

2020 Annual Report

Tweed Heads South Public School

**Tweed Heads South
Public School**

- Vibrant
- Caring
- Successful

4111

Introduction

The Annual Report for 2020 is provided to the community of Tweed Heads South 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

Tweed Heads South Public School

Heffron St

Tweed Heads South, 2486

www.tweedhdest-p.schools.nsw.edu.au

tweedhdest-p.school@det.nsw.edu.au

07 5524 3408

School vision

Tweed Heads South Public School is:

- **Vibrant**
- **Caring**
- **Successful**

Academically, Tweed Heads South Public School delivers excellence in learning that is characterised by high expectations relationships and evidenced-based teaching that personalises every child's individual learning journey from Preschool to Year 6 and the transition to secondary education.

A wide variety of artistic, musical, sporting and talent development programs ensure every child has the opportunity to excel and explore the world around them as futures focused learners.

School context

Tweed Heads South Public School is a vibrant, caring and successful school located on the picturesque Far North Coast. Our students and families enjoy the benefits of living, learning and working in an area surrounded by waterways, beaches and mountain ranges that provide an abundance of healthy lifestyle choices.

Community partnerships and authentic relationships between home, school and the staff are highly valued and nurtured at every opportunity. The learning spaces are fully equipped with the latest technology and staff continually update their knowledge, understanding and skills to ensure every child experiences high quality engaging learning experiences, every lesson, every day.

The school community is characterised by a diversely rich community that includes aspirational families, a proud Indigenous community and a concentration in the community of low SES background families. There are presently 248 students enrolled, made up of 130 girls and 118 boys from Preschool to Year 6. Of these students 37.5% identify as Aboriginal and or Torres Strait Islander and 4.8% identify with a nationality with a Language Background other than English.

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

Strategic Direction 1

Learning - high quality learning is at the centre of all we do.

Purpose

To develop for all learners the key skills, competencies and dispositions:

- Within a learning culture that delivers and is evidenced in collaborative, visible, applied and future-focused learning practices including communication, collaboration, critical thinking and creativity in a nurturing, connected and holistic manner - transitioning learners from discovery to discovery.
- By establishing valid and reliable measures and assessment tools for the key skills, competencies and dispositions.

Improvement Measures

School-wide valid and reliable assessment tools for key skills, competencies and dispositions developed and implemented to establish baseline data and used in ongoing systematic way and incorporated into reporting.

- Student data from matrix of key skills, competencies and dispositions.

Improved levels of student wellbeing and engagement with school PBL and PLP processes. Data shows following % of students in green zone of PBL data triangle and have an active up to date PLP with 0% variance for indigenous students

- 2018 - 80%
- 2019 - 90%
- 2020 - +95%

Students will achieve their year appropriate expected growth in literacy & numeracy with 0% variance for indigenous students

- 2018 - 85%
- 2019 - 90%
- 2020 - +95%

Progress towards achieving improvement measures

Process 1: **Growth Mindset & Visible Learning team**

Stakeholder representative team - executive, teaching, non-teaching, parent & student develop milestones and detailed action plan (Timperley's Spiral of Inquiry) and enact in conjunction with full school community to deliver practices and products of Strategic Direction 1; fully integrated with the the elements of the SEFv2 and the results of the school's SEF S-aS.

- **Growth Mindset** - teachers and students embed a culture of growth mindset in order to cultivate engagement, motivation, perseverance, productivity and achievement of their talents and abilities in and out of the classroom.
- **Visible learning** - ensure learning is data driven and based on formative assessment practices and learning progressions. Timely, targeted interventions and feedback for all students reflecting best practice and students access tailored support, intervention, extension or enrichment to maximise outcomes utilising visible learning.

Evaluation	Funds Expended (Resources)
Stage meetings with CTJ sessions of key assessment items. Review of PLAN & NAPLAN data for students. PLP - learning targets and success criteria in student reports.	1/2 day relief for class teachers - inclusive of planning and producing reports (# teaching staff x \$200 approx per 1/2 day)

Process 2: **Curriculum, Learning & Student Wellbeing team**

Stakeholder representative team - executive, teaching, non-teaching, parent & student develop milestones and detailed action plan (Timperley's Spiral of Inquiry) and enact in conjunction with full school community to deliver practices and products of Strategic Direction 1 fully integrated with the the elements of the SEFv2 and the results of the school's SEF S-aS.

- **Curriculum & Learning** - deliver quality student centred, future-focused learning and self regulated learning experiences which enable students to understand how they learn and to set and achieve their

Progress towards achieving improvement measures

Process 2: learning goals with defined success criteria.

- **Student wellbeing** - continue to implement whole school integrated approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling in a vibrant, caring and successful environment. Address each area within SEFv2 namely - caring for students, a planned approach to wellbeing, individual learning needs and behaviour.

