

# 2020 Annual Report

## Rooty Hill Public School



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# Introduction

The Annual Report for 2020 is provided to the community of Rooty Hill 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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Rooty Hill Public School

Westminster St

Rooty Hill, 2766

[www.rootyhill-p.schools.nsw.edu.au](http://www.rootyhill-p.schools.nsw.edu.au)

[rootyhill-p.school@det.nsw.edu.au](mailto:rootyhill-p.school@det.nsw.edu.au)

9625 8807

## School vision

At Rooty Hill Public School we are committed to student wellbeing and learning excellence, with a particular focus on literacy and numeracy through explicit, quality teaching and purposeful use of technology. Our students achieve success through differentiated learning using flexible learning spaces and specialist teachers. We are supported by an increasingly active and involved community.

## School context

Rooty Hill Public School is an integral part of the local community, where we provide 'Quality Education in a Vibrant, Caring School'. As part of the 'Learning Neighbourhood' we work with our local schools: Eastern Creek PS; Minchinbury PS; and Rooty Hill HS to provide a seamless education from Kindergarten to Year 12. Parents, staff and students work together in partnership and we welcome parent and community involvement in our school in a variety of ways including through our School Council and our Parents and Citizens Association. We set high standards and expectations for all our students.

Students are the school's main focus. The school provides an inclusive, multicultural learning and working environment. Our community diversity is reflected in the fifty-three cultural backgrounds of our 653 students. For the 60% with a Language Background Other Than English (LBOTE) and for the 7% identifying as Aboriginal, we provide the support of specialist staff. These work collaboratively with class teachers to ensure optimum results for each student. Our support class for children with special needs serves students from across the local area.

Students are able to participate in debating, public speaking, performance groups or representative sport. All students have access to advanced technology. The school actively seeks to foster and develop student leadership and participation.

We have a highly experienced Principal and executive team who lead and support our team of 43 specialist early childhood and primary education teachers as well as School Administration and Support Staff.

## 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

Student-focussed, Committed & Collaborative Teaching

### Purpose

To create a stimulating and engaging learning environment underpinned by high expectations and best practice in teaching. Delivery of a differentiated curriculum that is explicit, flexible and data informed will meet the diverse literacy and numeracy needs of our students. Staff will take a shared responsibility for creating a respectful and supportive learning culture.

### Improvement Measures

All students attain and /or exceed 12 months positive growth for 12 months learning in Literacy and Numeracy.

All students and teachers confidently use high level technology skills to deliver and enhance learning.

Stage 3 learning spaces have physically evolved to support and foster future-focussed practice.

25.8% of students in the top two bands in Numeracy

36.6% of students in the top two bands in Reading

34.8% of Aboriginal students in the top 3 bands in Numeracy

40.7% of Aboriginal students in the top two bands in Reading

63.3% of students achieving expected growth in Numeracy

64.9% achieving expected growth in Reading

### Progress towards achieving improvement measures

**Process 1:** • Employing strategies, including Early Action for Success, to provide data-informed, differentiated programs to students K-6.

Evaluation	Funds Expended (Resources)
<p>Unfortunately, due to the COVID-19 pandemic, there were significant restrictions imposed on NSW public schools during this time.</p> <p>As a continuing EAfS school in 2020, a new model of Instructional Leadership was implemented at Rooty Hill. It consisted of a model that reflected the teaching and learning cycle in classrooms, being much more supportive of teachers and how they teach and having positive impact on student outcomes. The model also saw Instructional Leaders and Assistant Principals working closely together in programming, planning, including assessment and using this process to meet the learning needs of all students. An Instructional Leader also worked with Years 3-6 to ensure there was consistency across the whole school.</p> <p>Professional Learning focussed on Visible Learning, ensuring that all classroom teachers were using Learning Intentions, Success Criteria and feedback in their English and Maths lessons. Instructional Leaders helped facilitate the delivery of the Visible Learning approach through demonstration lessons and more individualised Professional Learning based on teacher needs.</p>	<ul style="list-style-type: none"><li>• 3 x Deputy Principal Instructional Leader positions (1.8 EAfS, 1.2 School Funded).</li><li>• Professional Learning for staff.</li><li>• Demonstration Lesson Structure and Timetable</li></ul>

**Process 2:** • Develop and implement a whole-school, forward-thinking framework for technology use.

Evaluation	Funds Expended (Resources)

## Progress towards achieving improvement measures

Unfortunately, due to the COVID-19 pandemic, there were significant restrictions imposed on NSW public schools during this time.

