2020 Annual Report

Thornleigh West Public School

THORNLEIGHWEST

4276

Introduction

The Annual Report for 2020 is provided to the community of Thornleigh West 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

Thornleigh West Public School
Giblett Ave
Thornleigh, 2120
www.thornleigw-p.schools.nsw.edu.au
thornleigw-p.school@det.nsw.edu.au
9484 4242

Message from the principal

2020 proved to be a momentous year for Thornleigh West Public school (TWPS). In addition to celebrating our academic, cultural and sporting achievements, the school also was highly successful in delivering online learning. Throughout the year, TWPS continued to honour and promote the values of Public Education, keeping them an intrinsic part of all teaching and learning programs. We maintained high expectations of our staff and students, with all of us working cooperatively to achieve the best possible educational outcomes for each individual student. Quality teaching and learning programs were implemented across all Key Learning Areas, ensuring development of the whole child. TWPS prides itself on fostering a positive and caring learning environment where each child is recognised and supported for his/her individual learning needs. In 2020, our school built further on this strong student-centred foundation by developing successful student welfare programs. TWPS values its diverse and multicultural community. As a school community, we continued to promote tolerance and harmony. Our school worked in close partnership with our parents and community through decision-making processes and active involvement in a range of school activities. Thank you to our parents and community for your valuable input. In 2020, our school acknowledged and celebrated the strength of our community. TWPS is looking forward to opportunities of even further growth in academic, cultural, sporting and social arenas as we strive ahead to 2021. I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

C. Mamo - Principal

B Teach, B Ed, MA Creative Arts

Thank you to the essential workers in 2020.

School vision

Thornleigh West Public School (TWPS) inspires learners to be confident communicators and leaders who strive for personal and academic excellence.

TWPS builds a community of lifelong learners who think critically, are knowledgeable and problem solve. Learners are creative, innovative and resourceful.

TWPS empowers students to be confident and compassionate world citizens who embrace diversity and social justice.

The collaborative school community values positive and productive partnerships that promote a sense of belonging.

School context

Thornleigh West Public School is located in Northern Sydney and has a student enrolment of 588. Our school is fortunate to have a wonderful community of students, with 32% of our students coming from Language Backgrounds Other than English. An established Multi-Categorical support unit that comprises of three support classes. Diversity and inclusion is valued.

Extra curricular opportunities in Sport and Creative and Performing Arts, enable students to flourish ensuring their well-being is positive.

Thornleigh West Public School has a strong sense of community which is actively promoted and valued. Our school encourages students, staff and the wider community to work together as a team to enhance the learning experiences of all students. We do this through quality teaching and learning, collaboration and high expectations. Developing resilience, building relationships and a love of learning are the cornerstones upon which everything we do is built. Thornleigh West Public School nurtures student curiosity and has built a culture of thinking. The students at Thornleigh West Public School are well rounded and enjoy creative arts, academics and music.

Throughout the situational analysis process, we have identified a need to use data driven practices that ensure all students have access to stage appropriate learning and high expectation is embedded. Teachers will successfully plan for and deliver quality differentiated instruction to students with additional needs, including those identified as high potential and gifted. Through the needs gap analysis, the school has identified system negotiated target areas in Reading and Numeracy. An Instructional Leader will support teachers to grow in their pedagogy.

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	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Culture of Thinking

Purpose

To create a learning environment where thinking is highly valued and learners are challenged to question, problem solve, create and connect in and beyond the classroom

Improvement Measures

Students actively engaged in inquiry and problem based learning
Evidence of quality questioning, teacher to student and student to student, in all classrooms
Thinking is visible in all classrooms, through the use of thinking routines and other strategies
100% of teaching programs have Digital Technologies embedded
Range of data sources indicate positive value - added growth for all students.

Progress towards achieving improvement measures

Process 1:   Action Research project with Simon Brooks around Cultures of Thinking, linked with JPPS and embedded in ongoing Teacher Professional Learning

Evaluation	Funds Expended (Resources)
Changes to staffing, professional learning schedules and school priorities meant that the final planned celebrations and some future planning were not able to go ahead as originally envisioned. With the mentoring and action research phase of the Cultures of Thinking project coming to an end in 2020, key staff discussed strategies for maintaining staff learning and engagement in the material and for developing opt in professional discussion/coaching opportunities for interested teachers to continue their learning independently.	

Process 2:

Evaluation	Funds Expended (Resources)
Changing school priorities, and an extended exploration of Cultures of Thinking have meant the inquiry process has not been as clear a focus as was originally envisioned.	