Evaluation	Funds Expended (Resources)
Student reward system is well-received by students, staff and parents. Students are motivated to strive to build on their rewards to achieve the highest levels of the reward system. Parents indicate satisfaction that their children feel acknowledged for demonstrating positive learning and social behaviours.	Equity funds utilised to provide teachers with release to develop, implement and assess wellbeing initiatives in meaningful and sustainable ways.

Strategic Direction 2

Teaching - high quality evidence based teaching in every lesson of every classroom, everyday.

Purpose

To sustain and grow highly skilled, motivated and actively engaged teachers and students collaboratively working together in the learning process that is characterised by the delivery of evidence based practices including:

1. High expectations
2. Explicit teaching
3. Effective feedback
4. Use of data to inform practice
5. Classroom management
6. Wellbeing
7. Collaboration

(What works best: Evidence-based practices to help improve NSW student performance 2014)

Improvement Measures

Base line qualitative & quantitative data against all seven evidence-based practices (7 EBP's) is determined through examination of SEF S-aS and other internal measures to comprehensively analyse and guide action plans and inform annual improvement goals set for the next three years.

- 7 EBP's matrix data analysis and report
- TTFM survey data analysis and report

Qualitative and quantitative analysis of school internal data including:

- Australian Professional Standards
- PDP and other system achievement measures for staff
- QTR data
- What works best matrix

Students will achieve their year appropriate expected growth in literacy & numeracy with 0% variance for indigenous students

- 2018 - 85%
- 2019 - 90%
- 2020 - +95%

Progress towards achieving improvement measures

Process 1: **Evidence-based best practice team**

Stakeholder representative team - executive, teaching, non-teaching, parent & student develop milestones and detailed action plan and enact in conjunction with full school community to deliver practices and products of Strategic Direction 2; fully integrated with the the elements of the SEFv2 and the results of the school's SEF S-aS.

Effective classroom practice - teachers and students embed a culture of growth mindset in order to cultivate engagement, motivation, perseverance, productivity and achievement of their talents and abilities in and out of the classroom.

Data skills and use - ensure teaching is data driven and based on formative assessment practices and learning continuum. Timely, targeted interventions and feedback for all students reflecting best practice and students access tailored support, intervention, extension or enrichment to maximise outcomes utilising visible learning.

Evaluation	Funds Expended (Resources)
Staff are engaging in focused explicit interactions with students, identifying examples of when students are demonstrating Growth Mindset and when they are exhibiting Fixed Mindset thinking. Students are becoming more confident in identifying Growth vs Fixed mindset in their approach to learning tasks	Teacher professional learning funds utilised to engage providers in delivering quality professional learning for staff.

Process 2: Professional standards, learning and development team

Stakeholder representative team - executive, teaching, non-teaching, parent & student develop milestones and detailed action plan (Timperley's Spiral of Inquiry) and enact in conjunction with full school community to deliver practices and products of Strategic Direction 2; fully integrated with the the elements of the SEFv2 and the results of the school's SEF S-aS.

- **Professional standards** - teachers and students embed a culture of growth mindset in order to cultivate engagement, motivation, perseverance, productivity and achievement of their talents and abilities in and out of the classroom. Learning conversations drive regular QTR led by the instructional leaders and academic mentors.
- **Learning and development** - instructional leadership ensures teaching is data driven and based on formative assessment practices and learning continuum. Teachers engage in evidence-based collaborative inquiry using Timperley's Spiral of Inquiry Framework to transform the learning system in classrooms. They have a deep understanding of the Quality Teaching Framework and embed this in their teaching and learning programs. Teachers participate in Professional Learning Communities and regularly undertake Quality Teaching Rounds to enhance classroom practice.

Evaluation	Funds Expended (Resources)
Teachers are reflecting on their practice and ensuring the elements of the Quality Teaching Framework are evident in delivering quality learning experiences for students.	Teaching release for planning, observation and feedback, in addition to time for professional learning to develop in leaders the capacity to lead Quality Teaching rounds.

Strategic Direction 3

Leading - high quality leading to ensure engaged, ethical and entrepreneurial learners graduate from our school.

Purpose

To ensure school leadership both supports and is accountable for:

- Ensuring teachers and learners actively demonstrate the key skills, competencies and dispositions of a Growth Mindset (Dweck - Mindset 2017), the seven themes of 'What works best: Evidence-based practices to help improve NSW student performance' (NSW DoE 2014) and 'the exploration of strategies to strengthen teaching and the assessment of these' (Lambert - Hard focus on "soft" skills 2017) future-focused 21st century competencies and evidence-based practices.
- Developing transformative leadership capacity across the school community.
- Providing systematic opportunities for students, staff and school community members to develop and demonstrate their strengths, skills and passions through a model of parallel leadership.

Improvement Measures

By the conclusion of this three year plan in 2020 the school's students, staff, parents and carers will:

- actively demonstrate the skills of a growth mindset in their work and beyond.
- follow well established structures and processes of support and accountability, that enable stakeholders to develop within all students, the key skills, competencies and dispositions so they may become engaged, ethical and entrepreneurial citizens.
- expect and deliver high-expectation relationships, through instructional leadership to both staff, students and the wider school community.
- collaborate to guarantee the delivery of quality learning and teaching.