Prior to 2020, each class used the computer lab for one hour per week or fortnight to deliver explicit ICT lessons. As a result of purchasing additional laptop trolleys and laptops during 2020, classes were able to share a class set of laptops during the week with a small group of other classes. This resulted in an increase of technology-use within classrooms. It also allowed for more meaningful, authentic and integrated ICT lessons rather than one stand alone lesson per week or fortnight.

The student leadership position of Technology Assistants, which was introduced during 2019, continued into 2020. A new group of students were chosen to utilise and share their technology by assisting with the maintenance of both iPads and laptops within classrooms.

The Learning from Home period resulted in significant development of technology use for staff and students. For staff this involved using MS Teams to easily communicate with other staff, whether working onsite or from home. It also allowed for the sharing of documents and collaborative development of learning activities for students. Staff also developed their skills in using Google Classroom as a platform to efficiently manage and assess student progress when learning from home and also communicate with students to ensure they were supported throughout the challenging time. The school purchased a laptop per staff member to positively contribute to staff using technology more effectively both themselves and for the benefit of their students.

- Purchase of new laptop trolleys.
- Purchase of new laptop kits for classrooms.
- Timetable of targeted ICT skills programs K-6.
- Continuation of the Technology Assistants program.
- Professional Learning in Google Classroom and Microsoft Teams.
- Technology Coordinator employed (0.2 Classroom Teacher)
- Technology Infrastructure Specialist employed (0.2 fortisIT)

**Process 3:** • Establishment of flexible spaces with relevant pedagogical change.

Evaluation	Funds Expended (Resources)
<p>Unfortunately, due to the COVID-19 pandemic, there were significant restrictions imposed on NSW public schools during this time.</p> <p>During 2020, the school made the decision to upgrade the school library space to provide an innovative and flexible learning environment as a pilot that all staff and students would be able to work in at various times throughout the year. A significant amount of funding was utilised to upgrade the space through painting, replacing carpet, purchasing additional furniture and technology and reorganising the space to make it more open and conducive to future focused and innovative teaching and learning pedagogies and experiences.</p> <p>There was a timetable change to the library that allowed for all staff to teach alongside the school's teacher librarian. This provided opportunities for staff to develop stronger their expertise in collaborative practice. Additional collaborative planning opportunities were also provided to stage and grade teams two allow them more time to collaborate and develop stronger processes for consistent teacher judgement (CTJ) and refined teaching and learning programs.</p>	<ul style="list-style-type: none"> <li>• Library upgrade.</li> <li>• Team Teaching with Teacher Librarian Timetable.</li> <li>• Stage and Grade Collaborative Planning Opportunities.</li> <li>• Additional teacher release for planning.</li> </ul>

## Strategic Direction 2

Successful, Engaged Learning

### Purpose

To ensure a student-centred learning environment that nurtures, guides and challenges all students. Students will be self-motivated and responsible learners with a culture of educational aspiration.

### Improvement Measures

25.8% of students in the top two bands in Numeracy

36.6% of students in the top two bands in Reading

34.8% of Aboriginal students in the top 3 bands in Numeracy

40.7% of Aboriginal students in the top two bands in Reading

63.3% of students achieving expected growth in Numeracy

64.9% achieving expected growth in Reading

Growth from years K-3, 3-5 and 5-7 exceeds growth compared with our like schools group.

Improvement in results from Tell Them from Me survey & PBL data.