Process 3:   Digital Technology is a focus of professional learning and the access to devices is monitored and increased

Evaluation	Funds Expended (Resources)
Throughout 2020, teacher confidence with the use of technology grew significantly, with all staff using either SeeSaw or Google Classroom as an ongoing digital learning platform in their classrooms. With the support of the ICT teacher, strategies for embedding technology in a purposeful manner that supported student learning were modelled and resulted in increased engagement by staff and students with new technology and applications. Planning for expanded access to technology across K-6 and the style of device to be purchased will be an ongoing focus for 2021 and beyond.	

Next Steps

Sustain the Culture of Thinking Action Research team, aspiring leaders and trained staff who have been mentored by

paraprofessional Simon Brooks.

Build staff participation in the Project Zero Sydney Professional Learning network to maintain momentum in building our culture of thinking beyond the Action research project.

Stage based focus on embedding thinking in teaching and learning programs rather than thinking routines, led by facilitators and action research team members

Stage 3 team to participate in the University of NSW STEM Academy, linked with Pennant Hills High School, developing inquiry tasks and STEM projects with the expertise/resources of the PHHS STEM faculty.

Strategic Direction 2

Effective Communication of Learning

Purpose

To develop and maintain a shared language about learning among all members of our school community.

Improvement Measures

Student focus groups will demonstrate a language of learning and reflect deep learning is occurring daily.
Formative assessment drives teaching and learning decision in Literacy and Numeracy.
Students share their learning progression via technology and three way interviews. 100% of technology supports learning, is available and integrated into day lessons.
25% increase of teachers using SeeSaw to share learning with parents on a daily basis.
Sharing learning with parents reflects formative assessment.
Instructional rounds problem of practice will focus on communicating learning and data use for future planning.
TWPS will build leadership capacity.

Progress towards achieving improvement measures

Process 1: Formative Assessment will be sustained and maintain momentum of embedded formative assessment in daily teaching and learning.

Evaluation	Funds Expended (Resources)
Formative Assessment was sustained and maintained momentum. It was embedded in daily teaching and learning. Instructional Rounds data reflected that formative assessment was evident in all classrooms. Teachers had learning intentions and success criteria linked to rich quality tasks.

A combined network day enabled all new teachers to learn more about what formative assessment looks like at TWPS. While networking with other teachers. Sharing this vision and theory of action ensured all teachers knew the why? Knowing the purpose of change and learning ensured a theory of action had clarity to make the vision reality.

Team meetings focused on formative assessment embedded a continuous planning for formative assessment. Team leaders shared at executive meetings student work samples and built in accountability for their teaching teams. This lead to positive collaborative practices that reflected high expectations and authentic data was used to make changes to teaching and learning.

Formative assessment is used to share learning with parents. Data is used to write reports and conduct learning conversations. Some teachers implemented three way learning conversations that were student lead. The students shared their learning goal, progress and where to next. Parents were amazed at how their child could talk about their learning, reflect on it and know the next steps in the learning trajectory. Teachers developed "Learning Overviews" for parents. These were emailed every 5 weeks and synthesized the "big ideas" in all Key Learning Areas. Parents were then able to discuss the learning at home with their child.

The executive worked on changing the reporting system to reflect more formative assessment. Aspects were trialed and feedback provided to improve this design for 2021. | Teacher professional learning

Professional reading

Swivel camera to record teaching, review and reflect

Created a website https://www.ccgedu.net/

Funding Sources:
 • Professional learning ($24000.00) |

Progress towards achieving improvement measures

Process 2:   Reporting to parents will reflect formative assessment and students voice.

Evaluation	Funds Expended (Resources)
Seesaw - all staff were trained in using Seesaw to share learning with parents and for peer/self assessment by the Instructional Leader and SeeSaw Ambassador. Due to COVID these sessions supported the needs of staff and the community. Staff were up-skilled prior to online learning and were ready to deliver quality teaching and learning. Surveys reflected that parents felt confident supporting their child in learning and knew the learning intentions. Reporting to parents was improved by redesigning the report to reflect more formative assessment. The survey was well responded. Teachers collated the data and shared this with all the staff. Teams were also surveyed and asked to brainstorm the ultimate report . Conversations were deep and designs started to emerge. COVID provided us with some leverage to look at the report design. We moved to dot points in plain language to ensure parents understood what their child achieved and what does the child need to work on.	Teacher release **Funding Sources:** • ($0.00)

