3.1.2, 5.2.2)

Evaluation	Funds Expended (Resources)
<p>The school executive reviewed Visible Learning practices across the whole school and developed a consistent approach to Learning Intentions and Success Criteria (LI/SC). The executive used CESE research 'What Works Best' to inform the school's direction. This led to effective whole school professional learning on Visible Learning and Growth Mindset with an emphasis on a consistent use of Visible Learning Language (LI/SC). The language of Visible Learning is now evident through signage in all K-6 classrooms. Shared K-6 class programs also have Visible Learning embedded in many units of work.</p> <p>Students are developing skills to set their own explicit learning goals and self-assess. In 2020, teachers transitioned from explicitly writing success criteria for the students to co-writing success criteria with students in some areas. Feedback to students from teachers and peers is now increasingly explicit and based on learning goals. Tell Them From Me (TTFM) data shows 71% of teachers report they regularly discuss learning barriers with their students, discuss the learning goals for each lesson and give written feedback to students about their work.</p> <p>Explicit teaching of growth mindset is reflected in teaching and learning programs and in classroom displays. TTFM data shows 89% of teachers set high expectations for student learning. Similarly, 84% of students Years 4-6 reported school staff hold high expectations for all students to succeed. Such high expectations for all reflect a growth mindset culture.</p>	<p>Shared expenditure of \$31374 Professional Learning funds.</p>

Process 2: *Learning across the curriculum*

As future focussed learners, students will build their use of Information Communication and Technology skills and personal and social capability to actively support growth across the Key Learning Areas. (APST 2.6.2, 3.4.2, 4.5.2)

Evaluation	Funds Expended (Resources)
<p>Teacher leaders delivered effective professional learning on the new PDHPE</p>	<p>Shared expenditure of \$31374</p>

Progress towards achieving improvement measures

syllabus. We developed a whole school scope and sequence, stage scope and sequences and led stage teams to collaborate to develop units of work with an emphasis on incorporating PDHPE propositions. Our team of teacher leaders delivered further intensive professional learning and led stage teams in designing term 1 and 2 units of work in readiness for staff to implement the new Personal Development, Health and Physical Education (PDHPE) syllabus at our school.

Learning across the curriculum (Process 2) has been a major focus this year. Professional learning in this area was accelerated for all staff as we managed the rapid transition to learning from home and online learning due to the pandemic. Our Technology Committee met fortnightly to discuss infrastructure needs across the school. Laptop devices have been purchased for all grades. Aging Interactive Whiteboards have been replaced as needed. Networking switches, cables and equipment have also been upgraded to match the increase in demand and to ensure connectivity is as efficient and as fast as possible. There was no Department of Education 2020 et4L (technology) roll out funding due to a lack of access to devices due to the pandemic. The funds should be allocated by the Department of Education in 2021 and these will be utilised to purchase and upgrade teacher desktops and administrative computers.

In 2020, technology teacher leaders have been able to focus on the core business of teacher mentoring with external support utilised to rectify non urgent technology jobs. All stages had teacher mentoring and team teaching sessions. The sessions focused on the ICT curriculum demands for each stage.

Our technology teacher leaders also led professional learning sessions for staff in the area of Google applications such as Google classroom in preparation for remote learning. These sessions complemented previously run sessions with a focus on consistent use of the platform across the school.

Staff also continued to learn to build skills in the use of Excel and Google sheets data bases for collection and analysis of student data. As shown in the TTFM data, most teachers now report that students have opportunities to use computers or other interactive technology to analyse, organise, and present subject matter and that they help students use computers or other interactive technology to undertake research.

Teachers continued to implement the new Science and Technology syllabus with an emphasis on digital technologies. This requires further professional learning and collaborative planning by teacher teams to develop new units of work.

Professional Learning funds.

Additional technology funds: \$89,060

Strategic Direction 2

Effective Educators

Purpose

In schools that excel, educators use evidence to drive effective teaching and learning and ensure the growth of all students. Evaluative thinking and reflective practice (based on Australian Professional Standards for Teachers) improves educator quality and ensures excellence in learning, teaching and leading.

Improvement Measures

85 % students achieve expectation in Number sense and algebra- additive and multiplicative strategies according to the Numeracy progression.

100% of teaching and learning programs show data skills and use in English and Maths.

