

# 2020 Annual Report

## Yarrawarra Public School



4298

# Introduction

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

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

## School contact details

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## Message from the principal

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Yarrawarra Public School is a future focused, dynamic educational setting where students are highly engaged and enjoy an environment where we learn, play and grow in partnership with our supportive community. 2020 had its fair share of challenges, however, we have shown great resilience and I am so proud of our supportive school community. It was a year unlike any other, one that despite social distancing, has somehow managed to bring us together. My absolute deep-felt thanks to our wonderful parent and community body who have supported us despite all the challenges we have faced. 2020 was the third year of our planning cycle, culminating in a very successful External Validation process. We are pleased with the progress we have made towards achieving our school's goals in alignment with the School Excellence Framework and we are excited to be planning for a new strategic improvement planning cycle. It is with pride and great pleasure that I lead this wonderful school as principal.

This year we have commenced a shift in the way that we teach reading and numeracy, backed by our external validation, situational analysis and the most current evidence-based research. Our students have loved our new teaching program; The Morning Routine and their vocabulary and schema have been strongly built, laying a great foundation for the programs we will run in 2021. We look forward to sharing more about our evidence-based programs with you early in 2021.

Student wellbeing is always a priority at Yarrawarra Public School and we have been fortunate to land an expression of interest for 2021 in the program titled "Got It". Got It will provide our staff and community with professional learning opportunities to increase our understanding and skills in supporting students' emotional wellbeing and mental health. We will provide more information in regards to this in the new year. Mrs Linda Greening and a team of staff have also been working on bringing the "Be You" program to YPS. These initiatives coupled with our already established CARE groups and Positive Behaviour for Learning will ensure that student wellbeing is well catered for and prioritised at Yarrawarra in 2021.

Our amazing arts programs are always a real highlight for me. The dance performances this year, whilst mainly delivered virtually, have been an outstanding demonstration of the talents we have here at Yarrawarra. Covid has not dampened our dancers' spirits and I have been proud of Miss Emma and Mrs Wood who have continued to showcase our students and provide these fantastic opportunities. It is with deep sadness that we say goodbye to Miss Emma Pauul who has brought the amazing dance program to YPS for the past 11 years- her skills and talent have been truly valued and we thank her for her many years of service to our school. We will miss you Miss Emma!

YPS is extremely fortunate to have such a hard-working and committed P&C. I thank everyone involved in continuing to bring great experiences and fundraisers to our school, despite the difficult year we have had. Events such as hot dog day, Mothers' Day and Fathers' Day gift stalls of course provide fundraising to purchase much needed resources for our students but are also outstanding in contributing to our sense of community. Congratulations to the P&C on another successful year and thank you for your commitment to our students and our school.

Year 6 - you have been a wonderful cohort and we know that you will carry the Yarrawarra spirit with you on your high school journey. Our prefect leadership team have done an amazing job in leading the student body - thank you for

leading the school with such passion, commitment and true care.

I could not be prouder of the students at Yarrawarrah. From the friendly greetings in the playground each day to how hard they work in class, they always strive to uphold our REACH values of Responsibility, Excellence, Acceptance, Cooperation and Honesty. So many of our students have proudly represented themselves and Yarrawarrah this year in various fields from sports, to public speaking, to the arts - we are extremely proud of you all and you are to be congratulated.

A school simply does not operate without the dedication of exceptional staff. So to my teachers, executive, SAS staff, GA, and Counsellor - I sincerely thank you. Thank you for all that you do for the students and community of Yarrawarrah. Thank you for not only pulling through, but exceeding my expectations in a year that has been unprecedented. You are deeply valued and our students are lucky to have you.

In closing, thank you to my Yarrawarrah Public School family for another great year. It is an honour to be principal of this beautiful school and I am looking forward to the many exciting events and learning opportunities already being planned for 2021.

Thank you all for your contributions to our beautiful school this year. May you have a relaxing summer break and all the best for another great year in 2021!

Kyleigh Nash

Principal

### Message from the school community

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A brief P&C report for the year 2020. Firstly, your P&C executive committee is led by myself Carlie Stephenson, Beth Barclay and Jo Moore as vice-president, Sara Long as secretary, Nicole Zantiotis-Roberts as treasurer and many other P&C members. Behind the scenes these committed people continue to do an amazing job.

What a Challenging year it has been with the pandemic making most events and fundraising difficult but with the creativity of our fundraising coordinator we have been able to undertake some fundraising events this year.

The P&C also operates the canteen and uniform shop which services the students of Yarrawarrah Public School and also brings in funds to the school. Both of these are coordinated and run solely by volunteers and to all who have been involved this year we thank you. The canteen, uniform shop and fundraising has raised approximately 12 thousand dollars this year.

All events and fundraising would not be possible without the hard work of volunteers big or small, support from families, the community, teachers and office staff for this we thank you. If each family volunteered once a term then all the fundraising events and canteen would be covered, allowing us to raise funds that can be used to purchase equipment and resources for the school.

Thank you to the teachers for their hard work and dedication through the pandemic so our children were able to continue to learn and experience many fun events at school whilst working around the COVID guidelines. We are very lucky at Yarrawarrah Pubic School to have such dedicated and passionate staff involved with our children's education.

This year we have seen the start of the upgrade to the front of the school and hopefully see the start of the upgrade to the back oval in the Christmas holidays. This year we have given a total of \$61,546 to the school for various resources including handwriting books, decodables, printers, Sound Waves, Commboxes and study novels just to name a few.

Next year we will work with the principal and teaching staff to enhance the resources and education provided to the students and hopefully see the completion of the back oval. Our P&C will continue to support the school to provide a standard of education and facilities to our children that would not otherwise be available if we were to rely solely on Government funding.