87.7% of students report positive wellbeing in the TTFM survey

### Progress towards achieving improvement measures

#### Process 1:

- Draw on research to develop and implement a whole-school high quality teaching and learning strategy in literacy and numeracy.

Evaluation	Funds Expended (Resources)
<p>Unfortunately, due to the COVID-19 pandemic, there were significant restrictions imposed on NSW public schools during this time.</p> <p>As NAPLAN was cancelled in 2020 due to COVID, schools were given the opportunity to take part in the Check In Assessment. This was an assessment released by the Department of Education, used to evaluate students learning in the areas of Reading and Number. Both Years 3 and 5 took part in the assessment at Rooty Hill Public School.</p> <p>The assessment was easy for students to access and complete online and results and data from the assessment was available to teachers within 48 hours of students completing it. Having the data available in such a short period of time was so valuable for classroom teachers and leaders as it was able to be used to determine 'where to next?' for student learning.</p> <p>Across the state, and in Year 3 at Rooty Hill, students performed low in the area of vocabulary, which determined a focus for classroom teachers. The results also determined that Year 3 needed to focus on being able to identify the authors perspective in a persuasive discussion and to determine inferred meaning from a short informative text, however they performed well in directly locating information in a narrative where we were on par with state average. Year 3 performed well in number, especially in areas of addition patterns and simple multiplication. However, the way some questions were worded confused some students and we determined that as a focus, students need to be exposed to various questions presented in multiple ways. We were below state average in areas of measurement such as weight comparison.</p>	<ul style="list-style-type: none"><li>• Check In Assessment Professional Learning.</li><li>• Check In Assessment timetable.</li><li>• Technological Infrastructure resources to administer Check In Assessments efficiently.</li><li>• Face of the Data discussions during stage based collaboration time.</li></ul>

## Progress towards achieving improvement measures

In Year 5 reading, whilst we were below state average in most areas, our students performed well in being able to locate information in a complex sentence and connect to information in the next two sentences. They also performed well in identifying the purpose of a statement and analysing information across stanzas in a poem. Year 5 performed better in number particularly in being able to calculate the difference between two four-digit numbers, add two-digit numbers without trading and calculate the time 6 hours later than a given time expressed in 24 hour time and changes to analog time (9:30 pm). Areas the results determined we needed to focus on were in measurement in the area of conversion and converting fractions to decimals. As the data was available in a short period of time, classroom teachers used it to adjust their teaching programs and address these learning areas for our students.

### Process 2:

- Develop a whole-school integrated approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling.

Evaluation	Funds Expended (Resources)
<p>Unfortunately, due to the COVID-19 pandemic, there were significant restrictions imposed on NSW public schools during this time.</p> <p>In 2020, 156 students in Year 5 and 6 completed the Tell Them From Me (TTFM) survey in April and again in October. The measures for seeking students' responses were: Student participation in sports; Student participation in extracurricular activities; Students with a positive sense of belonging; Students with positive relationships; Students that value schooling outcomes; Students with positive homework behaviours; Students with positive behaviours at school; Students who are interested and motivated; and Effort.</p> <p>Bar charts were chosen to show the results of students' response to the (TTFM) survey in 2020. These are compared with NSW Govt Norms, which are based on the results from all students who participated in the TTFM DoE survey in Term 1 2015 at the beginning of the school year. The sample measures selected for presentation in this report were; Students with a positive sense of belonging; Students with positive behaviour; Students with positive relationships; Students that value schooling; and Students who are interested and motivated.</p> <p>An analysis of the data presented in the bar graphs revealed the following school mean results for the selected measures compared to NSW Govt Norms.</p> <p>Students with a positive sense of belonging; School Mean <b>(75%)</b> - NSW Govt Norm (80%).</p> <p>Students with positive behaviour; School Mean <b>(82%)</b> - NSW Govt Norm (83%).</p> <p>Students that value schooling outcomes; School Mean <b>(97%)</b> - NSW Govt Norm (95%).</p> <p>Students who are interested and motivated; School Mean <b>(71%)</b> - NSW Govt Norm (77%).</p>	<ul style="list-style-type: none"> <li>• School Classroom upgrades.</li> <li>• External painting of school.</li> <li>• Employment of a Kindergarten SLSO.</li> <li>• Employment of a Community Liaison Officer (CLO).</li> <li>• Employment of SLSO to target social / emotional playground issues.</li> <li>• Playground space upgrades.</li> <li>• Student Care packages during COVID-19.</li> <li>• Purchase of additional laptops and portable devices to assist with Learning from Home.</li> </ul>