Progress towards achieving improvement measures

Process 1: **Educational leadership and school planning team**

The executive team with consultation from stakeholders including teaching, non-teaching, parent & student develop milestones and detailed action plan and enact in conjunction with full school community to deliver practices and products of Strategic Direction 3; fully integrated with the the elements of the SEFv2 and the results of the school's SEF S-aS.

Focus areas include:

- Instructional leadership
- High expectations culture
- Performance management and development, and
- Continuous improvement

Evaluation	Funds Expended (Resources)
All staff are fostering the conditions in which a high expectations culture can thrive. The construct of learning environments and the appropriate supportive technology are evident in all learning spaces.	Teacher time to engage in meaningful professional learning and planning.

Process 2: **School resources, management practices and processes team**

The executive team with consultation from stakeholders including teaching, non-teaching, parent & student develop milestones and detailed action plan and enact in conjunction with full school community to deliver practices and products of Strategic Direction 3; fully integrated with the the elements of the SEFv2 and the results of the school's SEF S-aS.

Focus areas include:

- Facilities
- Technology
- Financial management
- Administrative systems and processes, and
- Service delivery

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
Teachers are demonstrating growing understanding of and capacity to deliver learning experiences for students that incorporate the latest technology and research based practices.	Teacher release time and access to quality professional learning.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal Equity Funding: \$160 413	Employment of a full-time Aboriginal Education Officer and other Aboriginal staff has ensured an informed and culturally respectful approach to support programs for Indigenous students. Personalised communication with families has facilitated the implementation of programs that meet the unique needs of ATSI students.
Low level adjustment for disability	Low Level adjustment for disability funding: \$169 675	Engagement of additional specialist staff, the implementation of targeted professional learning and purchase of resources has ensured students with low level disabilities have accessed quality educational support
Quality Teaching, Successful Students (QTSS)	Quality Teaching Successful Students Funding allocation: \$41 238	Targeted, intensive support has been provided for staff in working towards the achievement of their Professional Development Plan goals. Support has also been provided for teaching staff to achieve whole school targets for improvement in student learning outcomes.
Socio-economic background	Socio-economic Background Funding Allocation: \$325 014	Engagement of an additional teacher and school learning support officers has provided targeted individualised learning support to promote engagement in learning and overcome the relative disadvantage of a low-SES community.
Support for beginning teachers	Support for Beginning Teachers: \$47 818	Additional release from face-to-face teaching and focused support from executive team members gave beginning teachers the time and resources to develop their professional practice. Support for beginning teachers also directly led to 2 teachers achieving proficient accreditation against the Professional Teaching Standards.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	88	97	105	92
Girls	92	99	99	91

Student attendance profile

School				
Year	2017	2018	2019	2020
K	93.4	88.3	91.2	93.3
1	91.8	90.3	91.8	92.4
2	90.9	88.2	92.3	92.1
3	90.8	92.7	88.5	88.2
4	91.6	87.8	88.8	87.7
5	92.9	87	85.5	94.3
6	87.2	91.9	91.6	86
All Years	91.4	89.4	90	90.5
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	8.4
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.4
School Administration and Support Staff	4.32

*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	439,471
Revenue	3,029,430
Appropriation	2,958,951
Sale of Goods and Services	-903
Grants and contributions	55,431
Investment income	551
Other revenue	15,400
Expenses	-3,090,852
Employee related	-2,813,500
Operating expenses	-277,352
Surplus / deficit for the year	-61,422
Closing Balance	378,049

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	126,352
Equity Total	674,904
Equity - Aboriginal	160,413
Equity - Socio-economic	325,014
Equity - Language	19,802
Equity - Disability	169,675
Base Total	1,604,811
Base - Per Capita	50,686
Base - Location	0
Base - Other	1,554,125
Other Total	468,951
Grand Total	2,875,018

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

Each year schools are required to seek the opinions of parents, students and staff about the school. During 2020 feedback was gathered through Tell Them From Me surveys, focus group discussions and other surveys.

In 2020 parents and community members indicated:

- the COVID-19 restrictions to community access to the school left many feeling a sense of disconnect with activities, events and their child's learning,
- administration staff are friendly, welcoming and helpful,
- the principal and staff are approachable and focus on the learning and well-being of all students, and
- positive student behaviours are identified and rewarded by staff through various awards.

In 2020 staff members indicated:

- their well-being is a priority for the principal,
- Positive Behaviour for Learning and executive staff support has assisted them in fostering positive classroom culture and managing challenging behaviours, and
- Tweed Heads South Public School is a rewarding place to work.

In 2020 students indicated:

- their teachers and support staff care about them and support their learning and well-being,
- they have positive relationships with teachers and support staff, and
- school is a happy and safe place for them.

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.