

2020 Annual Report

Garden Suburb Public School



4136

Introduction

The Annual Report for 2020 is provided to the community of Garden Suburb Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

Garden Suburb Public School aims to create a quality education in a caring and unified learning environment. At Garden Suburb every child is known, valued and cared for and given every opportunity to grow and develop. Effective partnerships with parents are fostered and supported to ensure that each student is engaged in rich learning experiences, developing vital skills to flourish. Staff are highly motivated to develop continuous improvement in their own learning to plan quality teaching programs for all students. The school provides innovative future-focused learning across all areas of the curriculum and provides a climate where students can thrive, connect and succeed.

School context

Garden Suburb Public School has served the local community for 60 years. It has a reputation for excellence in academic, cultural and sporting programs in a K-6 context.

These programs reflect the principle that it is the right of all young Australians to succeed in learning and to have the knowledge, skills and understanding essential to their effective participation in civic life.

Garden Suburb has an active parent body involved in many school based activities. Active parent groups such as the P & C, canteen, fundraising and uniform groups are evidence of the high level of community involvement. The strong collaborative links between the school, parents and community groups, including the Kumaridah Aboriginal Education Group and Tamal Language Group, ensure that mutually agreed outcomes are obtained in a climate of shared understanding and goodwill.

The school's staff are extremely hard working and committed to achieving quality educational outcomes across all Key Learning Areas. Our teaching and learning programs encourage excellence, commitment and personal best and produce respect and responsibility in students preparing them for a positive future.

The school is valued for its inclusivity of all our students including our Aboriginal students, multicultural students, integrated students and our two classes for students with Autism. High expectations are supported across our Cardiff Community of Schools in the development of leadership for students, opportunities for GATs students and Aboriginal initiatives.

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1

Excellence in Leading

Purpose

Excellence in Leading

Strong, strategic and effective leadership where there is a culture of continuous improvement efforts, with the school's vision and strategic directions evident in all activities.

Improvement Measures

100% of teaching staff engaging with the School Excellence Framework and the School Plan to ensure high quality educational opportunities for every child.

Community feedback is sought through a variety of channels on school performance to ensure a culture of high expectations and best practice.

Overall summary of progress

Staff at Garden Suburb PS are committed to improving their practice and are enthusiastic when participating in the self-evaluation process. Throughout this process, there have been many rich discussions between staff about how the school could make improvements to school wide practices and processes to improve the student learning outcomes of all students. There have also been many discussions on how the school would show evidence across each domain which again lead to rich discussion on how the school would only need to make small changes in some areas to show outstanding growth.

The school has continued to develop consistency processes around data collection and the analysis of this data to inform teaching and learning and resource allocation. The analysis indicates that the areas in which the school has made an on balanced judgement of Sustaining and Growing that there is a need for more consistent evidence and impact across each theme.

All staff value feedback solicited from the community and the school has actively sought this feedback. Our community are very responsive and offer feedback when asked however it tends to be the same group of parents. It is agreed that the school needs to continue to be creative in this space and think of some other ideas to capture the thoughts of our community.

All staff at Garden Suburb PS have professional learning goals that are aligned with the school plan through the PDP process, a process that has been refined to ensure that the learning undertaken has an impact on students learning outcomes. These goals are reviewed at regular intervals and modified where necessary, creating a high performance culture and continuous improvement.

Progress towards achieving improvement measures

Process 1: Process 1: Educational Leadership

The leadership team establish and sustain a culture of effective evidence-based teaching. The team engages in collegial networks across the directorate to enhance the learning opportunities for students within the school. The school is recognised for its high quality service delivery.

Evaluation	Funds Expended (Resources)
All staff participated in the SEF Sa-S to analyse and make an on balanced judgement of where the school should be sitting against the School Excellence Framework. Rich discussions are had about what evidence supports that judgement and how we will progress. Staff have a very clear direction moving into the next planning cycle and all staff agree on the focuses, backed up by data and evidence.	School Excellence Framework What Works Best Document What Works Best in Practice Document
Staff worked with our Aboriginal families to review PLP goals and celebrated	School Plan

Progress towards achieving improvement measures

the achievements of the students. There were a number of goals that were not reached due to restrictions around COVID however everyone had a positive perspective moving forward. It was decided that we would develop and male PLP awards moving forward, where students who achieved a goal could receive an award and then set a new goal.

AECG meetings were attended by staff. The school exec met with the AECG to discuss future directions.