Process 3:   Build leadership capacity

Evaluation	Funds Expended (Resources)
Building leadership capacity is a focus at TWPS and vital for the future of public education. We are passionate about building leadership no matter where teachers are at in their career. TWPS had nine aspiring leaders in 2020 who attended regular meeting to discuss leadership. Professional readings were used to scaffold deep conversation about leadership. The Instructional Leader inspired others with her narrative and provided opportunities for the team of aspiring leaders met meet their goals in leading whole school change. Instructional Rounds has had a significant effect on building leadership capacity. The power of a network has ensured across school deep learning and collaboration. As a result leadership capacity was developed. Data collected helped the school to focus on areas of need to move learning forward. CV writing workshops were well attended. These sessions alerted aspiring leaders to DoC leadership frameworks and supports. Building leadership capacity has ensured TWPS programs are strengthened. One executive member was selected to be part of the Leadership Institute Aspiring Principals Program. The principal is mentor at the Leadership Institute and an Assistant Principal was selected to be an exemplar for the DoE aspiring leaders program.	

Process 4:   Technology will be used as a tool to be creative and support making thinking visible. It will provide a platform to share learning.

Evaluation	Funds Expended (Resources)
Team teaching is a way to open up classrooms and give teachers the chance to learn shoulder to shoulder and have support in the classroom. The aim of having 100% of the school using SeeSaw by the end of 2020, as the main form of communication is being worked towards as all teachers have the opportunity to engage in classroom sessions using SeeSaw with the IL and the students.	SeeSaw school platform Instructional Leader who is a SeeSaw Ambassador **Funding Sources:**

Progress towards achieving improvement measures	
Using the expertise of staff members to support the education and professional learning of all teachers has proved to be a beneficial model. Teachers are able to learn in a small group environment, have hands on assistance and then use these practical skills in the classroom. Teachers feel confident and capable using new technology in the classroom. Using the expertise of staff members to support the education and professional learning of all teachers has proved to be a beneficial model. Teachers are able to learn in a small group environment, have hands on assistance and then use these practical skills in the classroom. Teachers feel confident and capable using new technology in the classroom. Staff were provided with ongoing professional learning throughout the term on how to successfully embed technology within the classroom. This was then useful as we began home learning at the end of Term 1. Staff felt supported throughout out the challenging times as the executive team ensured open communication and shoulder to shoulder support. Using SeeSaw and Google classroom allowed parents to get a glimpse of the learning within school and during home learning. Parents could see the daily learning and help support their students continue learning, and also have access to teacher support and consultations. Sharing expertise with local schools to continue a strong network of teaching and learning.	• ($0.00)

Next Steps

Lesson Study will be implemented using reading as the curriculum area. Formative assessment, rich quality task and questioning will be embedded into these lessons. This micro teaching and planning will ensure teachers embed these focus areas in their daily teaching and learning cycle.

New report format will be implemented and reflected upon. Changes will be made if necessary. More teachers will implement three way interviews. Parent information sessions will be held to share these changes: why? processes? product?

Technology: more ipads and laptops will be purchased to be kept in classrooms. This will ensure children can record their learning and share this with parents. Teachers will use technology to share learning with parents on a regular basis.

Student focus groups will continue this data will be compared and shared

Works samples K - 6 will be used to ensure consistency of teacher judgement using formative assessment

ICT coach will be used one day per week to provide demonstration lessons and team teaching to support teachers skills in teaching digital technologies.

Build leadership capacity through aspiring leader program and mentoring.

Strategic Direction 3

Quality teaching and learning

Purpose

To ensure teaching and learning is based upon ongoing data collection and analysis of student progress. Teaching and learning is differentiated to support student need and visibly moves learning forward.

Improvement Measures

School based assessment expectations established.

External assessments used to compliment school based data.

Increase the % of students with growth in literacy and numeracy.

Teacher programs include differentiation and adjustments to learning .

Teachers use learning progressions in literacy and numeracy to track and monitor progress and to report to parents.

Leadership capacity is built in beginning teachers and aspiring leaders. 25% of staff will lead whole school teaching and learning programs.

Progress towards achieving improvement measures

Process 1: Identify authentic data to track student progress and develop differentiated learning programs.

Evaluation	Funds Expended (Resources)
All teachers assess and report reading progress and achievement. K-3 classes to use text reading level graph to monitor student progress in reading and assist informing future student need in teaching. Further work around year 3 - 6 assessment consistency, linking comprehension and skills needed. A system to store and transition data between school years is now established and will need to be rolled over to impact and inform following year. Teachers have identified authentic data to track student progress through ongoing formative assessment strategies. Identified learning intentions and success criteria are used through moderation of work samples to strengthen consistency of teacher judgement. Differentiated class programs cater for diverse learning needs. Supervisors give termly feedback on program content and assessment data to inform future teaching and learning. The school learning support team support over 100 students with varying levels of individualised need. Through collaborative practice the class teacher works collaboratively with the school counsellor, LaST, AP and DP alongside the family to ensure students needs are known and small, measurable targets are set for progress. Class teachers differentiate learning on a daily basis to meet student need. Students who are identified as achieving above grade expectations are monitored for progress. Teaching and learning balances stretch goals to give student challenge in learning growth while also supporting social and emotional well-being. .	Shared drive to be used to gather and store across grade assessment data. Google drive and documents created.