All staff can use the Australian Professional Standards for Teachers (APST) to reflect and improve practice.

Progress towards achieving improvement measures

Process 1: *Effective numeracy pedagogy* Teachers will develop a deep understanding of the Numeracy Progressions and effectively use assessment data and quality pedagogy (including embedding ICT) to ensure student growth.

School leaders will use a range of evidence to evaluate numeracy programs and strengthen consistent school-wide practice. (APST 1.5.2, 2.5.2, 2.6.2, 3.4.2, 3.6.2,5.4.2)

Evaluation	Funds Expended (Resources)
<p>Teachers rapidly responded to the challenges presented by the pandemic in 2020 by adapting the design and implementation of teaching and learning programs. They developed expertise in the planning and implementation of remote learning activities and negotiated a smooth transition back to the classroom for students. Teachers learnt a range of skills to utilise Information and Communication Technologies (ICT) for remote learning and these continued in an adapted form after the return to school.</p> <p>Teachers continued to engage in regular professional learning during the year. As part of the school's commitment to quality numeracy teaching, teachers continued to receive training in the pedagogy underpinning the <i>Targeting Early Numeracy (TEN)</i> initiative. Mentoring was provided for teachers who had not previously received specific training in the program, grouping and assessment strategies that underpin <i>TEN</i>. Teachers reported increased confidence in making judgments about student use of additive and multiplicative strategies.</p> <p>In 2020 <i>National Assessment Program: Literacy and Numeracy (NAPLAN)</i> testing was suspended by the Government. Instead our Year 3 and 5 students participated in the modified Department of Education 'Check in' assessments. School performance was strong, with Year 3 performing 12.7% above the State and Year 5 performing 10.7% above the State. Statistics and probability was an overall area of strength.</p> <p>We used <i>Planning Literacy and Numeracy (PLAN 2)</i> software to monitor student achievement and progress in Mathematics at an individual student level. In 2018, when developing improvement measures for this Strategic Direction, we were unaware that the new software was not being designed to be used for analysis at a grade and whole school level. As such, we are unable to report directly against the set improvement measure. Instead, the <i>Progressive Achievement Test (PAT)</i> was used to measure the acquisition of numeracy knowledge and skills for students in grades 1-6. Additionally, grade spreadsheets were created K-6 to monitor and plan for student learning at an</p>	<p>Shared expenditure of \$31374 Professional Learning funds.</p>

Progress towards achieving improvement measures

individual and stage level throughout the year. This data was analysed at executive and stage level to ensure effective, evidence-based teaching and learning.

The school will continue to effectively use a range of data to evaluate student growth and inform our directions.

Process 2: *Effective literacy pedagogy*

Teachers will develop an understanding of the Literacy Progressions and effectively use assessment data and quality pedagogy (including embedding ICT) to ensure student growth.

School leaders will use a range of evidence to evaluate literacy programs and strengthen consistent school-wide practice.(APST 1.5.2, 2.5.2, 2.6.2, 3.4.2, 3.6.2,5.4.2)

Evaluation	Funds Expended (Resources)
<p>2020 presented an opportunity for us to focus on sourcing and implementing a broad range of Information and Communication Technologies (ICT) for teaching, learning and assessment to facilitate learning from home. Teachers worked collaboratively to plan and review the effectiveness of ICT activities and tools. Teachers learnt new skills in ICT use, data collection and data analysis which they used to refine stage programs and assessments throughout the rest of the year. Whole school practice in this area was strengthened.</p> <p>All teaching staff completed five hours of professional learning about the English as an Additional Language or Dialect (EAL/D) Progressions. Pre and post survey results indicated an increase in teachers' knowledge and confidence in using the progressions as an evaluation and planning tool to support student learning.</p> <p>In 2020 <i>National Assessment Program: Literacy and Numeracy (NAPLAN)</i> testing was suspended by the Government. Instead our Year 3 and 5 students participated in the modified Department of Education Reading 'Check in' assessment. School performance was strong, with Year 3 performing 12.1% above the State and Year 5 performing 10.7% above the State. Reading processing was an overall area of strength and vocabulary was identified as an area for future focus..</p> <p>The Progressive Achievement Test (PAT) was used to measure and analyse students' comprehension skills. Grade spreadsheets K-6 were used to monitor student achievement and growth and guide teaching and learning across the school.</p> <p>The school will continue to effectively use a range of data to evaluate student growth and inform our directions.</p>	<p>Shared expenditure of \$31374 Professional Learning funds.</p>

