

# 2020 Annual Report

## Valentine Public School



4185

# Introduction

The Annual Report for 2020 is provided to the community of Valentine 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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### Principal Report

An extraordinary year and an extraordinary outcome.

Valentine Public School started the year in a strong position, establishing 23 classes across our K-6 setting. Our systemic collection, analysis and effective use of internal data served to strengthen our capacity to work in strong, collegial stage teams. We know our students well and know what to teach. Our Intervention processes are precise, sustainable and we are moving towards strengthening this process with greater attendance to High Potential and Gifted Education.

We were excited about completing our three - year School Management Plan and our two new playgrounds that we were about to receive. An opportunity to work with The Catalyst Innovation Team afforded us a chance to dig deep into a school identified issue that helped to unpack our understandings around 'passive learning' and 'engagement' in our school. Our External Validation process was completed at the beginning of Term 2 and we have a clear vision of the areas in our school that we are excelling in and the areas that we are working towards excelling in.

And then, in March, the first extraordinary thing happened. We found ourselves at the beginning of our Covid 19 journey with a focus on flexibility to be able to adjust school life to meet the DoE guidelines that were adjusted regularly as the situation unfolded. Students, staff and community responded so respectfully as we shifted into our new world of 'at-home learning'. Our journey, in this space, would see our school at the end of 2020 being featured online by the DoE as an example of best practise during Covid 19.

As we began Term 4 with a brighter view, with children back in our school face- to-face learning, the second extraordinary thing happened. A long -term, much -loved, larger than life teacher passed away suddenly. This had a significant impact on the wider school community that added an extra layer of wellbeing concern on our site.

2020 is marked as a time when the wellbeing of all became the primary focus.

We stayed *Connected* by:

- efficiently setting up Google Classroom learning platforms
- utilising staff strengths to establish differentiated technology support systems for staff and parents
- embracing technology such as ZOOM to connect to students, continue presenting Professional Learning Opportunities for our staff and hold P&C and parent meetings
- showing our students how much we missed them with online opportunities, celebrations and real-life Community Drive- by experiences
- utilising all skills of all staff at all times to bring our best to the situation- the above and beyond from both teaching and non-teaching staff was immeasurable

We evidenced *Respect* in:

- the behaviour and compliance of our students as they adjusted to new ways of teaching and learning
- the teamwork and machine churning nature of the work of the staff during challenging conditions
- the willingness of staff to go beyond, to learn the new, to change and adapt and to support each other unconditionally
- the compliance to guidelines by our community, their respect for our staff and their genuine partnership in ensuring the wellbeing and connection to teacher/school that they facilitated across each household

We were *Inspired* by:

- the resilience of our students&hellip;the growth of independence and quiet persistence
- the flexibility, adaptability, professionalism and deep care and support from our staff to our students and community- the school felt a deeper knowing that we are the centre- piece of our community
- our community&hellip;true partners when the chips are down- staying connected, being our teaching partners and our wellbeing warriors
- our P&C who never missed a meeting, an opportunity or a chance to contribute to the wellbeing of all
- the consistent communication and support from our Director, Educational Leadership

The *extraordinary* outcomes were:

- uninterrupted, consistent attendance to academic rigour for students and Professional Learning for teaching and non-teaching staff
- a deeper connection to families via Zoom, phone- calls and support processes- a genuine, deeper focus on wellbeing
- intentional and unintentional learning opportunities through differentiated teaching and learning modes
- significant growth in teacher skill/capacity, particularly in ICT

And in the time of the extraordinary&hellip;we gathered, even from a distance: we stayed with our data and dug a little

deeper and held onto academic rigour as we buoyed our students any way we could.

There are many new 'knowings' that we take from 2020 that will further build the understanding that we have of what is needed for our students from their school life for the ever-increasing unknown of the future we are preparing them for.

We have evaluated many aspects of what 2020 brought to us from an educative viewpoint. We will learn from the difficult, the uncomfortable and the nuances and we will take forward new knowing, new skills and the deeper imperative to prioritise wellbeing in our everyday school life.

