

2020 Annual Report

Point Clare Public School



4050

Introduction

The Annual Report for 2020 is provided to the community of Point Clare 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

Point Clare Public School
Takari Ave
Point Clare, 2250
www.pointclare-p.schools.nsw.edu.au
pointclare-p.school@det.nsw.edu.au
4325 0594

Message from the principal

2020 was an extremely challenging year for all schools in Australia due to the impacts of the COVID-19 pandemic. Constantly changing restrictions and protocols for schools presented never seen before challenges for all schools to manage. Very quickly at Point Clare Public School we became front line workers and had to adapt our usual routines and practices to provide continuity of service to our community. I am extremely proud of our collective achievements as a school under those very trying circumstances.

In our context this was easier to manage due to the high levels of professionalism exhibited by our teaching, administration and support staff. In a time of great uncertainty, fear, and anxiety they continued to turn up to work and persevered through an extremely difficult time and the most challenging set of work experiences most of us have ever seen. I believe that this level of service and tenacity should be widely acknowledged and celebrated.

As a school community we accepted all of the challenges presented by the pandemic. I would like to publicly thank our parents and families for their willingness to work in a reciprocal partnership to support the education of our children. With community support, schools can achieve great things for their communities. As we move forward, the school will continue to value our community's support. Specifically, I would like to acknowledge the extra assistance and the behind the scenes support provided by our P&C, led by Janaki Selverajan. At our school strong collaboration with the local community is essential and delivers benefits to both the school and the community.

In closing, I would like to acknowledge our wonderful Point Clare students particularly the outgoing Year 6 of 2020. Congratulations on your many and varied achievements Year 6. As a year group you have sadly missed out on many of the traditional Year 6 experiences due to the pandemic. That is a great shame. I hope that the pandemic experience will motivate you all to give your absolute best efforts in high school next year. You will most definitely be a fondly remembered year group and on behalf of the school, we wish you all the very best for your future.

For the students continuing on at Point Clare Public School in 2021, I want to thank you for continuing to make our school the great place that is. In the toughest of years, you have all honoured our school values of respect, responsibility and personal best. As a school we have achieved outstanding academic results every year since 2016. Our internal and external data clearly shows a positive upwards trend and despite the pandemic, our 2020 internal data also reflects that the improvements are continuing right across the school. Congratulations to all of you and thank you for the ongoing contribution that you have made to our great school.

Mr Scott Campbell (M.Ed)

Principal

School vision

Point Clare Public School is an inclusive, innovative and engaging learning environment that develops resilient, self directed learners. In our school the teaching, administrative and support staff are dedicated, accountable and inspiring professionals. Together we support the development of critical and creative thinkers and we make meaningful connections with our families and the wider community.

School context

Point Clare Public School is situated on the western side of Brisbane Water on the NSW Central Coast. In 2020 the school enrolment has increased by over 10% from the last school plan and now sits at 535 students making it a P3 school.

There are currently 17 Aboriginal students enrolled at Point Clare Public School and the school is now proudly part of the Cooinda Local Aboriginal Educational Consultative Group (AECG). Our school also has a diverse cultural spread with 31 distinct nationalities represented.

Point Clare Public School is a productive and collaborative member of the Gosford Learning Community (GLC). The school takes a leading role in delivering professional development activities within the GLC and collaboratively celebrates Education Week and NAIDOC week with the other GLC schools.

The school enjoys exceptionally strong support from a dedicated and hardworking P & C. Together we have established a strong relationship with the Central Coast Conservatorium of Music who are assisting the school to develop the school's inaugural musical band.

In this strategic plan, Point Clare Public School is focusing on the achievement of the NSW Premier's Targets as well as the improvement of our overall growth in NAPLAN proficiency rates for Years 3, 5 & 7.

To enhance the strategic plan, the school is also implementing a three-year school impact program based on John Hattie's "Visible Learning" research in conjunction with Empire Bay Public School.

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

Strategic Direction 1

Engaging & Inclusive Learning

Purpose

To actively engage all students in meaningful and challenging learning experiences through personalised and differentiated learning opportunities.

Improvement Measures

Improvement in the three-year trend data for 2015 -2017 for the number of students achieving in the top 2 skill bands in NAPLAN for the following areas in line with Premier's Targets;

- Reading: Year 3 - 60.3% Year 5 - 40.3% Year 7 - 27.6%
- Writing: Year 3 - 48.6% Year 5 - 23% Year 7 - 24.84%
- Numeracy: Year 3 - 48.3% Year 5 - 35% Year 7 - 32.4%

Increase the proportion of Aboriginal students in the top 2 bands of NAPLAN by 35% by 2020, where data is significant.