Process 3: *Effective professional learning culture*

Teachers and leaders will collaborate and reflect on their own practice, using the APST to ensure quality teaching and professional growth. (APST 6, 7.4.2)

Evaluation	Funds Expended (Resources)
<p>All staff actively engaged in the annual cycle of the Performance and Development process. Staff set professional goals and evaluated practice against the Australian Professional Standards for Teachers (APST). The Performance and Development process was reviewed mid year and teachers were invited to reflect and reset goals. Additional time was provided for opportunities to engage in personal professional learning, observation of colleagues and team teaching to ensure teachers met their goals in 2020. All staff were deemed proficient against the standards according to the annual</p>	<p>See Quality Teaching Successful Students (QTSS) section of this report.</p>

Progress towards achieving improvement measures

Performance Development process.

Collaborative practice was enhanced through Stage planning and Executive days. These were focused on data discussions to inform practice. Outcomes of the Quality Teaching Successful Students initiative were achieved.

Strategic Direction 3

Engaged Community

Purpose

Schools that excel are inclusive of all stakeholders and creatively cater for diversity, in order to maintain and strengthen strong partnerships between school and home. Engaging with parents helps children achieve their personal best and increases their personal resources for success and wellbeing for the future.

Improvement Measures

Tell Them From Me (TTFM) data shows growth in parents feeling informed.

Increase in parent input/engagement evident via TTFM surveys and school-based surveys.

10% increase in parent sessions and workshops.

Progress towards achieving improvement measures

Process 1: *The Inclusive project*

Teachers and school leaders will strengthen effective communication with all parents.

Parent groups, teachers and school leaders will improve communication and connection with new families and various cultural groups within our school.

Evaluation	Funds Expended (Resources)
<p>In 2020 we had an increase in the number of parent respondents to Tell Them From Me (TTFM) from 92 respondents in 2019 to 169 respondents in 2020 which provides a more representative sample of our parent community.</p> <p>TTFM results showed the school maintained results in 'parents feeling informed' and 'parents feeling welcome'. Some identified areas of improvement included: "Reports on my child's progress are written in terms I understand" (increase over 2 years by 0.6); "I am informed about my child's behaviour at school, whether positive or negative" (increase by 0.2); and " Parent activities are scheduled at times when I can attend" (increase by 0.3).</p> <p>Over the term of this School Plan we have had a 15% increase in enrolments and a 18% increase in LBOTE students. During 2020 126 new enrolments were managed through inclusive enrolment processes including enrolment interviews, health interviews, administration protocols, translated materials and SRE/SEE options for families. The P&C uniform shop run by volunteers helped and welcomed new families. Inter school communication supported a smooth start for students to our school. Since COVID the administration and executive staff have responded to changing guidelines to communicate to new families through enews, email, mailing of information packs and support via phone.</p> <p>The school has worked to strengthen its communication pathways to meet the needs of our community. The impact of COVID guidelines on school activities has led to opportunities to communicate effectively with the school community during challenging times and to rely on our improved communication pathways over the last three years. Extensive communication was shared through enews with parents, including translated materials, Learning From Home guidelines, the phased return to school and student's learning plans. Over 440 requests for support from our community were answered by the executive to support families in establishing Learning From Home including with learning plans or technical and access requests. The school surveyed parents about overall communication during the pandemic and received 135 responses of which 60% reported excellent communication and 30% reported adequate communication overall.</p>	

Progress towards achieving improvement measures

During Learning From Home teachers interacted daily with students through Google Classroom and promptly responded to queries and requests for support with learning or access. Teachers provided daily feedback on student work also through this portal. Additional DoE and other learning resources, SRE/SEE online lessons and wellbeing information and activities were also shared with the community. 43% of parents reported that the LFH plans were adequate and 20% reported that they were excellent. 25% of parents thought the LFH plans were too much.

Over this school plan the school has had high levels of parent participation in parent teacher interviews and information sessions. In 2020 despite not being able to meet face to face, 500 parent teacher interviews were held by phone plus additional interviews were held using a phone translator service for our EALD parents. All parents, 80 in total, with a child with a health care plan also participated in at least one review via phone. Teachers made wellbeing phone calls to each student during Learning From Home.