Mrs Lee Saurins

## Message from the school community

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### Valentine Public School P&C Association

#### 2020 President's Report

There is unlikely to be a more peculiar year for Schools and P&C's than 2020. We held our AGM in early March and only had a whispering at that time of this thing called Covid19 and what it might become. Shortly after, stay at home recommendations came in and home schooling began.

On behalf of the P&C and broader community, our thanks go to VPS teachers, executive and staff for their tireless efforts in keeping our children educated during this period and the many months of uncertainty that followed. The willingness to adapt, enthusiasm for education, care and concern for our children by all at VPS shone through.

From a P&C perspective, everything effectively ground to a halt. Our constitution had never considered not being able to meet face to face. With no fundraising, no canteen and generally no contact - our operations were basically stopped.

Around mid-year a new Constitution was gazetted, which formally allowed us to use Zoom for meetings. This began the slow start of our new normal. By fourth term, we were finally able to meet face to face again and 2021 has (mostly) been back to full operation.

In any ways 2020 was about sustaining ourselves, making sure that when things started again, we were in a position to continue - and thanks goes to our hard working P&C executive, members, employees, supporters and volunteers who helped in that endeavour.

With almost no fundraising events able to be conducted, it was of no surprise that we dropped our fundraising income by more than \$40,000 - but that should be viewed in light of total revenue for the year, exceeding \$110,000. In 2020, our P&C still managed to pay more than \$75,000 towards our School commitments, a wonderful achievement in the circumstances. Thank you to all who contributed, with special mention to our employees Ilse (Canteen) and Danielle (Uniform), who run both of our commercial operations with much skill, innovation and enthusiasm.

Our biggest achievement in 2020 was the commencement of operation for our Uniform Shop. This had been a long-term discussion point and ambition and like many things, we were uncertain how Covid may affect its possibility. Through many hours of effort from Kylie (in particular) and others from our P&C community, we were able to source stock and suppliers, narrow styles and designs and be ready for transition when the previous operator finished in late 2020. Transition is never easy, but we are now operational and looking forward to continuing in 2021 and beyond.

If our first event of 2021 is a guide, a prosperous year is ahead. Thank you to Annika, our other volunteers and to our parent and school community for enthusiastically embracing the Colour Run. Profits from this event look like they will exceed \$25,000.

It remains difficult to find and expand our pool of volunteers. The limitations of 2020 will hopefully now fade and we look forward to welcoming many new faces to our meetings and events going forward. We will continue with our system allocating each of our events to a specific grade-year's group of parents; this has been well received to date and generally successful.

In 2021 we look forward to continuing our financial recognition system with the school. Our P&C committed to \$12,000 as a special funding initiative in 2020, designed to be distributed evenly by the school throughout the 6 KLA's. Those funds are provided to the school for their discretionary expenditure, with \$2,000 allocated for each KLA.

The school's concert band remains an incredible opportunity for our students. 2020 was a difficult year, many restrictions and limited opportunities, made it a difficult proposition. Despite this, the band maintains and 2021 has seen a positive start, with a new conductor (and parent) enthusiastically guiding our musicians. Our small group of dedicated parents on our sub-committee, the band's 'roadies' and teachers continue to be outstanding.

As always, we express our appreciation for the School's dedicated executive, teaching and support staff. Your care and commitment to our children continues to lead them to better lives.

Derek Vale, President 2020

## Message from the students

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### 2020 School Captain Reflection speech

I'm Brodie Dean and I was the VPS captain alongside Alessia in 2020. Last year was definitely a crazy year for all of us, and we found ourselves thrown into different and difficult situations. Who would ever have thought that we would be learning from home by zoom meetings and google classrooms? On top of this, as the captains of VPS, Ali and I were faced with the difficult challenge of how we were to lead the school from home.

What I learnt from this experience, is that as a leader we need to be ready to adapt in hard times and as a leader you need to be flexible in the way you think and approach situations.

Last year due to Covid-19, we were faced with being unable to hold the annual Anzac Day service. As the school captains, Ali and I decided it was such an important event for the community that we wanted to make sure that our school had an opportunity to pay their respects. We wrote an ANZAC day service and worked with the school executive to develop a video so that we could hold a virtual ANZAC day service to allow students and their families a chance to show their respect.

