

2020 Annual Report

St Marys South Public School



CREATE
INNOVATE
COLLABORATE
COMMUNICATE
THINK CRITICALLY



4279

Introduction

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

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

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School vision

To develop outstanding citizens who:

- are creative
- are innovative
- are critical thinkers
- can communicate and collaborate effectively.

School context

St Marys South Public School is located west of Sydney, on the fringe of the Penrith Valley. Our school prides itself on effective and quality innovative, rich and authentic learning and teaching to develop outstanding students.

We provide every student with high quality learning in all curriculum areas through evidence-based teaching practices implemented by our highly dedicated and compassionate teachers, in a nurturing, inclusive and innovative learning environment.

Our school has a current enrolment of 311 students. Our school community celebrates its rich diversity of students deriving from cultural backgrounds such as Aboriginal and Torres Strait Islander, Samoan, Urdu, Tongan, Arabic, Tagalog, Hindi, Punjabi, Gujarat, Hungarian, Maori, Bengali, Filipino and Korean. More than 85% of our students were born in Australia.

Every student is provided with opportunities within and beyond the school to ensure they can progress and achieve high educational outcomes across academic, musical, creative, technological and sporting areas.

St Marys South Public School initiatives are supported by our strong family, school, community and agency partnerships, and place a high priority on ensuring that our children receive the best possible education for their future. The school has a very strong relationship with the Colyton Learning Community where collaboration and innovative learning practices are shared, developed and celebrated.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

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

Based on our 2020 Situational Analysis, our collective, on-balance judgements evidenced a focus on sustaining themes in which we are Excelling, whilst continuing to strive for excellence in themes we are Delivering and Sustaining and Growing.

In the **Learning domain**, our school identified focus themes that will enable us to strengthen our culture of collaboration and high expectations, where student attendance, expectations for success, sense of belonging and advocacy are high through a whole school approach to learning and wellbeing. Our school prides itself on every student being known, valued and cared for. Through collective impact, shared responsibility and analysis of internal and external data, an increase in the number of students in the top two bands will be our desired outcome. Differentiation across all subjects is an area for further development. With the vision to be a Visible Learning School, Differentiation, Whole school monitoring, Formative assessment and Individual learning needs have been identified as focus themes to help harness this research-based practice. Developing self-regulated, autonomous and resourceful learners with a growth mindset was determined as a collective goal. Increased parent partnerships in the educative process will be amplified to improve student performance.

In the **Teaching domain**, our school identified focus themes that enhances our school vision for students to be innovative, creative and collaborative through visible learning pedagogy, mastery of learning and assessment ready.

With the vision to be a Visible Learning School, Feedback, Explicit teaching and Data analysis have been identified as focus themes to help amplify this research-based practice. Our school collectively determined that collaborative practices in planning teaching, learning, assessment and reporting using the National Literacy and Numeracy Learning Progressions, along with opportunities to improve teacher quality was a vision looking forward, hence Collaborative practice and feedback and Professional learning identified as focus themes. Improvement of practice was identified due to the effectiveness of our Dual Teaching Model and Teacher Learning Community (TLC) as a catalyst for sharing best practices with each other.

In the **Leading domain**, our school identified focus themes that aligned to our collective vision for Visible Learning as an embedded, schoolwide practice, where every student improves in their learning trajectory. Continuous improvement was identified as a focus theme to maintain our importance of ongoing growth and development, and a lifelong learning ethos together for every student, teacher, leader and parent. School resources will be aligned to enable collaborative practices for students and staff. Technology was identified as a focus theme based on feedback from the Learning for Home period where collaborative practices and ICT capabilities enhanced significantly with the desire to sustain now and into the future. A focus on every teacher having shared responsibility in leading improvement for every student has cultivated and to be sustained, utilising teaching and non-teaching expertise. Seeking feedback and consultation with our school community will continue to be integral, hence Community satisfaction theme captured.

Strategic Direction 1

Effective learning and teaching

Purpose

To ensure effective learning and teaching through stimulating and engaging learning environments underpinned by high expectations, reflective and collaborative practices and differentiation.

Improvement Measures

Increase in the percentage of students achieving and exceeding expected growth in NAPLAN reading from 56% to 64% by 2020

65% of students in K-2 meeting or exceeding expected reading levels, with a 2% increase each year after.

PLAN 2 data monitoring and tracking indicates a shift in at least one level across literacy and numeracy for a year's learning for all students.

Increase in the overall number of students performing in the top 2 bands in

Year 5 Reading - 25%

Year 5 Numeracy - 15%

Year 3 Reading - 32%

Year 3 Numeracy - 25%

Every teacher uses data to inform and differentiate their teaching and learning by tracking student progress on the learning progressions.

All teachers embed explicit, systematic and balanced pedagogies and engage students in modelled, guided and independent learning.

100% of teaching and learning programs show evidence of data-driven practices to support students achieve individual learning goals.

Progress towards achieving improvement measures

Process 1: Establishment and sustaining of whole school systems for performance and development through the Professional Learning Community model with a collective formative assessment focus underpinned by Instructional Leadership.