Overall summary of progress

In 2020 all individual teaching and learning programs were designed to meet the different educational needs of students through personalisation and differentiation. Our Visible Learning - School Impact program has had a profound impact across our school over the past three years. All students from K-6 now have three individualised learning goals that are reported to parents in the end of Semester reports.

Progress towards achieving improvement measures

Process 1: LITERACY

Individual teaching and learning programs to meet the different educational needs of students through personalisation and differentiation. Key initiatives include; Visible Learning, Reading Eggs/Eggspres, Language Learning and Literacy (L3), CARS/STARS, ACER Online and 7 Steps to Writing Success.

Evaluation	Funds Expended (Resources)
With no NAPLAN assessments conducted this year, we are reliant on internal data plus the Check-In Assessment program implemented by the NSW Department of Education to evaluate student progress. The Check-In Assessments confirm that our school continues to work above the NSW state average in reading & numeracy. The effect sizes for our internal data for Writing indicates that 68% of students are achieving more than one years growth in a calendar year in all grades from 3-6. We believe that we have met our improvement measures based on our internal data, 2018 & 2019 NAPLAN results and the Check-In Assessment Data for 2020.	Funding Sources: <ul style="list-style-type: none">• Literacy and numeracy (\$9596.00)• Professional learning (\$10535.00)

Process 2: NUMERACY

Use of assessment data to identify learning goals and provide personalised learning and differentiation for all students. Key initiatives include Visible Learning, Targeted Early Numeracy (TEN), Mathematics Building Blocks for Numeracy (MBB4N), ACER online and Matific

Evaluation	Funds Expended (Resources)
Our improvement measures for numeracy have been achieved based on our internal data, check in data and the 2018 and 2019 NAPLAN results. The teaching of Mathematics has been identified by the Executive Team as an area for consolidation in our next school plan. Identification of more comprehensive teacher professional learning in this subject area has been identified as major focus for the next school plan. The teaching staff have	Funding Sources: <ul style="list-style-type: none">• Literacy and numeracy (\$9596.00)• Professional learning (\$10555.00)

Progress towards achieving improvement measures

decided that the Matific program will not be continued but we will utilise the ACER online platform to a greater extent in 2021.

Process 3: FUTURE FOCUSED LEARNING

Implement and embed high-quality future focused teaching practices including STEM learning, code and 3D printing.

Evaluation	Funds Expended (Resources)
The pandemic reduced the impact of this program with high percentages of students completing schooling via remote learning limiting the effectiveness of the program. It is recommended that the program is continued moving forward.	<p>Four 3D printers and resources installed in the STEM learning space.</p> <p>Three tripods, microphones and accessories purchased to facilitate green screen filming.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$15000.00)

Next Steps

- * Visible Learning School Impact program to continue in 2021.
- * Effect Size calculations for Writing to all Stages of learning will be calculated at the end of Semester One and Semester Two each year.
- * Implement 5 weekly data collections for all Stages of learning.
- * High quality teacher professional learning opportunities to be sourced for Mathematics.
- * Expansion of the STEM learning program through greater budgetary support.

Strategic Direction 2

Inspirational & Accountable Teaching

Purpose

To build the capacity of all staff to deliver evidence based learning experiences that are individualised, targeted, differentiated, engaging and challenging.

Improvement Measures

- * Effect size measurements for Visible Learning indicators are all above 0.4.
- * TTFM Survey data for "Data Informs Practice" indicates improvement from the 2017 baseline of 6.9 to above the NSW Norm of 7.8.
- * Instructional Leadership pilot receives positive feedback from teaching staff (scores above 8.0).
- * Beginning teachers successfully gain proficient accreditation. with NESA.

Progress towards achieving improvement measures

Process 1: Implementation of a three year school impact program (SIP) - called Visible Learning in collaboration with Empire Bay Public School and Corwin Australia.