To strengthen the communication about student learning through School Reports the school surveyed parents in 2018 and reviewed reporting guidelines. Changes were adopted each reporting period to respond to feedback about School Reports. In line with DoE advice, Semester 1 2020 School Reports were sent home in an adjusted format. The report format was shared with the P&C. Teachers worked to ensure accuracy and consistency of comments within the new format including reviewing assessment practices that took Learning from Home into account. The school surveyed parents about reporting including preferred features of the adjusted report, and received feedback from 57 parents. Staff contributed preferences to the reporting format in stage groups. As a result the Semester 2 report have been improved to include the areas of strength and future goals in dot point format for all KLAs. Parents indicated a preference for this format and it may be more accessible to our LBOTE parents. The report also now includes a general comment.

After trialling varying the time and day of P&C meetings to capture a wider group of parents, P&C meetings have now moved to Zoom which has increased the number of parents in attendance each meeting. The school has worked closely with our parent band committee and in 2020 supported their virtual activities during Term 2. This helped to keep band students and families connected and learning music through this program that caters for 110 students. The band committee responded to the changing protocols in Term 3 to hold band on site and virtually, and compiled and followed their COVID safe plan. The school communicated and worked with all community users to implement COVID safe plans to allow programs to restart during Term 3 including language classes and music tutors.

The school has added Islam and Hindu to our SRE options with volunteer teachers joining our Protestant, Catholic and Ethics teachers to cater for our students. In Semester 2 2020 the school worked with our SRE/SEE providers to ensure COVID safe guidelines were followed by the volunteer teachers K-6 when we were able to return to SRE/SEE face to face weekly classes.

New Kindergarten families to Epping Heights have benefitted from enhanced information sessions that included a smaller discussion group format to engage parents so parents feel confident to ask questions. During Semester 2 2020 alternative Kindergarten Orientation activities were implemented. Parents received point in time communication through enews and were sent an enrolment package. Parents were able to ask questions via a Google Doc to support a smooth transition to school for Kindergarten 2021. The school also provided a video resource to parents to prepare students for school. Students were able to visit for a morning in a Kindy classroom.

Our next steps will be to further strengthen our communication pathways and clarity of information for an increasingly EALD community and meeting the challenge of health & safety guidelines while still creating and maintaining a

Progress towards achieving improvement measures

sense belonging for all our community.

Process 2: *Parent Engagement sessions and workshops*

Teachers and school leaders will develop and lead various workshops and sessions to inform, engage and establish respectful collaboration with parents.

Evaluation	Funds Expended (Resources)
<p>Over the term of this school plan teachers and school leaders developed and led various workshops and information sessions. We have vastly exceeded our 10% improvement measure of parent participation in workshops and information sessions. Parents were asked what topics they were interested in and workshops, parent volunteer inductions and information sessions were planned for each year. Parent Information sessions held by class teachers were the most attended across the school. The inductions for parent volunteers engaged hundreds of parents enabling parents to work in classrooms, band, SRE/SEE programs, school events and excursions. The OC & Selective High School session has been particularly popular three years and providing very positive feedback about the value of the sessions.</p> <p>In Term 1 2020 parent induction meetings were held and 120 parent volunteers were inducted to allow them to work at our school in classrooms, with the band, P&C and other school activities. A successful EALD welcome to new families morning tea was held including an information session about learning English at Epping Heights. 148 parents attended the OC and Selective High School information session. All parents indicated that this session was useful or extremely useful.</p> <p>From mid Term 1 2020 no parent workshops were able to be held due to COVID restrictions and social distancing requirements. The school has been using its communication pathways to keep parents informed: enews, facebook, email, phone calls, through P&C and class parents and school newsletter. Learning plans were communicated through Google Classroom. Families had the unique experience of supporting their children in a Learning From Home situation and had the opportunity to connect with their child's learning, engagement, grade expectations, successes and areas requiring support in ways they had not experienced before.</p> <p>TTFM parent survey data shows an increase in parents supporting learning at home. Of note, 'Discuss how well your child is doing in his or her classes' increased by 0.7 and 'Talk about how important schoolwork is' increased by 0.3.</p>	