Process 2: Build Teacher knowledge and capacity to use Literacy and Numeracy Learning Progressions to identify student need and move learning forward.

Progress towards achieving improvement measures	
Evaluation	**Funds Expended (Resources)**
Strategic Direction team to feedback on progress and next steps to executive and whole staff. Team developed an across stage writing task to show how the progressions flow across grade groups and how we could use both the syllabus outcomes and consistency of teacher judgement through moderation of writing to support student learning in all grades. Due to a priority to focus on reading skills, this aspect of the direction will be postponed. Executive staff along with specialist literacy support teachers led reading TPL around early years acquisition of reading, effective monitoring of individual student reading, how to use this information to group and move students, prompts when guided reading and the links between reading and writing reciprocity. Staff attending weekly with K-3 teachers being supported 1:1 with analysis of benchmarking, identifying reading behaviours and next steps for individual students. Many volunteer parent helpers assist with reading, although limited on site the year, when possible this is a valued support. Teachers indicated it would be beneficial to equip helpers with these skills and practical strategies to assist students reading acquisition.	

Process 3: Create a school wide tracking system and expectations for monitoring the collection and use of data.

Evaluation	**Funds Expended (Resources)**
All students tracking folders updated with new tracking sheet information. Literacy, numeracy, KLA, behaviour, disability and social adjustments. 2021 teachers to be informed of student need through handover process. Learning Support Team matrix of student need. Nationally Consistent Collection of Data (NCCD) data provided levels of adjustment required 2019. Significant support for student learning adjustments embedded into daily teaching and learning. Targeted strategies through personalised learning and support plans meet students at their point of need and identify SMART goals to move towards mastery of a skill or knowledge base. Reading data, all grades collected by Principal. Used to identify areas of need in teaching, assessing and quality instruction K-6. Executive team monitor, track and share data collection. Teachers have an expectation that all students experience growth. Annual process to match school initiatives, projects and priorities to School Excellence Framework V2. External validation process due 2020. Plot whether school is delivering, sustaining and growing or excelling against the statement of excellence. Use this data to inform school and student needs.	Handover students information. Organised session at Staff development day. LST support transition to new school year. Inform teachers of identified student needs, academic, social and wellbeing strategies shared.

Next Steps

The next steps are:

- Using PLAN2 platform to track and record student progress K - 2 in reading and numeracy.
- Up-skill all staff in data informed practices.
- Extend the centralized system of tracking student learning progress.
- All teachers to document differentiation into their teaching and learning programs.
- Finalize the Assessment Policy.
- Reflect on the accountability timelines for assessments K - 6.
- Identify new staff to be involved in building leadership capacity.

Mrs Mamo celebrating award winners for Term 2.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	AECG DoE resources Curriculum documents **Funding Sources:** • Aboriginal background loading ($1 365.00)	All students made good progress. Building positive partnership between home and school ensured open communication. This resulted in improved literacy and numeracy outcomes. A RAP team was formed and TWPS is currently developing this reconciliation statement. NAIDOC week was celebrated later on in the year due to COVID with Indigenous games and Indigenous perspectives through literature and integrated units of learning were taught.
English language proficiency	Rich quality text Big Books Dictionaries Puppets Games and flash cards Posters - picture talks PETTA reading Celebrated Harmony Day - in class teaching and learning about diversity **Funding Sources:** • English language proficiency ($42 290.00)	In 2020 TWPS EAL/D allocation increased significantly to 1.0. As a result the executive in collaboration with the EAL/D completed the matrix to assess where we were at in regards to various aspects of EAL/D. A few areas were identified for us to improve on: • assessment of students to ensure all areas are covered and share this information with classroom teachers. • Phases shared more frequently with the stage teams to see growth and required strategies to ensure improvement • resource audit was taken and budget allocated to ensure rich quality texts and materials to support language development. • Office procedures changed to inform the classroom teacher of EAL/D needs this helped design learning for individual students • EAL/D teacher share strategies at communication meetings eg barrier games. This supported teachers in planning for EAL/D strategies in their daily teaching. • Kathy Rushton from PETTA conducted a zoom TPL to provide some expert knowledge in how to support EAL/D students in classrooms. Stage teams had follow up tasks to implement and reflect on.
Low level adjustment for disability	**Funding Sources:** • Low level adjustment for disability ($41 061.00)	SLSOs were timetable and worked closely with the Learning Support Teacher to delivered individual learning programs. The focus was on improving literacy and numeracy outcomes. Review meetings were held to reflect on student progress and data was collected. In 2021 we will move to two full-time SLSOs this will ensure stability for the students and a sense of belonging for the SLSO. SLSOs will be part of regular training within stage teams.
Quality Teaching, Successful Students (QTSS)	Instructional Leader Swivl camera **Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($110 000.00)	The Instructional Leader ensures teachers in their first three years of teaching (35%) were supported and knowledgeable about quality teaching and learning. An impact cycle was used to reflect on pedagogy as a result teachers knowledge, understanding and skills increased. The Instructional Leader conducted differentiated professional learning, provided demonstration lessons and coaching for staff. This supported the executive team in delivering the professional learning goals of all teachers. In 2021 the