Evaluation	Funds Expended (Resources)
<p>The annual review process included a situational analysis which highlighted the significant benefit that the Visible Learning program has made for Point Clare Public School. We have agreed to continue our three pronged approach of targeted teacher professional learning for all staff, executives and newly appointed staff in the 2021 School Improvement Plan.</p> <p>In terms of our improvement measures our effect size measurements for Visible Learning indicators are all well above 0.4 for 2020.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$31605.00)

Process 2: Coaching and mentoring processes are developed, monitored and evaluated for Beginning Teachers.

Evaluation	Funds Expended (Resources)
<p>All of our remaining beginning teachers have successfully gained proficient accreditation with NESA as at the end of 2020.</p> <p>Our 2020 TTFM data for "Collaboration" reflects positively on the mentoring program with teachers rating our school at 8.8 for "I talk with other teachers about strategies that increase student engagement". This is well above the NSW average of 7.8.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Support for beginning teachers (\$30000.00)

Process 3: Lesson observations are conducted regularly and include thorough peer and supervisor feedback processes.

Evaluation	Funds Expended (Resources)
<p>Our TTFM Survey data for "Data Informs Practice" demonstrates strong improvement from the 2017 baseline of 6.9 to above the NSW Norm of 7.8 to a new level of 8.2 in 2020.</p> <p>Additionally, our lesson observations have strengthened our collaborative practice with substantially higher ratings evident in "Teachers have given me helpful feedback about my teaching" (8.0) and "I talk with other teachers about strategies that increase student engagement" (8.8)</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$30000.00)

Next Steps

- * Continue our Visible learning journey with Corwin Australia.
- * Continue LEED (Leading Evidence, Evaluation and Data (LEED) professional learning with CESE (Centre for Education Statistics and Evaluation).
- * Executive and aspiring staff to adopt the Lead standards for inclusion in their 2021 PDPs.

Strategic Direction 3

Flexible & Responsive Partnerships

Purpose

To work collaboratively with the wider school community to provide high-quality systems, practices and opportunities that are flexible and responsive to our context.

Improvement Measures

* TTFM feedback indicates that 85% of parents and carers support the formalised feedback and interview processes implemented in 2018.

* Establish both a Training Band and a Performance Band. At least 50% of the Training Band transition to Performance Band by Term 4, 2018

* Over the 3 year plan timeline, student numbers increase for inclusion in Children's University and band.

Overall summary of progress

The pandemic greatly affected our ability to run many of the programs to their fullest extent in 2020. Over the course of the 2018 -2020 school plan we have been able to meet all of our improvement measures. In 2020 our Kindergarten transition program featured greater involvement from our feeder preschools despite the COVID -19 restrictions. The school band program continues to grow in popularity with both training and concert bands continuing in 2020.

In terms of connecting with our AECG, Point Clare Public School has remained an active member of the Coinda AECG attending meetings via zoom when available. The Children's University program co-ordinated by the University of Newcastle (UON) has been a very popular event at our school over the course of this school plan with the numbers of children participating increasing each year.

Progress towards achieving improvement measures

Process 1: ABORIGINAL COMMUNITY CONNECTIONS

Develop further educational and cultural links with all local Aboriginal community groups including Coinda Local AECG.

Evaluation	Funds Expended (Resources)
The pandemic restricted our ability to hold our annual Reconciliation Week and NAIDOC Week activities in 2020. The RAP Team have identified fourteen (14) actionable items for the school to achieve in 2021.	Funding Sources: <ul style="list-style-type: none">• Aboriginal background loading (\$11513.00)

Process 2: PARENT / CARER COMMUNITY CONNECTIONS

Improve parental engagement in their child's education through strengthening teacher / student / parent conferencing.. Promote increased student well -being initiatives by facilitating participation in school band program, Children's University program and Introducing the Student Wellbeing Support Program.

Evaluation	Funds Expended (Resources)
Based on feedback from the Family School Partnerships Survey we will look to expand and change the Parent-Teacher Interview process in 2021. The school band program will continue and will include a training band limited to students from grades 3-6. PBL program will move towards implementing Tier 2.	Funding Sources: <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$20000.00)• Socio-economic background (\$5000.00)
Our participation in the Children's University program has been discontinued by UON due to our low FOEI.	

Progress towards achieving improvement measures

Process 3: LEARNING COMMUNITY CONNECTIONS

Further improve existing links with our community of schools to ensure effective continuity of learning and smooth transition from Stage 3 to Stage 4; and from Pre-school to Early Stage 1.