Key Initiatives	Resources (annual)	Impact achieved this year
<p>English language proficiency</p>	<p>\$191, 535 (Includes staffing component)</p>	<p>English as an Additional Language or Dialect (EALD) progression data showed growth for all EALD students as in previous years. Improvements in the collection, consistency and recording of this data are explained below.</p> <p>The whole school EALD strategy was launched in Semester 2 and will continue into 2021 in order to lead our school to excelling in this specialist and growing area. A rapid increase in our EALD staff allocation due to 81% of students being of Language Backgrounds Other than English (LBOTE) and representing 39 different languages, resulted in an identified need for improvement in whole school practices. In response, the EALD team self- evaluated current practice using the EALD Evaluation Framework against elements of equity, accountability, policy requirements, assessing and reporting. This data was analysed and external research on best practice applied to design the EALD strategy. This was developed in collaboration with the Principal, Deputy Principal, expert teachers and corporate specialists at state and regional levels. Before implementation of phase 1 in Term 3, pre-course survey results showed only 20% of teachers had a good understanding of the policy requirements associated with supporting EALD students compared to 90% after the professional learning. Similarly, before the professional learning only 35% of teachers had good confidence levels to design and implement teaching strategies that are responsive to diverse linguistic and cultural backgrounds compared to 80% of teachers after completion of the sessions. All teachers K-6 completed 6 hours of NESA accredited learning to complete the 'Using the EALD Learning Progression' course. This included training on using the progressions and differentiating effectively for EALD learners. The second stage occurred when class teachers were supported by EALD specialists to plot the phases of English language learning for all EALD students. For the first time, teachers were able to plot English language development using the EALD learning progressions using Sentral as an online IT platform. This was set up successfully by the Technology and EALD team. This allowed EALD progression data to be recorded accurately, downloaded by the EALD teachers and used for school data collection. Class teachers were able to use the progression data to differentiate for English language learners. This strategy will continue, with revisions to reporting to parents of EALD students. As found in our situational analysis we will need to continue to drive improvement using our more effective, data driven, sustained and systematic approach in order to have a direct impact on improved</p>

English language proficiency	\$191, 535 (Includes staffing component)	educational outcomes for English language learners. Differentiation for EALD learners will be a feature of our new Strategic Improvement Plan.
Low level adjustment for disability	\$84,874 (includes staffing component)	<p>Throughout 2020 students requiring LaST support were identified, tracked and support by the Learning and Support Teacher (LaST) and monitored by the Learning Support Team (LST). School report data and 2019 NAPLAN data was used strategically to identify and support students not achieving grade expectations. This data was cross referenced with EALD program data to ensure every student requiring support has access to it. In 2020 growth was achieved by all students with additional needs as measured by internal data (due to no NAPLAN data).</p> <p>Learning support team meetings took place weekly, alternating between K-2 and 3-6 meetings. Due to restrictions brought about by pandemic, these meetings were held via Zoom and continued regularly. Student and family wellbeing issues were closely monitored in 2020 and school counsellor and school support offered in a timely and appropriate manner. During the Learning From Home period this often included regular phone or Zoom calls to parents or students.</p> <p>In response to increased student and family anxiety during the pandemic and during the transition from learning from home back to onsite schooling, special health and wellbeing programs were developed. These were explicitly taught and led by teachers to help students to adjust to being back at school. The lessons aimed to reconnect students, peers and teachers and to address any concerns students may have as a result of the pandemic.</p> <p>In Term 4 2020, a small number of kindergarten students were identified by data as requiring additional support. Their parents were informed and they were involved in the Kindergarten Early Intervention Reading program (KEIR). The program was developed by the Learning Support Teacher. It was designed to target the six components of reading; oral language, phonemic awareness, phonic knowledge, fluency, comprehension and vocabulary. Effect size shows average growth in these areas of 1.41 (exceeding expectations of 0.4 expected growth for a year).</p> <p>The analysis of whole school data revealed a need for intensive support for Stage 3 students in the area of numeracy. In response, an SLSO worked to support identified students as directed by the Learning Support Teacher and class teachers. Our situational analysis showed both this and the KEIR program were highly effective and should be considered for implementation in 2021 .</p>