Evaluation	Funds Expended (Resources)
<p>Collectively, four TLC Meetings were implemented, covering the eight interrelated themes of What Works Best 2020 Update, CESE Research. Teachers engaged in a minimum of two Peer Observations, involving observation of practice, observing the practice of others and giving and receiving feedback.</p> <p>The Peer Observation sheet was revised to address teacher quality in alignment to the eight evidence-based themes in practice, reflective of our student learning needs.</p> <p>The TLC will be sustained in 2021.</p>	

Process 2: All K-2 teachers engage in literacy professional development, forming part of our commitment and engagement in the Early Action for Success (EAfS) initiative.

Evaluation	Funds Expended (Resources)
Sustained coaching and mentoring through IL to Support Teachers and Early	\$192 000

Progress towards achieving improvement measures

Career teachers in using evidence-based literacy and Focus on Reading practices. Emphasis on Effective Reading Instruction in the Early Years of School.

\$35 000

Release of a teacher once a week to support colleagues in using goal setting conferencing in alignment with the Learning Progressions and Teaching and Learning Cycle.

Instructional Leader engaged in refresher/updated course on the Big Six Framework to share with staff in Term 3. An extended TPL session to enable teachers to engage in online learning, developing their knowledge and skills in Phonological Awareness and the Big Six Framework of Deslea Konza's research was actioned.

New Phonological Awareness Diagnostic Assessment Tool trialled with five students across Year 1, as a tool to identify student point of need, with data transferred directly over to PLAN2/ALAN. Voluntary professional learning provided to staff, as required.

Focus on improving Year 1 reading performance in place, based on analysis of data. Increased teacher support in Year 1 through RFF teacher at the beginning of Term 3. A 0.52 Effect Size evidenced at the end of Week 10 Term 3, with a collective average five level gain.

In addition to our embedded practices, our school's reading pedagogical practices were shared with colleagues beyond the school.

Process 3: Students identified at not reaching minimum benchmarks in Numeracy are targeted for individual support through the Targeted Numeracy Support Program.

Evaluation	Funds Expended (Resources)
<p>Partnership with Learning Links sustained, with the intent of rolling funds over until 2021 as program was unable to be implemented this year, due to pandemic.</p> <p>Dual Teaching model sustaining effectively, with high levels of collaboration evidenced between teachers to progress students, including those working below, and those below, same-aged peers.</p> <p>Through instructional leadership, teachers were supported in embedding evidence-based practices, using student assessment data, to inform pedagogy using inquiry-based conversations during data conversations. Job-embedded learning provided, with coaching and mentoring to build teacher quality to enhance our student performance.</p> <p>Two conversations within stage teams across K-6 to analyse student Spelling and Numeracy external assessment data (Scout NAPLAN and Check-in Assessment, were actioned, giving a collective consensus in future directions.</p> <p>PLAN2 Data updated at the end of Week 10, K-6, with a whole school focus on the sub-elements of Understanding Texts, Fluency, Additive Strategies, Multiplicative Strategies and Measuring Time.</p> <p>PLAN2 data indicates all cohorts are working at or above indicators mapped to the NSW English and Mathematics Syllabus.</p> <p>SENA data recorded on PLAN2, as required to confirm professional judgements.</p> <p>Words Their Way Data entered into Student Database, with all staff completing by the end of Mid Term 4.</p>	<p>Learning Links funded by Bennelong Foundation</p> <p>\$325 000</p>

Progress towards achieving improvement measures

Year 3 and Year 5 completed the Check-in Assessments, with the data utilised to inform our Situational Analysis.

Process 4: Personalised Learning Plans are devised to deliver adjusted learning and teaching to meet individual student needs.

Evaluation	Funds Expended (Resources)
PLPs and IEPs sustaining implementation with a focus on adjustments and modifications to support student improvement and access to curriculum.	Funding expended to support collaboration time to develop PLPs.
Learning and Support Team review PLPs/IEPs in consultation with classroom teachers and School Counsellor as students needs change.	\$3 500
School Chaplaincy timetabled revised to support student needs, and Rock and Water program sustained.	\$32 000
EAL/D review conducted, with timetabling adjustments enacted in Term 4 to increase support to Early Stage 1.	
Further to this, student-centred goal setting conferencing was expanded, with one expert teacher released one day per week to share strategies to enact this visible learning practice. Students work in groups of 3 - 5 to be explicitly taught goals at their point of need against the Learning Progressions and NSW Syllabus.	

Process 5: Tailored and ongoing professional development opportunities provided to increase teacher understanding of the NSW English and Mathematics Syllabus.