## Strategic Direction 3

### An Active and Involved Community

#### Purpose

To increase parent and community participation in the school for the benefit of all our students. To enhance relationships between the school and the community.

#### Improvement Measures

Increase parent participation at school events from 2017 baseline.

Increase parent participation in learning activities from 2017 baseline.

#### Progress towards achieving improvement measures

##### Process 1:

- Broaden support and training for parents to be more actively involved in the academic, social and emotional growth of their children.

Evaluation	Funds Expended (Resources)
<p>Unfortunately, due to the COVID-19 pandemic, there were significant restrictions imposed on NSW public schools during this time. During 2020, the school purchased and established its first App to improve the quality of outward communication from the school to the wider community. By the end of 2020, there were over 600 members to the school app suggesting that the school app has been widely adopted and highly successful. The school also moved to Munch Monitor for its P&amp;C run canteen and uniform shop. Moving forward, the school will refine the use of the current app and seek to upgrade to an app that provides two-way communication and that links with the existing school wide systems. Given the impact of the 'Learning from Home' model adopted by all NSW public schools, Rooty Hill Public School also innovated the way they connected with families during the pandemic and many of these newly established communication processes continue to be embedded into the everyday operations of the school.</p>	<ul style="list-style-type: none"><li>• Purchase of SkoolBag app.</li><li>• Purchase of Munch Monitor app.</li><li>• Purchase of SMORE Newsletter.</li><li>• Employment of a Community Liaison Officer (CLO).</li></ul>

##### Process 2:

- Develop plans and strategies to engage all parents in confidently contributing towards decision making processes in the school.

Evaluation	Funds Expended (Resources)
<p>Unfortunately, due to the COVID-19 pandemic, there were significant restrictions imposed on NSW public schools during this time. During 2020, the school's P&amp;C Association met to have their Annual General Meeting. A functional P&amp;C committee was formed however no P&amp;C meetings were held in 2020 due to the pandemic. The school's P&amp;C run canteen was still operational however there was a period where it was unable to operate. Online ordering was established for the first time in 2020 using the Munch Monitor app which allowed parents and the community to purchase canteen and uniform orders online.</p> <p>The Rooty Hill Public School Council met once during Term 1 but like the P&amp;C, did not meet for the remainder of 2020.</p>	<ul style="list-style-type: none"><li>• Purchase of Munch Monitor app.</li></ul>