<p>Low level adjustment for disability</p>	<p>\$84,874 (includes staffing component)</p>	<p>The completion of 6 Access Requests enabled students with diagnosed disabilities to access support at our school or to be appropriately supported in other settings.</p> <p>In Term 4, the EALD and LaST expert teachers evaluated a range of data related to our equity programs as part of our Situational Analysis. This was used to review programs and practices going forward into the new Strategic Improvement Plan.</p>
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>\$96,695</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Professional learning (\$6 240.00) 	<p>The flexible use of QTSS funds enables the school to reflect, plan and implement strategies to ensure the outcomes of Quality Teaching, Successful Students are met.</p> <p>QTSS funds were used to enable teachers and their supervisors to meet and discuss their professional learning goals and collaboratively create the Performance and Development Plan. Towards the end of Term 1, the Learn from Home period commenced which presented unprecedented professional and technological challenges for teachers. Teachers were supported through this period and many reviewed and altered their goals in order to redirect professional learning.</p> <p>Executive planning days and stage planning days were held later in the year when we returned to site. This enabled significant collaboration, reflection and planning. Funds were also used to provide teachers with time to observe colleagues and reflect on and improve on practice.</p> <p>All teachers completed the Annual Performance Development Framework cycle ensuring the development and maintenance of a highly skilled and dedicated workforce.</p>
<p>Socio-economic background</p>	<p>\$4959</p>	<p>Students from financially disadvantaged backgrounds are offered financial assistance for excursions and incursions. During 2020 all excursions and camps were cancelled due to COVID. Instead, during Learning From Home, students from financially disadvantaged backgrounds were assisted with the use of school iPads, learning resources and printed copies of Learning Plans.</p> <p>Support for students from low socioeconomic backgrounds will continue in 2021 and remain flexible and responsive to student and family needs.</p>
<p>Support for beginning teachers</p>	<p>\$42,087</p>	<p>Beginning teachers were supported throughout the year in line with the outcomes of Great Teaching Inspired Learning (GTIL). Eligible beginning teachers received additional weekly time to support the development of their teaching pedagogy and to collate and annotate evidence for accreditation. This included collaboration with mentor teachers, observing colleagues and reflecting on their own practice.</p>

<p>Support for beginning teachers</p>	<p>\$42,087</p>	<p>Through the year the process for submitting accreditation with NESAs changed to online and beginning teachers were supported to understand and comply with the new processes.</p> <p>Beginning teachers were mentored by the executive team with extra support given for programming, reporting to parents and achieving their professional goals. Our school is committed to providing support to beginning teachers whether they are permanent or temporary. This helps to strengthen the teaching workforce overall and to support new teachers to remain in the profession.</p> <p>Our Highly Accomplished teacher mentored 2 beginning teachers to complete the accreditation process. Overall 7 teachers were supported to successfully submit and achieved Accreditation at Proficient with NESAs.</p>
<p>Targeted student support for refugees and new arrivals</p>	<p>\$63,414</p>	<p>There were many students newly arrived to the country enrolled in our school early in Term 1. They were assessed by the EALD team and New Arrivals Program (NAP) commenced.</p> <p>The pandemic resulted in the Learning from Home period in which face to face withdrawal support was not possible. The NAP students were supported by the expert EALD team through a special Google Classroom where activities were tailored specifically to meet their needs. The EALD teachers contacted the NAP students and families regularly by phone during this period. They offered language, academic and wellbeing support. In many cases the calls were made using the translator service.</p> <p>The Department of Education subsequently extended the time for submission of EALD data which ultimately meant that the students already on the NAP program were able to continue to receive funded NAP support until the end of 2020. This was very important to enable the NAP students to have the time allocation of withdrawal support they would have had if Learning from Home not commenced.</p> <p>The NAP program remained stable for the rest of 2020 as no new families arrived from overseas due to border closures. Assessment and plotting of these NAP students against the EALD learning progressions showed excellent growth for this high language needs group.</p>
<p>Integration funding</p>	<p>\$36,829</p>	<p>In 2020, 4 students received Integration Funding Support from the Department of Education. Two students accessed supported by the Itinerant Support Teachers for Hearing or Vision. Funding was used to provide a</p>