Evaluation	Funds Expended (Resources)
All teachers enrolled and completed online myPL course on Phonological Awareness effective reading course to develop their knowledge of the Big Six Framework of Deslea Konza's research.	Expenditure on staffing and professional learning
Instructional leadership building the capacity of teachers through job-embedded, daily tailored professional development, including the effective use of visible learning practices of Learning Intentions and Success Criterion, and formative assessment to address NSW Syllabus requirements. All teachers provided tailored and targeted support to improve in areas of need, to support student betterment. Teachers seeking and receiving feedback and support, including support to students with learning difficulties, disability, high potential or EAL/D needs. Sustained support in analysing data and mapping students to build teacher capacity in the Learning Progressions.	Approx \$42 800
Voluntary Professional Development course implemented in Week 4 to support teachers implement the new Phonological Awareness Diagnostic Assessment tool.	
Observations of practice by Early Career teachers of their more experienced peers supporting their practices. Induction programs sustained to support Early Career and new staff.	
Sustained and wide-spread implementation of visible learning practices of student conferencing led through a teacher leader driving this work, working in classrooms to model, and developing student assessment folders which teachers action with students. Consultation with IL to develop resources to share with staff.	
Modules 2 and 3 completed the Resolve, Academy of Science team, with the Rapid Action Plan on track, adopting a Teaching and Learning Sprint approach to build the capacity of colleagues engaged, and to action into their classroom practice.	

Progress towards achieving improvement measures

Two teachers supported in their working towards Proficient Teacher accreditation with the IL. IL provisioning support in accreditation maintenance as requested. HAL Network meeting implementing, capturing participants within and beyond the school and network.

All teachers engaged in a Collaborative Planning Day, focused on analysing student data to determine Semester 2 report indicators, aligned to the NSW Syllabus, building their collective understanding of the curriculum, across all subject areas, including a focus on English and Mathematics.

Process 6: All teachers, K-6, administer formal assessment practices through the Fountas & Pinnell Benchmarking systems and Words Their Way Spelling inventory each semester.

Evaluation	Funds Expended (Resources)
<p>100% of staff implemented school-based assessments, with the data utilised to inform student learning point of need, and school improvement measures for 2021. A further focus on understanding Words Their Way was determined, with a whole school seminar planned for Staff Development Day, 2021.</p> <p>91.7% of students improved, when measured against the same levelled Words Their Way inventory, across years 1 - 6. No inventory was administered in Kindergarten in Semester 1. The Effect Size of each cohorts total scores are: Kindergarten - 3.28 (based on a zero baseline); Year 1 - 0.84, Year 2 - 0.76, Year 3 - 0.54, Year 4 - 0.36, Year 5 - 0.79 and Year 6 - 0.88.</p> <p>Fountas and Pinnell data evidences most students met or exceeded the school-determined targets, as follows:</p> <p>READING</p> <p>Two internal measures are utilised: Fountas and Pinnell Benchmarking System and PLAN2 (Fluency and Understanding Texts Learning Progressions).</p> <p>At the end of Term 4, our Fountas and Pinnell Benchmark assessment indicates the following, comparative between Semester 1 and 2, 2020.</p> <p>Kindergarten - 66% at or above Level D Student overall growth: Collective average of three levels</p> <p>Year 1 - 49% at or above Level J Student overall growth: Collective average of five levels</p> <p>Year 2 - 74% at or above Level M Student overall growth: Collective average of three levels</p> <p>Year 3 - 78% at or above Level P Student overall growth: Collective average of two levels</p> <p>Year 4 - 86% at or above Level S Student overall growth: Collective average of two levels</p> <p>Year 5 - 58% at or above Level V Student overall growth: Collective average of two levels</p> <p>Year 6 - 42% at or above Level Y Student overall growth: Collective average of one level</p>	

Process 7: Evidence-based practices are embedded K-6 to support student performance in spelling through Word Study (K-2) and Words Their Way (K-6).

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>Ongoing coaching and mentoring of teachers to develop high impact literacy and Guided Reading with Word Work, to support student progress. A focus on phonological awareness, phonics and vocabulary a focus in K-2, using Best Start (K) and PLAN2 (1-6) to make informed pedagogical decisions.</p> <p>Data Chats focus on student point of need, with mentoring implemented to support teachers plan online/offline and face to face word study practices, since beginning of the year.</p> <p>All staff to participate in two refresher Teacher Professional Learning sessions at the beginning of the school year to assist classroom teachers with implementing the word inventory and setting up of the words their program within the classroom.</p> <p>Resources were shared with staff and stored on the intranet for staff access based on undertaking the inventory and grouping of students, and effective use of resources in quality classroom practice.</p>	\$6 300

Process 8: All teachers contribute to the development, compilation and implementation of active school wide Data Walls

Evaluation	Funds Expended (Resources)
<p>In Mathematics, the Data Wall evolved to include two areas on identified areas of need, being Multiplicative Strategies and Measuring Time. Progression posters were developed with examples of student learning to support student and teacher understanding.</p> <p>In Literacy, the Data Wall evolved to reflect the reading levels with the classroom using the Fountas & Pinnell benchmarking levels, as well as the Understanding Texts data from PLAN2 as a result of feedback from staff at the end of 2019.</p> <p>The determined four focus areas were discussed and shared with staff based on consultation, driving teaching and learning directions, and in student conferencing with every student to determine learning goals to enable them to attain the next level on the Learning Progressions.</p>	

Next Steps

Through robust conversations and analysis of whole school data sets, we determined that the following initiatives would be pivotal in our future directions:

- * Sustain and expand student goal-setting conferencing K-6, with a focus on Visible Learning practices
- * Embed a collective focus on improving student performance in reading and numeracy
- * Expand student opportunities to engage in problem solving, in particular multi-step problems, to be assessment ready
- * Sustain collaborative planning days to determine report indicators, and backward map learning and teaching
- * Embed quality teaching practices that are framed around the What Works Best 2020 update, to enhance student performance and increase number of students achieving in the top two bands.
- * Sustain the Teacher Learning Community (TLC), data-driven practices and engagement in professional development to support our whole school improvement.