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Professional learning</b>	<b>Funding Sources:</b> • Professional learning (\$39 303.00)	This professional learning funding was used to provide quality and differentiated learning opportunities in literacy and numeracy for all staff. There was also a significant amount of 'just in time' professional learning and upskilling in a range of technology tools for the classroom as a response to the COVID-19 pandemic and the 'Learning from Home' model adopted by all NSW Public Schools. This funding was essential to enable the professional learning of all staff in these essential skills to effectively cater for student learning whilst at home and then integrate these tools into the classroom upon the return to face to face learning.
<b>Targeted support for refugees and new arrivals</b>	<b>Funding Sources:</b> • Targeted support for refugees and new arrivals (\$1 416.00)	This funding, whilst only limited, provided explicit learning opportunities for new arrival and refugee students that arrived at Rooty Hill Public School during 2020. Our qualified EALD teachers were able to facilitate and support these students during the COVID-19 pandemic and the 'Learning from Home' model adopted by all NSW Public Schools.
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> • Aboriginal background loading (\$30 996.00)	This funding was used to employ of an SLSO to provide reading, comprehension or numeracy small group and individual support to indigenous students from Years K to 6.
<b>English language proficiency</b>	<b>Funding Sources:</b> • English language proficiency (\$307 390.00)	Employing an SLSO for 10 hours per week to provide targeted support for identified EALD students in Kindergarten to increase their oral language and vocabulary. This led to significant improvement in Reading and Writing for the students participating in the program who achieved expected or greater than expected growth.
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> • Low level adjustment for disability (\$291 384.00)	Employment of an SLSO to support the transition to Kindergarten for students with identified needs resulted in the successful transition and the establishment of effective procedures and practices to support the needs of Kindergarten students.  Identified senior students were supported to improve their Literacy and Numeracy skills through involvement in the Quicksmart program.
<b>Quality Teaching, Successful Students (QTSS)</b>	<b>Funding Sources:</b> • Quality Teaching, Successful Students (QTSS) (\$113 759.00)	Targeted, differentiated teaching and learning programs has been the focus of the individualised teacher support provided by the leadership team. Classroom observations, team teaching, peer observations and feedback sessions have resulted in increased capacity of teachers to deliver teaching and learning programs that support all students.
<b>Socio-economic background</b>	<b>Funding Sources:</b> • Socio-economic background (\$288 619.00)	Teacher release was utilised to meet with their grade / stage Instructional leader to discuss and analyse individual student progress towards the achievement of their learning goals.

<b>Socio-economic background</b>	<b>Funding Sources:</b> • Socio-economic background (\$288 619.00)	Employment of SLSOs to support classroom needs- based programs in Literacy and Numeracy .
<b>Support for beginning teachers</b>	<b>Funding Sources:</b> • Support for beginning teachers (\$43 443.00)	<p>Professional learning in Literacy and Numeracy ensured appropriate and relevant teaching and learning strategies were implemented in all classrooms.</p> <p>Beginning teachers were supported to develop appropriate PDP goals. They were provided with appropriate professional learning and support to help them achieve their identified goals.</p> <p>Provision of additional RFF and guidance from team leaders for beginning teachers facilitated the development of differentiated and relevant teaching and learning programs, opportunities to view and reflect on lessons presented by experienced teachers and accurate and concise half yearly and yearly student reports.</p>
<b>Targeted student support for refugees and new arrivals</b>	<b>Funding Sources:</b> • Targeted support for refugees and new arrivals (\$0.00)	Refugee and New Arrival students received explicit, educational and welfare support that addressed their individual needs.
<b>Early action for success</b>	<b>Funding Sources:</b> • Early action for success (\$301 204.00)	<p>This funding was utilised to employ Deputy Principal Instructional Leaders (DPILs). These staff members focused on clearly describing the shared expectations and targets for improvement in literacy and numeracy outcomes for students. They also focused on the realignment of existing and new school resources to focus on evidence based strategies that build teacher capacity to achieve these outcomes.</p> <p>The DPILs worked to build teacher expertise in identifying the literacy and numeracy learning needs of students in the early years of schooling and providing high quality professional learning and in-class support to ensure teachers gain expertise and knowledge in differentiating instruction to improve student literacy and numeracy outcomes.</p>
<b>Integration funding support</b>	<b>Funding Sources:</b> • Integration funding support (\$120 306.00)	This funding was tied to the employment of School Learning Support Officers (SLSOs) to work in the classroom and in the playground with all students who are entitled to this funding source. The SLSOs worked towards achieving the individual learning goals of the students they worked with in various domains including educational, social, emotional and behavioural.
<b>Literacy and numeracy</b>	<b>Funding Sources:</b> • Literacy and numeracy (\$35 610.00)	This professional learning funding was used to provide quality and differentiated learning opportunities in literacy and numeracy for all staff. There was also a significant amount of 'just in time' professional learning and upskilling in a range of technology tools for the classroom as a response to the COVID-19 pandemic and the 'Learning from Home'