Evaluation	Funds Expended (Resources)
Long term Stage 3 staff have elected to move Stages of learning for 2021, so we will need a hand-over process for new Stage 3 staff in 2021. A proposal of a shared strategic direction initiative relating to lesson observations is being developed across the Gosford Learning Community (GLC).	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$5000.00)

Next Steps

- * Complete a Point Clare Public School Reconciliation Action plan using the *Narragunnawali* platform.
- * Establishment of the Yarning Circle at the western end of the top oval.
- * Expansion of the Parent / Teacher Interview process based on the feedback received in the Family - School Partnerships survey to include student-led conferencing
- * Extension of the Kindergarten transition program to better support Early Intervention programs.
- * Implementation of the SENTRAL parent portal
- * Consolidation of the Sustainable Kitchen Garden program.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$11 513.00) 	Carried over funds from 2019 to create a Yarning Circle next to the cricket nets remain in our 6101 fund as the pandemic prevented any construction works taking place. Point Clare Public School has regularly attended Coo-inda AECG meetings via zoom.
English language proficiency	Funding Sources: <ul style="list-style-type: none"> • English language proficiency (\$29 595.00) 	EOI is required to identify a new staff member to be trained in EAL/D for 2021 due to a retirement.
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$121 638.00) 	The school executive have identified a need to improve the SEF element of "data skills and use" in relation to the teaching of Mathematics. In 2021 the LAST teacher will be supporting an intensive Numeracy program known as QuickSmart.
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$90 000.00) 	The Family School Partnerships Surveys were utilised to evaluate the impact of remote learning for our community. The feedback has formed the basis of our school strategic improvement plan for 2021 -2024.
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$46 903.00) 	Digital subscriptions will be expanded in 2021 as the teaching staff have identified multiple resources that are required to further support learning under a remote learning context.
Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> • Support for beginning teachers (\$32 000.00) 	Feedback indicates that the mentoring program was very successful despite the interruptions experienced during the COVID-19 pandemic and was well received by both the mentors and beginning teachers. In 2021 there will be only 1 second year teacher on the program.
Targeted student support for refugees and new arrivals	0.2 FTE Funding Sources: <ul style="list-style-type: none"> • Targeted support for refugees and new arrivals (\$20 000.00) 	The pandemic made the delivery of EAL/D difficult in 2020. Remote learning added great complexity to the delivery of the program and a change in staff member added to the complexity of the process.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	254	246	249	247
Girls	276	277	277	280

Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.5	94.2	94.8	94
1	93.9	93.4	94.7	91.4
2	94.1	94	92.6	92.2
3	95.1	93.3	93.7	94
4	94.2	93.8	93.6	92.9
5	94	94.6	94.4	92.4
6	94.4	95.2	94	93.9
All Years	94.3	94	94	92.9
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	19.66
Literacy and Numeracy Intervention	0.63
Learning and Support Teacher(s)	0.7
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	3.96

*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.

In 2020 staff at Point Clare Public School have participated in the following:

Anaphylaxis

Children's University

Choral Festival

Corruption prevention training

CPR and Asthma training

Creating quality Access Requests

Code of Conduct

Data Breach Response Plan - Managing Data Breaches

Mad Bad Sad Tears Abuse and Pressure - Preferred Training networks

Disability Standards for Education for primary schools: Part 1

E-emergency Care

Instructional leadership for school improvement

Learning, and Literacy (L3) OPL

Mandatory Child Protection Training 2020

New Best Start Training

PELT - Primary Executive Leadership

PBL Team Refresher training

Structured Literacy & Phonics Course A

Structured Literacy & Phonics Course B

Structured Literacy & Phonics Course C

Visible Learning - Leadership Into Action

Visible Learning - Inside Series: How Students Learn

Visible Learning - Inside Series: Literacy

Visible Learning - Inside Series: Mathematics

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	931,823
Revenue	4,883,858
Appropriation	4,742,235
Sale of Goods and Services	2,542
Grants and contributions	137,878
Investment income	1,202
Expenses	-4,934,868
Employee related	-4,466,837
Operating expenses	-468,031
Surplus / deficit for the year	-51,010
Closing Balance	880,813

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 Approved SBA (\$)
Targeted Total	277,489
Equity Total	209,649
Equity - Aboriginal	11,513
Equity - Socio-economic	46,903
Equity - Language	29,595
Equity - Disability	121,638
Base Total	3,792,514
Base - Per Capita	126,505
Base - Location	0
Base - Other	3,666,009
Other Total	373,390
Grand Total	4,653,043