Strategic Direction 2

Effective student engagement

Purpose

To ensure that every student is empowered with the social, emotional and physical skills to succeed in school life and beyond. Students will be engaged in meaningful, challenging and innovative learning experiences that significantly improve educational outcomes.

Improvement Measures

Increase the number of students who attend school 90% of the time.

Progress towards achieving improvement measures

Process 1: Engage a range of innovative technologies to increase student's ability to collaborate, reflect and share their learning journey with their peers and the community.

Evaluation	Funds Expended (Resources)
<p>The STEM kit was booked and arrived as planned, with teachers implementing as an optional learning and teaching experience.</p> <p>As a result of the STEM kits, students became more familiar with the process of coding through the effective implementation of the new NSW Science and Technology Syllabus embedding coding authentically. The Instructional Leader supported teachers in using Ozobots and developing digital modes of learning using coding aligned to the Syllabus.</p> <p>Stage 3 successfully integrated the teaching of multi-modal texts across the curriculum, with students regularly producing increasingly complex texts.</p>	STEM Kits, NSW DoE. Cost Nil.

Process 2: Introduce regular positive incentives for attendance.

Work with all stakeholders to increase early identification of students with attendance of concern by developing clearly defined referral systems.

Develop a variety of communicational platforms to increase the community's understanding of the importance and benefits of regular attendance.

Evaluation	Funds Expended (Resources)
<p>There was time allocated time in the school timetable for attendance monitoring, with systems in place to follow up attendance matters with immediacy, including phone calls home or house visits to those with high levels of absenteeism.</p> <p>Our Gold Badge criteria was reviewed and revised to include attendance.</p> <p>58.3% of students attended school at or above 90% of the time. over the 2020 school year.</p> <p>During Term 2, Learning From Home was closely monitored, including the return to on-campus learning. A total of 71.3% of students attending at or above 90% of the time was attained for Term 2, 5.8% above the State Average. A strong focus on the learning continuing was achieved.</p>	Consultation meetings planned with HSLO

Progress towards achieving improvement measures

Process 3: Implement and support a school wide positive program that develops student's social and emotional skills.

Develop a growth mindset philosophy within all stakeholders of our school community to strengthen and develop the confidence of our students when exploring new educational concepts.

Evaluation	Funds Expended (Resources)
<p>Social and emotional aspect of the newsletter initiated through Mrs E.</p> <p>Powerful Conversations delayed until 2021. Cyber Safety taught at a classroom level in Stage 3.</p> <p>All classrooms display resilience posters and students are able to articulate what resilience means.</p> <p>During Learning From Home, systems were put in place such as Google Classroom and a student intranet site to ensure students sustained connections to their peers, learning and school. Videos were developed by stage teams to further connect to student during the Learning From Home period.</p> <p>A student contract was developed to support students in using digital technologies in a responsible, respectful and ethical manner, along with cyber-safety programs embedded into classroom practice through the NSW Science and Technology and PDHPE Syllabus.</p> <p>All students were afforded the opportunity to attend Life Education, with this year involving the Life Education van visiting our school.</p>	<p>Life Education incursion subsidised \$800</p>

Process 4: Utilise the student wellbeing framework to make informed school decisions.

Promote and support data driven PBL expectations across the school. Communicate the school wellbeing policy to all stake holders within the community.

Evaluation	Funds Expended (Resources)
<p>Parents understand the purpose and expectation of students to receive the Gold Badge award, with the new criteria shared through the school newsletter.</p> <p>Gold Badge criteria expanded to include Homework and Attendance expectations, in keeping with our high expectations culture. Students who attained their Gold Badge were rewarded with a trip to Sydney Zoo in Term 4.</p> <p>Revitalisation of Mrs E within the school intended, prior to COVID-19.</p> <p>A reviewed Mrs E reporting form was drafted and ready for students to utilise to communicate with Mrs E.</p> <p>Scripture program sustained with changes, including introduction of Sikh SRE. Catholic SRE providers paused their services in response to COVID-19. It is anticipated they will resume in 2021, in accordance to advice and consultation with our school.</p> <p>As measured against the Wellbeing Framework for Schools Self-assessment tool,</p> <p>In the theme of 'Connect', our students have positive and respectful relationships with each other, their teachers and the community.</p> <p>In the theme of 'Strive', our students strive toward and achieve meaningful goals.</p>	<p>\$12 600</p>

Progress towards achieving improvement measures

In the theme of 'Thrive', our school has high expectations for every student.

In the theme of 'Enabling Environment', our students are recognised, respected and valued.