<b>Literacy and numeracy</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Literacy and numeracy (\$35 610.00)</li></ul>	model adopted by all NSW Public Schools. This funding was essential to enable the professional learning of all staff in these essential skills to effectively cater for student learning whilst at home and then integrate these tools into the classroom upon the return to face to face learning.
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# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	329	314	313	313
Girls	315	330	326	320

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	91.4	93.8	92	91.9
1	93.1	91.2	91.3	92.6
2	92.6	93.8	92.1	93.1
3	91.7	92.3	93.5	92.3
4	93	91.4	92.5	92.6
5	92.8	92.6	91.6	94
6	92.4	93	91.7	93
All Years	92.4	92.6	92.1	92.8
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)	25.22
Literacy and Numeracy Intervention	0.74
Learning and Support Teacher(s)	1.7
Teacher Librarian	1.2
Teacher ESL	2.4
School Administration and Support Staff	5.06

\*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 <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>	1,365,624
<b>Revenue</b>	6,461,174
Appropriation	6,350,897
Sale of Goods and Services	18,216
Grants and contributions	89,547
Investment income	1,913
Other revenue	600
<b>Expenses</b>	-6,834,426
Employee related	-5,859,525
Operating expenses	-974,900
<b>Surplus / deficit for the year</b>	-373,252
<b>Closing Balance</b>	992,371

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 Approved SBA (\$)
<b>Targeted Total</b>	121,722
<b>Equity Total</b>	918,389
Equity - Aboriginal	30,996
Equity - Socio-economic	288,619
Equity - Language	307,390
Equity - Disability	291,384
<b>Base Total</b>	4,457,340
Base - Per Capita	156,992
Base - Location	0
Base - Other	4,300,348
<b>Other Total</b>	652,871
<b>Grand Total</b>	6,150,321

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.

# Parent/caregiver, student, teacher satisfaction

## Tell Them From Me - 2020

Tell Them from Me (TTFM) is a suite of surveys for measuring student engagement and wellbeing. The school uses the surveys to capture, student, parent and teacher voices, in order to seek reliable evidence for the school to use in identifying strengths and areas for improvement.

The Centre for Education Statistics and Evaluation (CESE) engages The Learning Bar to administer the surveys to NSW government schools. The surveys are conducted online in Term 1 and 3.

### Parent satisfaction

The 'Partners in Learning' Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. It is based primarily on Joyce Epstein's framework for fostering positive relations between the school and the community.

Between 12 and 23 October 2020, the school sought the perspectives of parents through the Tell Them From Me, 'Partners in Learning' Parent Survey. This report provides results based on data from 119 respondents in this school who completed the Parent Survey in 2020. The survey included seven separate measures, which were scored on a ten-point scale. The scores for the Likert-format questions (i.e. strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged by question and by topic. A score of **0** indicates strong disagreement; **10** indicates strong agreement; **5** is a neutral position (neither agree or disagree).

The seven measures addressed in the survey were: Parents feel welcome; Inclusive school; Safety at school; School supports positive behaviour; School supports learning; Parents support learning at home; and Parents are informed.

Sample responses to statements have been selected from four learning measures for reporting in 2020. The School Mean and NSW Government norm are shown for the selected measures.

#### Parents feel welcome.

I feel welcome when I visit the school. School Mean **8.2**

Teachers listen to concerns I have. School Mean **7.9**

Written information from the school is in clean plain language. School Mean **8.1**

The school's administrative staff are helpful when I have a question or problem. School Mean **8.3**

When responses to all statements within the **Parents feel welcome** measure were averaged the School Norm was **7.8** and the NSW Govt Norm was **7.4**.

#### Parents are informed.

Reports on my child's progress are written in terms I understand. School Mean **8.0**

I am well informed about my child's progress in school subjects. School Mean **7.2**

I am informed about my child's social and emotional development. School Mean **7.0**

I am informed about opportunities concerning my child's future. School Mean **6.6**

When responses to all statements within the **Parents are informed** measure were averaged the School Norm was **7.3** and the NSW Govt Norm was **6.6**.