The executive started with the CESE LEED project, developing a Situational Analysis in collaboration with staff that will drive future planning for the School Improvement Plan.

CoS meeting was held to review the year that was extremely challenging. The CoS also discussed future directions.

Strategic Support - Leadership opportunities were provided to our Assistant Principals and Aspiring Leaders.

Process 2: Process 2: Building Capacity

Students and staff are given opportunities to develop leadership skills through the development of a school culture that supports continuous improvement.

Evaluation	Funds Expended (Resources)
<p>Executive Staff continued to develop our Situational Analysis, unpacking each stage of the process and setting clear goals for 2022.</p> <p>Strategic Support - Leadership opportunities were provided to our Assistant Principals and Aspiring Leaders. Review of Targeted Reading.</p>	<p>Casual Release</p>

Next Steps

Leading: Educational Leadership - Sustaining and Growing Overall

Instructional leadership

Sustaining and Growing

* Clear processes to ensure each leader and aspiring leader know their key responsibilities and accountabilities.

* Opportunities provided to develop the skills of our leaders and aspiring leaders.

High expectations culture

Excelling

* Professional learning community is continued (PBL Hub, CCoS Teams, AP Network, Principal Network).

Performance and development

Sustaining and Growing

* A focus on the Professional Teaching Standards for all teachers.

Community engagement

Excelling

* Creatively think on how to capture the views of the community.

Leading: School Planning, Implementation and Reporting - Sustaining and Growing Overall

Continuous improvement

Sustaining and Growing

* NAPLAN, PLAN2 and school based data regularly analysed.

School plan

Sustaining and Growing

* Development of the School Improvement Plan.

Annual report

Sustaining and Growing

* A focus on evidence of impact.

Leading: School Resources - Excelling Overall

Staff deployment

Excelling

* Clear processes around recruitment (SLSO positions - EOI, Exec recruitment etc).

Facilities

Excelling

* Utilising funds to update the school resources.

Technology

Sustaining and Growing

* Upskill admin staff and SLSOs on effective use of technology.

Community use of facilities

Excelling

* Communication around the community use agreements and how they benefit the school and wider community.

Financial management

Excelling

* Upskilling Executive on best practice financial management procedures.

Leading: Management Practices and Processes - Excelling Overall

Administrative systems and processes

Excelling

* Baseline data to be collected.

Service delivery

Excelling

* Clearer processes around evaluation.

Community satisfaction

Sustaining and Growing

* Sharing of community responses - proactive approach.

Strategic Direction 2

Excellence in Teaching

Purpose

Excellence in Teaching

To build the capacity of all teachers through focused professional learning and collaborative mentoring that ensures all staff are engaged in quality, innovative and evidence based teaching practices.

Improvement Measures

100% of teachers demonstrate evidence based teaching methods to inform practice and ensure optimum learning progress for all students.

100% of staff are confident to regularly track, monitor and analyse data using appropriate software to ensure they meet the needs of all students.

Overall summary of progress

Garden Suburb PS staff have placed an emphasis on developing innovative and consistent teaching and learning practices to ensure a more individualised approach to lesson creation, student goals and assessment for and of learning.

The staff at Garden Suburb PS have a whole school approach to English with the implementation of new writing (VCOP and Big Write) and reading (Targeting Reading) initiatives this year. All staff deliver engaging and data informed lessons that are based on evidence-based practices that meet the needs of all students and their individual learning needs. The introduction of these new initiatives has ensured that all lessons are systematically planned as part of a coherent program that has been collaboratively designed across stage and whole school teams.

In the area of Explicit Teaching and Literacy and Numeracy there was some discussion as to whether the school was Excelling or Sustaining and Growing. Initially the staff evaluated the school as Excelling, however on closer inspection at the evidence, it was agreed that Garden Suburb PS currently sits at Sustaining and Growing as many of our initiatives are in the early phases and the continuity and impact of these are yet to be evidenced.

The staff analysed evidence and agreed that the school is Sustaining and Growing in all areas of Data Skills and Use, Professional Standards and Learning and Development. This has been achieved through a whole school Assessment and Review Schedule that outlines the consistent collection and recording of data and scheduled data analysis to inform future directions of our classroom practice, particularly in the area of Mathematics and Writing.

Progress towards achieving improvement measures

Process 1: Process 1: Effective classroom practice

Teachers employ evidence based effective teaching strategies. Teaching and learning programs are systematically and collaboratively planned to suit the individual needs of all students.