Process 5: Continue to refine the school's performing arts groups.

Implement a new sports program where students are highly engaged and participation is maximised. The program will specifically target the student's fundamental movement skills in modified games and skill sessions.

Access professional coaches to support the skill development of students.

Evaluation	Funds Expended (Resources)
Fit Futures were employed to explicitly teach students a range of sporting skills on a weekly basis for two terms. Teachers applied the extra release time with Fit Futures to gather and analyse data to improve student learning. All classes across K-6 engaged in a Sport program, with a focus on Fundamental Movement Skills.	\$32 000

Process 6: Students demonstrate higher order thinking skills and the ability to collaborate and construct solutions to real life problems in a dynamic classroom environment.

Evaluation	Funds Expended (Resources)
All classroom teachers planning activities and allocating time for students to explore real life mathematical problems. Students regularly use the language of Working Mathematically and are engaging in challenging activities. Differentiation is commonplace in English and Mathematics. One Early Stage One and two Stage 2 classrooms were equipped with future-focused flexible furniture. Due to COVID-19, our Music Program was adapted to meet NSW Health Regulations. External performance opportunities were ceased. All students were engaged in a Musica Viva interactive incursion.	\$36 300

Next Steps

Through robust evaluation, looking forward our Situational Analysis will have a stronger focus on increasing student sense of belonging, as evidenced through the Tell Them From Me survey.

Student wellbeing and student voice in school decision making, and teaching and learning, were identified through feedback and research as key areas for improvement, to form integral in our 2021-2024 Strategic Improvement Plan, to further amplify student agency.

Supporting Aboriginal and Torres Strait Islander students achieve their full learning potential will continue to be schoolwide priority.

Student goal-setting conferencing will sustain and expand, with a focus on giving targeted feed-forward feedback and setting challenging goals to progress students.

Our school Merit Reward system will sustain, including our Gold Badge acknowledgement.

Strategic Direction 3

Effective community partnerships

Purpose

To build a strong community connection with outside agencies and increase community and parent participation in school life. Allowing our students the opportunity to succeed and become highly confident and empowered citizens.

Improvement Measures

Increase parents understanding of how students learn and the importance of student development through school/parent relationship.

Increased effectiveness of community partnership and its effect on student engagement through qualitative and quantitative data.

Parent, staff and student surveys indicate support of positive school culture, inclusivity and respect.

Progress towards achieving improvement measures

Process 1: Engage parents and carers in developing a deeper understanding of their child's education by participating in regular activities:

- * Meet the teacher sessions
- * Review Meetings
- * Parent teacher interviews
- * P&C activities
- * School activities
- * Information sessions

Evaluation	Funds Expended (Resources)
<p>PLPs updated and collected at the end of Term 4 by LST organiser.</p> <p>Reports sent home Friday 11/12/20</p> <p>Each Stage held their own Meet the Teacher information session. An average of 20 parents attended.</p> <p>Learning Links parent training was postponed, as the program was no longer able to occur. Twelve students were able to engage in the pre-testing at the beginning of the year.</p> <p>PLPs were completed for all students with learning needs, integration funding and OOHC, and updated ongoingly.</p> <p>Kindy Orientation engaged students and their families in:</p> <ul style="list-style-type: none">- Two 1 hour sessions- Two 1.5 hour sessions- One coffee session with parents to build relationships- One 20 minute zoom session introducing key school staff, how parents can assist their children in preparing for school and information relating to what school life is like. 14 families joined the zoom session.	<p>Casual relief for PLP review \$1800</p> <p>Additional administration costs expenses for paper versions of Learning From Home packs during COVID-19 (\$8 900)</p>

Progress towards achieving improvement measures

95% of students attended at least one Kindergarten Orientation Day.

Parent-teacher interviews postponed due to COVID-19. Phone call meetings were encouraged instead.

Academic reports completed and distributed in Wk 3 Term 3, along with a final summative report provided, based on report indicators consultatively determined, in Week 9.

Our P&C Annual General Meeting saw a high number of parents attend. Due to COVID-19, P&C meetings were ceased. Consultation with the P&C executive sustained to support school decision making and evaluation.

As required, review meetings were conducted to support students with integration funding and/or Out of Home Care.

This year, one EAL/D parent with authorisation was engaged to run a Sikh Special Religious Education program, with nine students across K-2 undertaking this Scripture class.

Process 2: Communicate information and student achievements with school community using electronic media such as Facebook and the school website as well as through the school newsletter, noticeboard and notes.

Evaluation	Funds Expended (Resources)
<p>This term, more than ever before, all sources of communication have been utilised to ensure communication with parents/caregivers and students is clear regarding the transition to learning from home (due to Covid-19).</p> <p>During the Covid-19 pandemic: Communication occurs on a daily basis through each Stage's Google Classroom platform. Phone calls home occur on a regular basis to the families of students that are not completing set work on a regular basis while learning from home. Phone calls were also made to check on student and family wellbeing.</p> <p>New messenger system in place. Newsletter is now emailed to all families every fortnight.</p>	<p>\$2 700</p> <p>\$520</p>

Process 3: Establish a school self-evaluation survey for students, staff and parents that allows for informed assessment of school programs.