#### Safety at school.

My child feels safe at school. School Mean **7.7**

Behaviour issues are addressed in a timely manner. School Mean **7.1**

The school helps prevent bullying. School Mean **6.8**

When responses to all statements within the **Safety at school**, measure were averaged the School Norm was **7.5** and

the NSW Govt Norm was **7.4**.

### **School supports learning.**

Teachers show an interest in my child's learning. School Mean **7.7**

My child is encouraged to do her or his best work. School Mean **8.1**

Teachers take account of my child's needs, abilities and interests. School Mean **7.4**

Teachers expect my child to work hard. School Mean **7.6**

When responses to all statements within the **School supports learning** measure were averaged the School Norm was **7.6** and the NSW Govt Norm was **7.3**.

### **Student satisfaction**

In 2020, 156 students in Year 5 and 6 completed the Tell Them From Me (TTFM) survey in April and again in October. The measures for seeking students' responses were: Student participation in sports; Student participation in extracurricular activities; Students with a positive sense of belonging; Students with positive relationships; Students that value schooling outcomes; Students with positive homework behaviours; Students with positive behaviours at school; Students who are interested and motivated; and Effort.

Bar charts were chosen to show the results of students' response to the (TTFM) survey in 2020. These are compared with NSW Govt Norms, which are based on the results from all students who participated in the TTFM DoE survey in Term 1 2015 at the beginning of the school year. The sample measures selected for presentation in this report were; Students with a positive sense of belonging; Students with positive behaviour; Students with positive relationships; Students that value schooling; and Students who are interested and motivated.

An analysis of the data presented in the bar graphs revealed the following school mean results for the selected measures compared to NSW Govt Norms.

Students with a positive sense of belonging; School Mean (**75%**) - NSW Govt Norm (80%).

Students with positive behaviour; School Mean (**82%**) - NSW Govt Norm (83%).

Students that value schooling outcomes; School Mean (**97%**) - NSW Govt Norm (95%).

Students who are interested and motivated; School Mean (**71%**) - NSW Govt Norm (77%).

### **Teacher satisfaction**

On the 1 September 2020, a total of 36 teachers completed the Tell Them For Me 'Focus on Learning' Teacher Survey as part of the NSW Centre for Education Statistics and Evaluation (CESE) project.

Eight drivers of student learning and four dimensions of classroom and school practices have been identified from the research on classroom and school effectiveness and our teachers' results have been averaged then converted to a score out of 10, where a score of 0 indicates strong disagreement and 10 indicates strong agreement.

Our teachers' self-evaluations have then been compared to NSW government school norms.

### **Drivers of Student Learning**

Leadership, our teachers' mean score was (**7.7**) compared to the NSW government school mean norm of (7.1).

Collaboration, our teachers' mean score was (**7.6**) compared to the NSW government school mean norm of (7.8).

Learning Culture, our teachers' mean score was (**7.8**) compared to the NSW government school mean norm of (8.0).

Data Informs Practice, our teachers' mean score was (**7.3**) compared to the NSW government school mean norm of (7.8).

Teaching Strategies, our teachers' mean score was (**7.9**) compared to the NSW government school mean norm of (7.9).

Technology, our teachers' mean score was (**6.1**) compared to the NSW government school mean norm of (6.7).

Inclusive School, our teachers' mean score was (**8.0**) compared to the NSW government school mean norm of (8.2).

Parent Involvement, our teachers' mean score was **(5.8)** compared to the NSW government school mean norm of (6.8).

#### **Four Dimensions of Classroom and School Practices**

Challenging and Visible Goals, our teachers' mean score was **(7.3)** compared to the NSW government school mean norm of (7.5).

Planned Learning Opportunities, our teachers' mean score was **(7.3)** compared to the NSW government school mean norm of (7.6).

Quality Feedback, our teachers' mean score was **(7.1)** compared to the NSW government school mean norm of (7.3).

Overcoming Obstacles to Learning, our teachers' mean score was **(7.4)** compared to the NSW government school mean norm of (7.7).

# 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.