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

Our 2020 Tell Them From Me (TTFM) survey feedback indicated an upwards trend across all aspects with our community highlighting a number of positive aspects above the NSW Govt Norm. These included "Parents are informed" (7.1), "Parents support learning at home" (7.3), "School supports learning" (7.6), "School supports positive behaviour" (8.4) and "Inclusive school" (7.5). Two particular statements from the TTFM survey were highlighted as areas for development despite an overall rating about the NSW Govt norm were "I am informed about opportunities concerning my child's future" (5.2) and "The school helps prevent bullying" (6.4). In 2020 we also invited parents from K-6 to participate in the Family School Partnership Survey and feedback from this survey rated the school as 'excelling' in the areas of "Communication" (35.7%) and "Building Identity" (57.1%). From these results we have also identified the areas of "Collaboration" and "Consultation" as areas of focus and we acknowledge that many parents who complete these surveys identified that their responses were impacted by COVID-19 restrictions.

Moving forward into our 2021-2024 Strategic Improvement Plan we have identified key initiatives to be developed for Strategic Direction which is focused on building authentic community engagement. These initiatives will aim to connect learning at home and at school and improve our consultation on decision making.

Our 2020 TTFM feedback from students indicated an overall upward trend in students' social-emotional outcomes. Key highlights above the NSW Govt norm included "Positive relationships" and "Positive behaviour at school." From these results we identified that 75% of students have a high sense of belonging with NSW Govt norm being 81%. Student responses indicated that 82% of the boys have a high sense of belonging which is above the NSW Govt norm of 81% for boys. However, only 69% of girls indicated a sense of belonging at school which is below the NSW Govt norm for girls of 81%. This indicates a strong need as a school to look at positive and proactive strategies to build the sense of belonging among our female student population. When looking at student responses for the drivers of student outcomes we are please to note that students indicated that our school is performing at or above the NSW Govt norm across all 8 aspects with our strongest results in the areas of "Advocacy and school", "Positive teacher-student relations" and "Positive learning climate."

Our 2021-2024 School Improvement Plan will target the areas of "Explicit teaching practices and feedback" and "Expectations for success" by utilising our Visible Learning practices to set explicit learning goals for all students and instill a culture of high expectations for all students to succeed.

In 2020 our TTFM teacher surveys indicated a strong upward trend and results above the NSW Govt norm across all aspects of school and classroom contexts. In line with our Visible Learning initiatives our teachers identified our strongest areas of performance as "Data informs practice" (8.2), "Challenging and visible learning goals" (8.1) and "Teaching strategies" (8.1). The area of "Technology" remains a focus for us as a school moving forward with teachers indicating the following statements a areas for further development "Students use computers or other interactive technology to track progress towards their goals" (4.8) and "I use computers or other interactive technology to give students immediate feedback on their learning" (6.3).

In our 2021-2024 Strategic Improvement Plan we will extend our use of technology to give feedback to students on their learning and set/track personalised student learning goals through the introduction of digital portfolios.

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.

Many of our usual events and practices to support Aboriginal Education were not able to proceed in 2020 due to the COVID-19 restrictions. In Term 4 we formed our Aboriginal Education Action team which features 13 teaching staff and two SLSOs. This team will ensure delivery of our Reconciliation Action Plan (RAP) to the Coominda AECG during Term 4 of 2021 for their approval. This document will then form the ongoing basis for Point Clare Public School to deliver positive outcomes for Aboriginal students at our school.

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.

Point Clare Public School continues to successfully implement the Anti-Racism Policy and have a staff-elected ARCO (Anti-racism Contact Officer) who has a mediation, procedural, educational, and monitoring role. In 2020 only one incident of racism was reported to our ARCO.

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.

In 2020, Point Clare Public School represents 28 different cultures represented by 87 students. This represents almost 16% of our school population. We have continued to employ an English as an additional language or dialect (EAL/D) teacher for two (2) days per week in 2020. Unfortunately, our community language programs including French, Spanish and Mandarin were significantly impacted by the COVID-19 restrictions. Unfortunately our annual Harmony Day event for 2020 did not proceed due to the pandemic.

In 2020 we have focused on developing a greater shared understanding of "Intercultural understanding" which is a key capability in NSW syllabuses learning across the curriculum content. Teachers at Point Clare Public School understand the complexities of culture, its relationship with individual identities, views and perspectives.