Evaluation	Funds Expended (Resources)
<p>All staff are now engaging with the Big Write and VCOP program and using it in their classrooms. Staff are at varying levels of confidence within the program and will continue to require support in this to maintain the progress moving forward into 2021, particularly as we have many staff changing grades. Staff are inconsistent with data collection and analysis around the area of writing, this will be a focus in the next planning cycle as evidenced in our External Validation journey.</p> <p>The school has started it's journey with Targeting Reading and received quality support and professional learning from DoE advisors. This journey provided the aspiring leaders (with support from the executive) an opportunity to show leadership and to drive an initiative within the school. Staff were</p>	<p>Staff surveys on Targeting Reading, Big Write and VCOP and Spelling Mastery.</p> <p>Student video surveys</p>

Progress towards achieving improvement measures

positive about the reading journey and are on board to continue this focus in 2021 and beyond. More time is required to show impact for students in this area.

Spelling Mastery was inconsistent due to COVID. It is a streamed program and was therefore difficult to run the explicit teaching model to a range of students through an online learning model. The students were unable to complete the full program and some will need to do the same level again in 2021.

Process 2: Process 2: Data informed teaching and learning

Quality student data sources and progress are utilised to determine teaching directions, monitor and assess student progress and achievement, and reflect on teaching effectiveness

Evaluation	Funds Expended (Resources)
<p>Cold Write assessment task created and implemented in all classrooms. Some K-2 students found the task difficult with minimal support from the teacher. All students completed the task and data was entered by classroom teachers for 2021 handover.</p> <p>All students completed the Spelling Mastery Criterion test. The Spelling Mastery program was not completed fully due to interruptions within the year. This was evident in some student results with a small number needing to repeat the level in 2021.</p> <p>3-6 students completed short reading assessments, to be evaluated for use in 2021.</p>	<p>Assessment tasks and data spreadsheets stored in a central location</p>

Process 3: Process 3: Collaboration, learning and development

Explicit systems are embedded to promote and facilitate professional dialogue, collaboration, classroom observation, and the provision of quality feedback. Evidence based professional learning activities are identified and evaluated and teachers are given opportunities to collaborate with colleagues in other schools to share and embed quality teaching practices.

Evaluation	Funds Expended (Resources)
<p>All staff who participated in QTR found the process rewarding and of benefit to their teaching practice. It was a great opportunity for staff to also engage in a variety of education readings and research with allocated time to discuss them. Continuation of QTR in the next school planning cycle is an aspiration.</p> <p>Staff participated in scheduled Learning Walks and received feedback around a targeted area in Reading. Learning walks and feedback to continue to be a focus in the next planning cycle.</p>	<p>* casuals to cover QTR staff</p> <p>* Education readings for QTR</p> <p>* 2 casuals to cover 2 days of Learning Walks.</p>

Next Steps

Teaching: Effective Classroom Practice - Excelling Overall

Lesson planning

Excelling

* Continue with collaborative programming in Stage Meetings and Stage collaboration.

Explicit teaching

Sustaining and Growing

- * Continue with Writing and Reading Initiative.

- * Focus on Numeracy in 2021.

Feedback

Sustaining and Growing

- * Learning walks around feedback.

- * Exit Slips and focus students for feedback (possibly 5 per week). Consistent processes around this.

Classroom management

Excelling

- * Recording of incidences on Sentral and analysis of the data.

- * MAPA PL for all staff.

Teaching: Data Skills and Use - Sustaining and Growing Overall

Data literacy

Sustaining and Growing

- * Professional learning on effective data analysis to inform practice for all staff.

- * Rich collegial discussion about where students are sitting and how they can move forward.

Data analysis

Sustaining and Growing

- * Executive to analyse data every five weeks and then data analysis is scheduled for Stage meetings.

- * Sharing of student success.

Data use in teaching

Sustaining and Growing

- * Reviewing Assessment Schedule and ensuring it is relevant and includes assessment for learning, assessment as learning and assessment as learning.

- * Evidence of teacher reflection on their practice in programs or other data sources.

Data use in planning

Sustaining and Growing

- * Thinking of creative ways to share with community.

- * Staff have a clear understanding on how to have an impact on student learning through effective data analysis.

Teaching: Professional Standards - Sustaining and Growing

Improvement of practice

Sustaining and Growing

- * Staff need to engage in the Standards regularly. Evidence of this (PDP, PL, Program).

- * Staff are continuing to evaluate and change practices.