Evaluation	Funds Expended (Resources)
<p>Tell Them From Me survey actioned (Refer to Student, Parent and Teacher Satisfaction).</p> <p>Our ebs4 records are analysed to monitor, track and evaluate student behaviour, with evidence showing a 56.9% decrease in the number of negative referral notifications since 2019.</p>	

Process 4: Continue to build relationships with outside agencies such as Mission Australia, WSU to improve student outcomes and support our families.

Evaluation	Funds Expended (Resources)
<p>Playgroup and Learning Links postponed due to Covid-19.</p> <p>Connect Child and Family Services provided support to our school through developing Learning Packs and running an offsite playgroup which was attended by an average of six families at Monfarville Reserve, as part of our Kindergarten Transition program.</p>	

Progress towards achieving improvement measures

Mission Australia sustained their partnership, providing resources to run Rooby Roo's Birthday and Annual Read Day activities using virtual mode. One of our teachers also developed an interactive story, which was shared across the Penrith community alongside other community members, to connect to our preschool students and families.

Stage 3 students engaged in the First Foot Forward program with Western Sydney University.

Running program initiative was to be in put in place to complement a fun run to be held in community. This fun run was postponed due to Covid-19.

Education week activities to proceed internally with no community visitors, with annual traditional Open Day activities ceased. Celebration of student learning through videos were developed and placed on Facebook and the school website. A Buddy Reading picnic was put in place, along with a sausage sizzle, to celebrate Education Week and Book Character Day events.

Stage 3 classes visited Colyton High School to focus on science and supporting students in transitioning to high school life. This commenced in Week 2 Term 3 and continued throughout the term.

Canteen and Uniform shop sustained operation through parent volunteers, in accordance to NSW Health and DoE advice.

Process 5: Work across the school community to embed a positive culture and promote diverse cultures and to enhance understanding of indigenous perspectives.

Evaluation	Funds Expended (Resources)
<p>Sorry Day and Reconciliation Week celebrated in class.</p> <p>NAIDOC Week was postponed due to COVID-19. In November, NAIDOC Week was celebrated across the the whole school on one day. Classes learnt about one Aboriginal nation and completed activities around this nation. One Aboriginal staff member also shared a presentation to build Aboriginal lanuage, culture and perspectives into teaching and learning on this day.</p> <p>Executive staff introduced to the new AECG and NSW DoE partnership agreement, 'Walking together, Working together'.</p> <p>Remembrance Day assembly was held, however local RSL members were not invited due to COVID-19 restrictions.</p> <p>Parents were invited, in accordance to regulations, to attend the Year 6 graduation assembly. Presentation Day was split for K-2 and 3-6, to enable parent attendance at this event.</p>	

Next Steps

Due to COVID-19, our communication and engagement with families shifted, with virtual modes adopted for Education Week and Book Character Day.

Moving forward, increasing parent engagement in student learning, school programs and decision making is of high importance.

Learning Links funding has rolled over into 2021, which will see the Counting For Life program resume.

Expanding our community partnerships will be integral in 2021, including resuming our Playgroup and Mission Australia initiatives.

Establishing a school-based onsite Out Of School Hours service is also of high importance, through consultation and feedback attained from our school community.

Seeking parental feedback, aspirations and voice will also be a key initiative.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading		Funds were expended to employ a Speech Pathologist, improving student expressive and receptive language skills through both whole class and targeted small group approach.
English language proficiency	Staffing allocation to support EAL/D students.	<p>Employment of a staff member to deliver targeted teaching and learning to EAL/D students, focused on evidence-based practices, alongside the ESL Scales and ACARA EAL/D Learning Progression.</p> <p>EAL/D Teacher supported by the Instructional Leader to embed high-quality, evidence-based pedagogy in developing students at relevant English language proficiency level.</p>
Low level adjustment for disability	<p>Staffing allocation to employ SLSOs</p> <p>Timetabling to enable collaboration and consultation time</p>	An investment of time was allocated each term to enable classroom teachers to work consultatively with the Learning and Support Coordinator and parents in developing Personalised Learning Plans (PLP) (Individual Education Plans). School Learning and Support Officers employed to lead the delivery of the PLPs in classrooms with identified students.
Quality Teaching, Successful Students (QTSS)	<p>Investment of funding for staffing</p> <p>Dual Teaching system of practice</p>	<p>Professional learning provided to staff, including Dr Adam Fraser's Wellbeing course.</p> <p>Students benefited from high quality teaching and learning practices that best meet the full range of student needs.</p> <p>Dual Teaching model implemented to enable intensive targeted in-class support to address Reading and Working Mathematically student performance outcomes.</p>
Socio-economic background	<p>Expenditure of funds to support students engage in Learning From Home.</p> <p>Chromebooks provided to families to undertake Learning From Home.</p> <p>Employment of casual teachers to support teachers during Learning From Home.</p> <p>Student Assistance funding sustained, and expended as required.</p> <p>School Chaplain employed through school-funded initiative.</p>	<p>Due to COVID-19, incursions were provided, including 'Bug Houses', online Musica Viva and STEM Kits ordered (Ozobots).</p> <p>Additional costs incurred to provide printed materials to support Learning From Home.</p>
Support for beginning teachers	Fit Futures engaged. Additional 1 hour per week for two terms.	<p>Additional time allocated for teachers to engage in professional learning and/or data-analysis to target individual student learning needs.</p> <p>Beginning teachers provided additional time,</p>