What I learnt from this, was that being a leader means you need to look for and be part of the change.

Do not be content to simply do things the way they have always been done. Be ready to adapt to all sorts of different situations you may be faced with. Ask questions, listen and observe. Be inquisitive and think creatively. Good leaders are adaptable and are always looking forward and to face the complex issues and problems.

It was a privilege for me last year to be the captain of such a wonderful school. To our incoming student executive, remember to maintain a positive attitude, respect each other, be role models, connect and inspire your fellow students. I know you will all be standout, adaptable leaders this year and remember&hellip;as Dr, Seuss once said,

'Why fit in, when you were born to stand out.

## School vision

At Valentine Public School, we apply a Growth Mindset to become globally connected, innovative and life-long learners who embrace diversity and change.

## School context

Valentine Public School is located on the shores of Lake Macquarie. The school has quality programs in the academic, sporting and cultural areas. The school community is very supportive and has high expectations. There were 575 students enrolled for 2019 school year. Fourteen students identified as Aboriginal. The schools Family Occupation and Educational Index (FOEI) rating is 43 which indicates low levels of disadvantage. The school structure consists of 22 regular and multi-grade classes. The school is set in spacious and well maintained grounds, with a mix of established, new and refurbished classrooms supporting quality teaching and learning. The school focuses on providing a modern learning environment for all student with an emphasis on embedding ICT, Design Thinking and Project -Based Learning. While there is a focus on academics the school offers abroad curriculum. There is a history of excellence in sport and the school band is exemplary. Involvement in performing arts and debating are also highlights. Ongoing, targeted professional learning for all staff ensures explicit teaching and a commitment to learning for all. Teaching staff are dedicated to ensuring that every child is known, valued and cared for and they are committed to achieving high quality outcomes for all students. The school offers a range of extra-curricular opportunities including a highly successful band program, sporting extension opportunities, a gifted and talented program and regular technology and creative arts programs. The school has an extremely supportive community and an active Parents and Citizens Association.

## 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	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Excelling
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	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1

### Progressive Teaching

#### Purpose

To evolve teaching practices, collegiality and consistency through targeted professional learning opportunities aligned with PDP's. Build capacity of teachers around project based learning and flexible classroom design. Gain growth in student outcomes through explicit teaching, personalised learning and effective feedback.

#### Improvement Measures

Staff PDP's goals and school TPL are aligned to the school management plan.

Improve student engagement through project-based learning initiatives.

All programs are adjusted to evidence personalised learning.

#### Progress towards achieving improvement measures

##### Process 1: Evolve Teaching Practices

Design TPL experiences aligned with the management plan. Assistant Principals and aspiring leaders mentor classroom teachers towards more collegial and consistent approach to programming and educational delivery.

Evaluation	Funds Expended (Resources)
What have we learnt from the HP&G Survey? What elements can we add/take away to our programming and planning for 2021?	HP&G Survey

##### Process 2: Project Based Learning

The school explores and builds teacher and student capacity in Project-Based Learning Models, flexible classroom design and interactive ICT resources.

Evaluation	Funds Expended (Resources)
How have students responded to REAL learning?	Student survey.
Evaluation of REAL for programming and planning for 2021 and beyond??	

##### Process 3: Personalised Learning

Ongoing TPL around personalisation of learning, intervention strategies and effective feedback. Stage leaders build collegiality through effective analysis of data.

Evaluation	Funds Expended (Resources)
Written program supervision notes indicating most teachers are recording adjustments for HP&G students.	HP&G survey
Each teachers built skill capacity in reflections/evaluation of personalisation of HP&G teaching and learning to confidently move forward to 2021 for programming and planning.	Programs Supervision report

#### Next Steps

- Ensure practices are in place for student feedback to drive the improvement of their learning.
- Continue with REAL for Stage 3 in 2021 and then move into stages from end 2021.



## Strategic Direction 2

### Progressive Learning

#### Purpose

To build capacity in collegiality and consistency around deep understanding of A-E. To deepen understanding around the power of assessment to improve student outcomes. To give student voice through effective feedback and self-reflection.