Accreditation

Sustaining and Growing

* Promote to staff what is involved in becoming a lead teacher.

Literacy and numeracy focus

Sustaining and Growing

* Numeracy focus in 2021 - strategic model to be developed in 2020 for a 2021 implementation.

Teaching: Learning and Development - Sustaining and Growing Overall

Collaborative practice and feedback

Sustaining and Growing

* Continue with Quality Teaching Rounds and Learning Walks.

* Informative PDP discussions looking at school priorities and professional development. Focus on the impact lesson observations impact professional development.

Coaching and mentoring

Sustaining and Growing

* Continue to work and develop collegial relationships with other schools within our network.

Professional learning.

Sustaining and Growing

* Use of exit slips for professional learning to ensure staff presenting the PL can make the best use of time.

Expertise and innovation.

Sustaining and Growing

* Utilising the expertise and passion of all staff to deliver the best professional learning and support to all staff.

Strategic Direction 3

Excellence in Learning

Purpose

Excellence in Learning

Students need to be supported to learn through a culture of high quality learning opportunities in literacy and numeracy to equip them for the future where they will continue to face exponential change.

Improvement Measures

100% of staff track and monitor student data every five weeks and collaboratively use data to inform practice. Students are able to articulate their own data and know the 'where to next' in their learning

100% of students achieve their expected growth in literacy and numeracy.

Data analysis reflects improved levels of student wellbeing.

20% improved attendance rate with a baseline of 95%.

Overall summary of progress

Garden Suburb PS continues to further develop the learning outcomes for all of the students by delivering evidence based practices that focus on individual students' capabilities and needs to create a love of learning for life.

The element of Learning Culture has been a major focus at Garden Suburb PS with the aim of building a supportive, positive school culture that focuses on ongoing performance improvement throughout the school community. By looking at the evidence it was clear Garden Suburb PS is excelling in this area as a result of implementing Positive Behaviour for Learning Framework and consistent processes in regards to transitions and attendance.

In the element of Wellbeing staff discussion revealed a need to continue to strengthen the schools planned approach to wellbeing in particularly our data collection and our processes for managing Tier 2 and Tier 3 behaviours. As such, three teachers have recently been training in PBL Tier 2 management to enhance our procedures around these behaviours.

In the element of Curriculum the staff agreed that the school is Sustaining and Growing in all areas. This has been a result of consistent evidence based practices and processes being implemented across K-6 and collaborative programming and planning. The school will continue to strengthen its practices through collaboration with other schools and organisations.

The staff analysed evidence and agreed that the school is Excelling in the element Reporting. This has been achieved through developing a reporting format that is clear, timely and accurately provides information that supports current and further progress. All staff know the expectation around reporting and deliver quality, individualised student reports.

Progress towards achieving improvement measures

Process 1: Process 1: Curriculum Provision

The school's curriculum provision ensures the individual needs of all students are met through high expectations, teaching and learning programs and opportunities and differentiation of the curriculum.

Evaluation	Funds Expended (Resources)
A clear, explicit student hand over provides staff members with a deep understanding of all students needs, their academic levels, family circumstance. This ensures that moving into the next year students will be catered for in the best possible learning environment. MAPA training put on hold due to COVID policies.	2. Student handover sheets 3. Staff meetings

Process 2: Process 2: Student Performance Measures

Progress towards achieving improvement measures

Process 2:

The school evaluates student learning systematically to evaluate learning over time ensuring consistency through evidence based judgements and consistent whole school assessment practices.

Evaluation	Funds Expended (Resources)
The format of GSPS reports provided parents with a clear understanding of student's current progress and where to next in regards to their learning.	3. Sentral reports 4. Student videos and staff survey

Process 3: Process 3: Connect, Succeed and Thrive

The school has an evidence based planned approach to wellbeing practices that support the individual needs of all students.

Evaluation	Funds Expended (Resources)
K-6 PBL lessons were effective in ensuring all students had a deep understanding of GSPS expectations and desired behaviours. Presentation provides a wonderful opportunity to celebrate students achievements through out the year in my facets of school.	2. Buses. Subsidy for excursion 3. Water Slide obstacle course 4. Awards and medals

Next Steps

Learning: Learning Culture - Excelling Overall

High expectations

Excelling

* Community consultation to demonstrate impact.

* Collaboration with other schools within the network to see how they are developing high expectations within their settings.

Transitions and continuity of learning

Excelling

* Support class transitions (more explicit processes and guidelines for all staff).