Support for beginning teachers	Fit Futures engaged. Additional 1 hour per week for two terms.	working in close consultation with the Instructional Leader and supervisors to build teaching capacity, and evidence towards attaining Proficient Teacher Accreditation status.
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Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	125	146	154	156
Girls	159	167	172	165

Student attendance profile

School				
Year	2017	2018	2019	2020
K	90.1	89.8	91.7	89.2
1	93.5	88.1	91.8	89.6
2	92.4	93.2	89.9	89.2
3	91.5	91.7	90.8	90.6
4	90.9	90.2	90.1	88.6
5	90.4	90.9	90.3	90.6
6	89.8	89.5	93.6	87
All Years	91.3	90.4	91.1	89.2
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)	3
Classroom Teacher(s)	11.89
Literacy and Numeracy Intervention	0.63
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.8
School Administration and Support Staff	2.92

*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.

During 2020, our school sustained its strong focus on student learning and teacher quality, with professional learning completed through both face to face and digital modes.

With Learning From Home actioned, professional learning included developing teacher skills in digital technologies, such as Google Classroom to support students and families effectively so learning could continue.

Teachers completed NSW Department of Education Learning 'On Demand' courses in areas that met their own student and professional needs. The Instructional Leader also provided responsive professional learning in using Google functions to develop quality learning experiences and assessments using digital technologies.

Collaborative stage planning days were implemented to enable stage/grade teams to map syllabus indicators and assessments for Semester 1 and 2 teaching and learning, and summative reporting. Backward mapping of learning and teaching was pivotal in this process, with the indicators displayed in classrooms to support student attainment of high levels of achievement through Visible Learning. This practice will sustain in 2021.

All teachers received school-based training by capturing staff expertise in Words Their Way strategies, which teachers could apply with immediacy into practice. Further training is planned for 2021 to ensure consistent schoolwide practices are undertaken.

Our Teacher Learning Community (TLC) continued successfully, with one session led by the leadership and following three by teacher leaders, framed around the What Works Best 2020 Update.

This year we engaged in two key action research projects:

- 3 Rivers 4 Learning, enabling the leadership team and teacher leaders to delve deeply into our school systems to identify, understand and share areas of innovation through collaboration, research and inquiry.
- Resolve Academy of Science, 5+2 practices, with Teaching Sprints, trialling of innovative practice based on evidence-informed best practices in Mathematics and collaborative reflective practices enacted for student and teacher betterment.

Voluntary Teacher Professional Learning was provided for all staff as needed in Accreditation, Phonological Awareness Diagnostic Assessment tool, and Designing innovative and engaging lessons with Google Slides, to support their students and own professional growth.

Instructional Leadership was sustained, with mentoring and coaching enacted to strengthen teacher quality, along with data chats to plan learning responsively at individual student point of need. A focus was on delivering high-quality practice through reflective, job-embedded learning using data-informed, evidence-based pedagogies to raise student performance and goal attainment.

In Term 1, the Leadership team shared best practices and expectations for Visible Learning, paving the way for Learning Intentions, Success Criterion, goal setting, explicit teaching and formative assessment to be reignited as a schoolwide practice.

In Term 2, Teacher Professional Learning included a stronger focus on assessment and data-analysis at a school and cohort level. This included a seminar led by a teacher expert in Science and Technology to embed inquiry-based planning and assessment practices. We also worked collaboratively to develop report comments to identify important learning, assessment ready strategies, effective use of the Learning Progressions and Working Mathematically, further building teacher capacity to increase student progress.

During Term 3, all teachers engaged in Effective Reading: Phonics online course, including one session forming a twilight session, to build whole school capacity in best practices for teaching learning to read strategies. We developed a school report on our K-6 reading practices, which was shared with schools across the network.

Members of the Leadership team engaged in professional learning to support the new School Excellence in Action model, in readiness for Strategic Improvement Planning.

COVID-19 raised a need for an increase in staff engagement in wellbeing seminars, including all staff participating in a school-funded session by Dr Adam Fraser, to support staff during the Learning From Home period.

Our student conferencing system of practice was expanded, with one teacher expert released one day per week to share goal setting conferencing practices, coined 'The Movement', gradually disseminating schoolwide, with high impact evidenced. Premised on Visible Learning, this will be sustained in 2021, at the core of our 2021-2024 Strategic Improvement Plan.

New NESA Accreditation systems were shared, and all Support Staff received professional learning in the National Literacy and Numeracy Learning Progressions and PLAN2.

All staff completed mandatory compliance training as available, with five teachers undertaking face-to-face CPR training, in accordance to NSW guidelines.

100% of teachers completed a Performance and Development Plan.