#### Improvement Measures

Year 3 and Year 5 NAPLAN Numeracy displays 75% of students performing in the top two bands.

Growth in NAPLAN writing from Year 3 to Year 5 is equal to or above state average.

Students surveys reveal a growth trend in confidence around self reflection.

School grade distribution more closely reflects NAPLAN performance.

#### Progress towards achieving improvement measures

##### Process 1: Power of Assessment

TPL around school data practices and processes, Learning Progressions and their power to support acceleration of student performance.

Evaluation	Funds Expended (Resources)
Do staff have increased knowledge of the processes and purpose of PLAN2 in writing?	Staff feedback
Are teaching programs reflective of consistent assessment strategies?	PLAN 2 data
DO all teachers show and understanding of formative assessment and can provide timely and worthwhile feedback to their students?	In school assessments.

##### Process 2: Learner voice through feedback

Through visible learning, teachers are providing students with the opportunity to self-reflect on their learning.

Evaluation	Funds Expended (Resources)
Is student feedback informing differentiation, in teaching and learning programs?	Staff survey
Are students and staff using self-assessment correctly?	
Do all Assessment templates contain the coloured A-E scale for self-assessment?	

##### Process 3: Assessment A-E

Teams build deep understanding of A-E grades and school grade distribution.

Evaluation	Funds Expended (Resources)
School executive and team have a deeper knowledge base around the new HP&G Policy and are ready to continue implementation and planning for 2021	HP&G Policy

## Next Steps

- A complete approach to formative assessment across all KLAs.
- Professional Learning for all staff in Data Literacy to ensure that all staff are able to effectively analyse, understand and use student assessment data in their programming and planning.
- Ensure practices are in place for student feedback to drive the improvement of their learning.
- Formative assessment is practised expertly by all teachers.
- Student feedback - build student voice by articulating their learning and growth.

## Strategic Direction 3

### Progressive Leading

#### Purpose

To evolve the culture of inspirational leadership and positive wellbeing based on a growth mindset for students, staff and community. To encourage inspirational, future- focused learning and leading around environmental education and wellbeing that will allow our students to connect, succeed and thrive.

#### Improvement Measures

Increase in the number of staff accredited at proficient or higher.

Social and emotional capability framework embedded in programming, assessment and reporting.

Environmental Action plan in place through waste, recycling, water and energy programs embedded in school routines and structures.

#### Progress towards achieving improvement measures

##### Process 1: Culture of Leadership

Build capacity in whole school identified leaders by engaging with the School Leadership Strategy.

Present ongoing opportunities through PDP & PL processes to build instructional and distributive leadership capacity in our Executive and aspiring staff.

Evaluation	Funds Expended (Resources)
Standards mapping has been completed for all staff.	NIL
What percentage of staff are working higher than proficient?	

##### Process 2: Wellbeing

Students, staff and community connect, succeed and thrive through opportunities presented by PBL, Kidsmatter & Growth Mindset processes working in alignment to strengthen resilience and well-being.

Evaluation	Funds Expended (Resources)
What % of students are earning their PBL Hat Pin?	PBL resources - Wellbeing funds Analysis of Sentral Data

##### Process 3: Environmental Education

Build a quality team of students, staff, parents and community to implement ongoing Environmental Action Plan.

To develop Environmental Education as a key perspective in whole school teaching programs.

Evaluation	Funds Expended (Resources)
Written waste management plan	Environmental Education Funds
Written garden to canteen plan	

##### Process 4: Not Applicable

Evaluation	Funds Expended (Resources)
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## Progress towards achieving improvement measures

N/A

N/A

## Next Steps

- Consistency in our systems for feedback between all stakeholders including parents.
- Percentage of staff performing at Highly accomplished and LEAD standard descriptors.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	LaST Team Ab Ed Committee	Are staff aware of responsibilities for Ab Ed at VPS? Are all PDP completed for every ATSI student and communicated with families?
<b>English language proficiency</b>	LaST Team	ERN is updated to reflect EALD assessment data.
<b>Quality Teaching, Successful Students (QTSS)</b>	QTSS funding Aspirant program	Do we have AP's connected to aspirants for 2021?  Aspirants have been identified through an EOI and AP identified in school system.  Identified Aspirants will be given leadership opportunities within the school to build capacity and will work closely with current AP's to be mentored in leadership skills.
<b>Support for beginning teachers</b>	Beginning teacher support teacher.  Mentor teacher.	How did the support target the needs of the beginning teacher?  Team teaching supported the beginning teacher's programming and pedagogy development. It also supported the beginning teacher in assessment and reporting to parents via semester reports.  What successful outcomes did the plan achieve for the beginning teacher?

# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	283	298	293	307
Girls	283	280	280	272

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	96.7	95	96.5	94.4
1	96	95.6	95.3	93.2
2	96.8	95.2	95.2	92.4
3	95.6	94.5	95.5	91.1
4	96	94.1	95.3	92.6
5	94.3	93.6	94.1	92.7
6	93.8	91.9	93	91.3
All Years	95.7	94.3	94.9	92.5
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
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	21.99
Literacy and Numeracy Intervention	0.4
Learning and Support Teacher(s)	0.7
Teacher Librarian	1
School Administration and Support Staff	4.06

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <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>	292,415
<b>Revenue</b>	5,235,826
Appropriation	4,815,156
Sale of Goods and Services	7,072
Grants and contributions	413,109
Investment income	489
<b>Expenses</b>	-5,242,002
Employee related	-4,514,449
Operating expenses	-727,553
<b>Surplus / deficit for the year</b>	-6,176
<b>Closing Balance</b>	286,239

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 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	250,813
<b>Equity Total</b>	165,732
Equity - Aboriginal	13,114
Equity - Socio-economic	26,701
Equity - Language	4,347
Equity - Disability	121,570
<b>Base Total</b>	4,094,617
Base - Per Capita	137,809
Base - Location	0
Base - Other	3,956,808
<b>Other Total</b>	249,413
<b>Grand Total</b>	4,760,574

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

## Student Feedback from TTFM Survey II

Our school rated highly due to the work the school is doing around setting up Positive Behaviour for Learning and embedding social and emotional learning. In the area of Positive relationships, our school's data reduced from 96% to 92% in all grades, however this could be due to COVID. In saying that, we are still 7% above NSW Govt Norms. Students with positive behaviour at school is sitting well above NSW Govt norms with 92% of students believe that there is evidence of positive behaviour at school and there is minimal disruptive behaviour. as opposed to 83% Govt norms.

43% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge. The NSW Govt norm for this category is 53%. 26% of students were confident of their skills but did not find classes challenging. The NSW Govt norm for this category is 26%. 24% of students were not confident of their skills and found English or Maths challenging. The NSW Govt norm for this category is 14%. 7% of students lacked confidence in their skills and did not feel they were challenged. The NSW Govt norm for this category is 7%.

## Parent Feedback from TTFM

we had minimal parental involvement due to COVID in 2020 and this is reflected in TTFM data analysis. Feedback from our TTFM survey indicates that our families feel welcome when they visit our school and feel listened to when there are concerns. Similar to Student feedback, our parents rated our school supporting positive behaviour highly due to the effective systems we have set up at our school.

## Teacher Feedback from TTFM

Teacher responses were positive in all areas, particularly collaboration and the use of data to inform practice. Staff felt that teaching practices supported students to challenge themselves in the classroom through the provision of clear expectations, differentiated support and positive feedback for improvement. Staff worked closely with students and parents throughout Covid, providing multi faceted support for home learning..

Again, staff indicated that our school was indeed an inclusive school with clear understanding of students with special learning needs, clear expectations for behaviour and providing feedback to students.



TTFM Trend Data - Parent Involvement (2019-2020)

## Parents feel welcome



0.2



● 2020 September	6.9
● 2019 September	6.7
NSW Govt Norm	7.4

TTFM Trend Data - Parents Feel Welcome (2019-2020)

## Sense of Belonging



7%



● 2020 September	75%
● 2020 March	82%
NSW Govt Norm	81%

Trend Data - Sense of belonging (2018 - 2020)

# 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.