Attendance

Excelling

* Celebration of attendance successes and continuous monitoring (newsletter, Attendance Awards, regular HSLO meetings looking at processes and fortnightly monitoring, staff professional learning).

Learning: Wellbeing - Excelling Overall

Caring for students

Excelling

* Structured process to ensure students have regular opportunities to meet with staff.

* Reminding students that they can arrange times to meet with their trusted staff member if needed. Clear processes for staff.

A planned approach to wellbeing

Sustaining and Growing

- * Staff Tier 2 PBL professional learning and regular analysis of student data. Data will be used to inform lessons and to see an improvement in the wellbeing processes and student behaviour referrals.

Individual learning needs

Sustaining and Growing

- * Clearer communication with parents about student learning goals and learning success.
- * Goal setting procedures, professional learning and accountability.
- * PLSP and NDIS processes need refining.
- * Professional learning on High Potential and Gifted Education policy and differentiation.

Behaviour

Excelling

- * Ensure that all staff follow PBL processes, including casual staff.
- * Clear processes and documentation (casuals monitoring and reporting).
- * Development of processes for Tier 2 and Tier 3 students.

Curriculum

Curriculum provision

Sustaining and Growing

- * Stronger learning alliances within the CCoS - finding a common direction.
- * Data analysis.
- * Clearer processes around handover at the end of the year.

Teaching and learning programs

Sustaining and Growing

- * Revisions evident in programs based on feedback.
- * Regular engagement with teacher programs - regular Stage collaborations.
- * Staff collaboration moving towards joint programming.

Differentiation

Sustaining and Growing

- * Regular collaboration.
- * Using PLAN2 to inform judgements and collectively monitoring and adapting programs.

Learning: Assessment - Sustaining and Growing Overall

Formative Assessment

Sustaining and Growing

- * Collaboration at Stage meetings.

Summative Assessment

Sustaining and Growing

- * NAPLAN and PLAN2 analysis.
- * Overhaul summative assessment tasks.
- * Ensuring assessments are meaningful and staff are not doing assessments for assessment sake.
- * Teachers are using the data collected to inform their teaching.

Student Engagement

Sustaining and Growing

- * Clearer communication processes around learning, including assessment approaches.
- * Set things in the newsletter each fortnight - literacy and numeracy focus.
- * Seeking feedback from students - develop whole school exit slips.

Whole school monitoring of student learning

Sustaining and Growing

- * Continued professional learning and data analysis in Scout and PLAN2.
- * Scheduling focus topics in Stage Meetings.

Learning - Reporting - Excelling Overall

Whole school reporting

Sustaining and Growing

- * All staff have a clear understanding of the school planning processes and regularly engage with it.

Students Reports

Excelling

- * Consistent processes.

Parent Engagement

Excelling

- * Soliciting feedback with parents. Being creative in our approach to this.

Learning: Student Performance Measures - Delivering Overall

Value Add

Delivering

- * Staff professional learning on what Value Add is and the way in which the data is collated and how it can inform staff on where the school is sitting compared to like schools.

NAPLAN

Delivering

- * More staff engaging in Scout data on a regular basis.
- * Use data to drive school directions to improve student learning outcomes.

* Faces to the names - all staff are aware of the needs of the students across the school.

Student growth

Sustaining and Growing

* Staff are engaging in the data and making time to effectively analyse data to inform practice.

* Goal setting practices implemented consistently across the school. Goals shared with parents and celebrated when achieved.

* Targeted LaST support for our students in the Top 2 Bands.

Internal and external measures against syllabus standards

* Understanding of what this looks like then make adjustments accordingly.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$15 935.00) 	<p>Due to COVID many of our Aboriginal Educational activities had to be cancelled, including cultural group as we were unable to combine cohorts. Staff were also unable to attend Connecting to Country as it was postponed. Funds utilised to directly support the learning needs of our Aboriginal students through additional targeted support.</p>
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$84 916.00) 	<p>Students in our mainstream and Autism Support class settings requiring learning adjustment had Personalised Learning and Support Plans developed in consultation with parents/carers, students, teachers and external supports. These PLSPs were reviewed regularly and adjustments are made accordingly. These adjustments are discussed at the PLSP review in Semester 2 and achievements were celebrated. Additional SLSOs were employed to support K-2, to support their learning progress through the ongoing COVID pandemic.</p>
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$42 660.00) 	<p>Executive teachers were provided with additional executive release to work directly with teachers on key initiatives, provide additional support with programming and work with the Stage to provide opportunities to plan collaboratively. The school employed a 'Leader of Pedagogy' to support the implementation of writing within the school. She work collaboratively with staff team teaching, modelling lessons and assessing students. SLSO professional learning was implemented within the school.</p>
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$23 922.00) 	<p>Funds were used to provide support to students through students assistance, in particular families who were struggling financially due to the COVID pandemic.</p> <p>The school focused on writing and reading in 2020, the funds allowing for staff to be released to work collaboratively with colleagues through Quality Teaching Rounds and Learning Walks. The initiatives allow staff to improve their teaching practice.</p> <p>Funds were used to support the ongoing implementation of PBL within the school.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	118	119	112	111
Girls	98	93	103	98