Quality Teaching, Successful Students (QTSS)	Instructional Leader Swivl camera **Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($110 000.00)	Instructional Leader will focus on one stage per term to ensure all teachers access this resource.
Socio-economic background	**Funding Sources:** • Socio-economic background ($9 895.00)	Student were supported to ensure they had all necessary equipment and excursion experiences throughout the year. SLSOs time was also allocated to ensure explicit and systematic teaching or literacy and numeracy.
Support for beginning teachers	Instructional Leader Professional leader **Funding Sources:** • Support for beginning teachers ($8 750.00)	Beginning teachers had extra time off class for planning. During this time they could access the Instructional Leader who implemented a impact cycle. Teachers were regularly provided with demonstration lessons and supported to gain their accreditation. As a result all the teachers completed their accreditation.

Year 6 vs Teachers.

Student information

Student enrolment profile

Students	Enrolments			
	2017	**2018**	**2019**	**2020**
Boys	293	311	331	311
Girls	295	282	287	299

Student attendance profile

School				
Year	**2017**	**2018**	**2019**	**2020**
K	96.7	95.8	95.1	96.2
1	96.9	95.6	95.4	94.2
2	96.3	95.2	94	96.1
3	96.8	94.8	95	95.3
4	95.4	95.4	94.3	95.1
5	96.5	94.5	94.8	95.3
6	95.8	94.8	94.2	95.7
All Years	96.4	95.1	94.7	95.4
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)	5
Classroom Teacher(s)	24.44
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.2
Teacher ESL	1
School Counsellor	1
School Administration and Support Staff	7.06

*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[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	619,458
Revenue	5,920,990
Appropriation	5,704,577
Sale of Goods and Services	38,753
Grants and contributions	172,197
Investment income	2,114
Other revenue	3,350
Expenses	-6,195,315
Employee related	-5,359,895
Operating expenses	-835,420
Surplus / deficit for the year	-274,325
Closing Balance	345,133

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	197,635
Equity Total	258,687
Equity - Aboriginal	1,365
Equity - Socio-economic	9,895
Equity - Language	151,674
Equity - Disability	95,753
Base Total	4,775,204
Base - Per Capita	152,768
Base - Location	0
Base - Other	4,622,436
Other Total	393,486
Grand Total	5,625,012

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

Student focus groups indicated that students enjoyed learning. A culture of thinking was built within their classroom. They were able to articulate what good thinkers do and why questioning is important. Students demonstrated higher order thinking skills which is closely related to quality instruction where 96% of students indicated that they believe the interaction between a teacher's approach to instruction has an effect on their engagement.

Teachers acknowledge the dedication and professionalism of their colleague within the school and the high level of support and encouragement they receive. Teachers at TWPS are collaborative and supportive of one another as they plan, set goals and challenge each other to be the best teachers they can be. The teachers put home and school communication and the fore front and see the benefits of having open communication through using online platforms and informal meetings. Teachers agree and understand the importance of creating success for all students and this is reflective in each classroom.

Parents of the school demonstrated their high numbers in volunteering and attending meetings at school which reflects the culture of the school of support and care. Parents indicated their ability to speak with and approach teachers within the school to discuss their child's development. Parents appreciate their voice and input in school planning, it is important and valued by parents as they are asked for their involvement at school, their opinion in school planning and continued quality communication between home and school. Parents indicated their support of the school newsletter and how they value this form of communication from the school.

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.

Aboriginal mural welcoming the community to TWPS.