<p>Integration funding</p>	<p>\$36,829</p>	<p>Student Learning Support Officer to work with these students in the class and playground. Additional classroom resources to support these students to access learning were also purchased.</p> <p>The learning support team, in collaboration with parents and class teachers designed a program of individual support to meet the needs of each student. All integration meetings with key staff and parents, took place by phone, Zoom or face to face in accordance with social distancing guidelines.</p> <p>Students in Year 6 were supported to transition successfully to high school.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	250	271	281	271
Girls	224	249	270	287

Student attendance profile

School				
Year	2017	2018	2019	2020
K	97.7	97	94.5	93.6
1	95.7	97.5	95.5	95.5
2	96	96.6	95.6	95.1
3	96.7	96.3	95.1	94.2
4	96.7	97.3	95.8	95.9
5	96	96.9	95.7	96.3
6	95.9	95.1	94.7	91
All Years	96.4	96.6	95.3	94.6
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	20.79
Literacy and Numeracy Intervention	0.4
Learning and Support Teacher(s)	0.5
Teacher Librarian	1
Teacher ESL	1.4
School Administration and Support Staff	4.06

*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	662,849
Revenue	4,789,586
Appropriation	4,610,342
Sale of Goods and Services	7,359
Grants and contributions	159,457
Investment income	2,217
Other revenue	10,211
Expenses	-4,784,402
Employee related	-4,261,094
Operating expenses	-523,308
Surplus / deficit for the year	5,184
Closing Balance	668,033

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.

In 2020 the school was audited by the NSW Department of Education. The school achieved excellent results with 5 out of 8 areas achieving the highest level of 'satisfactory'. These areas were Child Protection, Work Health and Safety, Student Attendance, Budget and Financial Position and Journals. The 3 areas of Receipting and Banking, Procurement and Payments and Assets and Equipment were deemed as 'qualified' and the minor areas to be rectified were fixed immediately. These were approved by the Director Educational Leadership. The process of audit was very rigorous and overall we were pleased with our strong systems, processes and management.

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	54,898
Equity Total	281,367
Equity - Aboriginal	0
Equity - Socio-economic	4,959
Equity - Language	191,535
Equity - Disability	84,874
Base Total	3,916,926
Base - Per Capita	132,518
Base - Location	0
Base - Other	3,784,408
Other Total	236,348
Grand Total	4,489,540

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

We value feedback and welcome contributions from all stakeholders - students, teachers and parents.

Every year, students from Years 4-6 complete the Tell Them From Me (TTFM) Survey in Term 1 and Term 3. This gathers student voice in the areas of wellbeing, engagement and school practices. 2020 was a challenging year for all. This year there was a slight drop in the percentage of students reporting they were interested and motivated at school. On analysis and reflection this may be because many of our regular extra curricular activities, which many students enjoy such as dance and choir, could not go ahead due to health restrictions. To be celebrated however, 86% of our students (above State average) reported having positive relationships by having friends at school they can trust and who encourage them to make positive choices. Many students reported they wanted more challenge in their learning. This feedback was analysed in our Situational Analysis and used to inform future planning. Opportunities for student voice were reduced throughout the year compared to previous years, as the Student Representative Council was not able to meet regularly. In Term 4, however groups of students from each stage were invited to share their thoughts and opinions about learning at school as part of our Situational Analysis. This valuable student data contributed to planning of the Strategic Improvement Plan for 2021-2024.

Following the Learning from Home period, we invited parents to comment on this unexpected and unprecedented time. More than 130 parents completed our survey. Key findings showed 97% of parents reported information provided about Health and Safety was adequate or excellent. During this time, as reported in Strategic Direction 3, the school executive team responded to more than 400 email inquiries and most parents reported that queries were answered in a timely and helpful manner.

Parents are invited every year to complete the Tell Them From Me Survey and we value their responses. In 2020 parents reported at or above state average in the areas of feeling welcome, informed, included and confident that the school supports child behaviour.

Each year, teachers are also asked to complete the Tell Them From Me Survey. In 2020, teacher satisfaction was above state average in 9 out of 11 areas including collaboration and learning culture. The area in which teacher responses were the highest, compared to state average, was leadership. Teachers reported that school leaders offer help and feedback to improve practice, support during stressful times and create a safe and orderly school environment. Areas for future focus include ways in which student learning goals are communicated to parents and how technology might be used to give feedback on student learning goals.

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.