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.9	96.5	95.4	96.4
1	95.2	94.4	95.7	95.6
2	97.1	95.2	95.2	96.2
3	95.2	96.5	94.7	96
4	95.9	96.8	95.1	95.6
5	97.2	94.7	94.3	96.2
6	93.7	96.2	93.2	94.7
All Years	95.7	95.8	94.8	95.8
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
Assistant Principal(s)	2
Classroom Teacher(s)	10.19
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.4
School Administration and Support Staff	4.42

*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	429,405
Revenue	2,592,650
Appropriation	2,552,620
Sale of Goods and Services	1,457
Grants and contributions	35,499
Investment income	556
Other revenue	2,518
Expenses	-2,682,375
Employee related	-2,414,526
Operating expenses	-267,849
Surplus / deficit for the year	-89,725
Closing Balance	339,679

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	179,479
Equity Total	127,073
Equity - Aboriginal	15,935
Equity - Socio-economic	23,922
Equity - Language	2,300
Equity - Disability	84,916
Base Total	1,992,216
Base - Per Capita	54,604
Base - Location	0
Base - Other	1,937,612
Other Total	205,974
Grand Total	2,504,742

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

Surveys were completed by students, staff and the community.

Students

Students in Year 4, Year 5 and Year 6 completed the Tell Them From Me Survey.

When surveyed about their social and emotional wellbeing students:

- 89% of students stated that they do not get in trouble at school. The NSW Government Norm is 83%.
- 51% of students are interested and motivated about their learning. The NSW Government Norm is 78%.
- 70% of students stated that they feel accepted by their peers and by others at the school. The NSW Government Norm is 81%.
- 18% of students stated that they are subjected to moderate to severe physical, social, or verbal bullying, or are bullied on the internet. The NSW Government Norm is 36%.

Parents and Carers Parents and carers were surveyed throughout the year through the TTFM Survey, School Improvement Survey and through P&C focus groups. We value the feedback that is provided to the school and use the data to improve our practice and processed throughout the school. The feedback provided to the school was used to drive the development of our Situational Analysis and School Improvement Plan. There was a focus on collaboration, skills that could be shared with our community, teaching and learning programs within our school and the impact of these programs. The community responses varied but consisted of: *Collaboration* Overall parents felt that the school communicated well, in particular to the response to COVID. Many reflected on the work of the P&C and saw that as a great asset to the school. It was noted that parents and carers who are regularly contacted due to behaviour also need to be called about the positive things happening in their child's life. Many parents expressed that they are looking forward to being able to come back onsite in the near future. *Skill and interests* Most parents felt that they did not have skills or interests to share with the school however there were a few parents with skill sets around health, fitness and engineering. The school will work with these parents in 2021 when COVID restrictions ease. The school will look at providing some better examples next time as many parents were just unsure how they could help. *Teaching and learning programs/initiatives* The feedback indicated that overall parents and carers do not have a good understanding on what is taught at school. This is something that the school will address in 2021. *Impact of teaching and learning programs/initiatives* A majority of parents and carers felt that the programs and initiatives used in the school were benefiting their child/ren however there were not too many specific answers to this question.

Staff Parents and carers were surveyed throughout the year through the TTFM Survey, SEF S-aS, CESE LEED Project survey, through focus groups. The CESE Leading Evaluation, Evidence and Data summary What Works Best summary indicated that the school focus moving into our next planning phase needed to be on Effective Feedback, Assessment and Use of Data to Inform Practice. As apart of the CESE LEED project the school will be applying the What Works Best evidence based practices to help improve the outcomes for our students.

Our focus groups focused on collaboration, evaluative practices and resource allocation. We looked at what we do, how well we do it, what support and hinders it and what could we do to improve it.

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.