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	960,050
Revenue	3,423,270
Appropriation	3,393,686
Sale of Goods and Services	1,200
Grants and contributions	27,570
Investment income	813
Expenses	-3,476,959
Employee related	-3,105,058
Operating expenses	-371,901
Surplus / deficit for the year	-53,689
Closing Balance	906,361

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	13,081
Equity Total	572,465
Equity - Aboriginal	19,766
Equity - Socio-economic	312,190
Equity - Language	50,196
Equity - Disability	190,314
Base Total	2,383,701
Base - Per Capita	78,404
Base - Location	0
Base - Other	2,305,297
Other Total	390,082
Grand Total	3,359,330

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.

In response to COVID-19, Check-in assessments for Year 3 and 5 were administered statewide. Our data evidenced:

In Year 3 Reading, 60.2% of students attained correct responses in the area of comprehension learning.

In Year 3 Numeracy, 60% of students attained correct responses in the area of number sense and algebra.

In Year 5 Reading, 55% of students attained correct responses in the area of comprehension learning.

In Year 5 Numeracy, 48% of students attained correct responses in the area of number sense and algebra. 32.5% were able to use knowledge of positional value of numbers to multiply and divide decimals, 4.9% above the State Average, in Operating With Decimals Level 4.

Through collaborative data analysis, we collectively determined areas of improvement required, through improving teacher quality in assessment ready, evidence-based, practices:

Numeracy

Written multi-step problems, challenging student mathematical thinking through inquiry and productive struggle, visual/spatial practices.

Reading

Comprehension practices, inferential understanding, Phonics instruction and a Scope and Sequence of learning).

Writing

Deeper and widespread use of the seven steps to effective writing

With this analysis driving impact in teaching practice with immediacy this year, sustaining its momentum will be integral to our 2021 School Improvement Plan to have most students achieve in the top two bands for NAPLAN reading, writing and numeracy (Excelling, SEF).

Parent/caregiver, student, teacher satisfaction

Feedback was sought from students, teachers and parents/carers through the Tell Them From Me Survey, as part of our culture of whole school continuous improvement.

Based on the 'Student Outcomes and School Climate' Student Survey Report, students

- feel accepted and valued by their peers and by others at their school (75% School Mean)
- believe that schooling is useful in their everyday life and will have a strong bearing on their future (95% School Mean)
- try hard to succeed in their learning (94% School Mean)
- school staff emphasise academic skills and hold high expectations for all students to succeed (90% School Mean)
- feel good about my culture when I am at school (91% School Mean)
- try to improve (93% School Mean).

Based on the 'Focus on Learning' Teacher Survey Report, teachers,

- work with school leaders to create a safe and orderly school environment (91% School Mean)
- discuss learning problems of particular students with other teachers (93% School Mean)
- set high expectations for student learning (95% School Mean)
- discuss the learning goals for the lesson in most lessons (87% School Mean).

Based on the 'Partners in Learning' Parent Survey Report, parents/carers indicated that,

- someone in their family encourages their child to do well at school (88% School Mean)
- teachers expect my child to work hard (75% School Mean)
- my child is clear about the rules for school behaviour (80% School Mean).

Our school analysed, interpreted and shared the feedback with the whole school community, determining our future directions, with a focus on improving student sense of belonging and challenging learning goals in teaching and learning.

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.

Ensuring Aboriginal students attain their learning potential remained a priority for our school.

100% of Aboriginal and Torres Strait Islander students consultatively with their teachers and families in developing and implementing a Personalised Learning Pathway.

The Walking Together, Working Together NSW AECG renewed Partnership Agreement with the NSW Department of Education was introduced into a school through the Aboriginal Education Team, raising staff awareness to ensure that every Aboriginal child and young person in NSW achieves their potential through education.

Our NAIDOC celebrations were enhanced through capturing the expertise of a staff member, sharing their own Aboriginal cultural knowledge, background and heritage to bring Aboriginal histories, language and perspectives across K-2.

Welcome to Country and Acknowledgement of Country Guidelines and Protocols for NSW Public Schools are embedded in every event led by Aboriginal students, recognising the Gomerrigal-Tongarra and Darug people as the first people of the local area within the Eora Nation.

HSIE Programs embed intercultural understandings into teaching and learning programs, recognising Aboriginal people as custodians of this land and ensuring that respect for Aboriginal cultures is promoted, in consultation with advice through the Aboriginal Education Consultative Group.

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.

Our school complies with the NSW Department of Education Anti-racism Policy, Anti-racism Advice for Schools, Behaviour Code for Students and the Wellbeing for Schools Framework. We establish a culture where inclusion, equity and collaboration thrives.

Our schoolwide K-6 ethos and Positive Behaviour for Learning promotes respectful, positive relationships across the community.

We firmly believe that no student, employee, parent, caregiver or community member should experience racism within the learning or working environment.

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.

Our school sustained a staff member in the role as Anti-Racism Contact Officer.

During 2020, we employed a staff member to support teaching and learning of students with an English as additional language or dialect (EAL/D) background, aligned to their phase of English language proficiency.