I would like to encourage all families to be involved with the P&C so that new ideas can be brought forward and that your voice can be heard with the education that is being provided to your children. The annual general meeting and 1st P&C meeting will be held on the 8th of February 2021, so please make a note in your diaries and we invite all to attend. All P&C roles will be made available and we encourage you to consider taking on a role. P&C meetings are now being done virtually making access easier for all families.

Before I finish, we would like to thank 7 people who are leaving the school and have been involved with the P&C for many years and have contributed many hours volunteering for various roles and jobs. These people have been the foundation of the P&C for many years.

Karen Ezzy has been involved with the P&C for the last 7 years taking on fundraising coordinator for 4 years and vice president for 2 years. Karen also organized, coordinated and ran the 50th anniversary fete and dinner just last year. Thank you Karen.

Phillip Ezzy has been a member of the P&C for the last 7 years. Phillip has been the coordinator of the Fathering project here at Yarrawarra Public School for the last 4 years and enabled our school to be the 1st school in the state to run such a program. This has allowed our dads to feel supported, connected and involved with each other and with their children's education. Thank you Phillip.

Cameron Wheatley has spent many hours on the BBQ here at Yarrawarra Public School and has been involved with the P&C for a total of 10 years and has been canteen coordinator for 6 of those years. Thank you Cameron.

Kimberly Wheatly has been involved with the P&C for 10 years supporting Cameron with the coordination of the canteen and taking on the role of Vice President for a couple of those years. Thank you Kimberly.

Beth Barclay has been a part of the P&C for the last 7 years. Beth has never missed a P&C meeting in this time. In the 7 years Beth has been Secretary for 5 years and Vice President for one year. Thank you Beth.

Gary Nickless has been media manager for the P&C for the last 6 years as well as assisting Phillip with the fathering project. Thank you Gary.

Nikki Cousins has been involved with the P&C coordinating and running 2 earlier fetes. Nikki has also been an MC at our fetes and anniversary dinner. Thank you Nikki.

To the graduating families thank you for your contributions over the many years you have been a part of Yarrawarra Public School and we wish you all the best with your next journey in your child's education.

Lastly, we would also like to take this opportunity to thank you again and we look forward to working with you all in the new school year.

## School vision

To create and maintain a future focussed, dynamic educational setting with high academic aspirations where all contributions are valued in an environment where we learn, play and grow in partnership with our community.

## School context

Yarrawarrah Public School is a progressive school with the friendly atmosphere of a country school. The student population of approximately 300, work and play together as a cohesive K - 6 unit. The core values: Responsibility, Excellence, Acceptance, Cooperation and Honesty (REACH) underpin all that we do and are embedded into our three school rules: Look after yourself, Look after each other and Look after our school. We make good use of our unique bush land setting to provide opportunities for students to engage in environmental and sustainability initiatives such as our veggie patch, chook run, native gardens and waste reduction programs. Committed experienced staff, with the support and encouragement of parents, strive to provide a quality education for all students at our school. Learning programs are offered that cater for a wide range of student abilities, talents and skills, always with the aim of developing the whole child.

## 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	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
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	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1

LEARNING - A strong focus on learning, the building of educational aspirations and insights for ongoing improvement.

### Purpose

To nurture and engage all students to become confident, creative and motivated individuals. To provide student-centred, innovative learning environments where every student's progress is monitored to ensure a year (or more) growth for a year's learning.

### Improvement Measures

Observations and reflection show increased use of flexible learning spaces and innovative teaching practices.

Wellbeing Assessment Tool and TTFM surveys show increased levels of students who are connected, thriving and succeeding.

Increased proportion of students in the top two bands in NAPLAN and overall data showing increased growth using internal and external measures.

### Progress towards achieving improvement measures

**Process 1:** Innovative Learning Spaces- Strategically plan and deliver student centred innovative learning environments reflecting future focussed learning strategies.

Evaluation	Funds Expended (Resources)
<b>Questions</b> N/A <b>Data</b> N/A <b>Analysis</b> N/A <b>Implications</b>  Due to COVID-19 and our oval (vege garden) being closed due to ongoing environmental issues. These milestones have been placed on hold.	

**Process 2:** Nurtured Supported Students- Implement a whole school, integrated approach to student wellbeing in which students can connect, succeed and thrive.

Evaluation	Funds Expended (Resources)
<b>Questions</b> <ul style="list-style-type: none"><li>• Do all Aboriginal and Torres Strait Islander students have a PLP?</li><li>• Were Care Groups re-established in Term 4?</li><li>• Have HPGE students been recorded on a school HPGE register?</li></ul> <b>Data</b> <ul style="list-style-type: none"><li>• Student PLPs</li><li>• HPGE register</li></ul> <b>Analysis</b>	

## Progress towards achieving improvement measures

- All Aboriginal and Torres Strait Islander students have a completed and functioning PLP. These PLPs have been consistently revised and updated throughout the year, in consultation with teachers, students and parents / carers. These discussions were held on Zoom due to Covid-19.
- Staff have begun to identify and record students on a school HPGE register. There has been PL conducted and meetings held with the school community to discuss these students and where to next.

### Implications

- Community BBQs will continue as an effective way to build cultural and community partnerships and connectedness and ensure that PLPs meet the students individual needs. Aboriginal educational programs will continue to be implemented across the school. Processes need to be tightened around tracking students and the sharing of information.
- More staff (HPGE members or SLSO) need to work with the HPGE co-ordinator to effectively implement the desired schedules and create programs that cater for the HPGE students.
- Care Groups were not conducted this year due to Covid-19 restrictions. Looking to implement them in 2021 as part of the YPS Way.

**Process 3:** TABS and Consistent Assessment and Reporting- Embed refined and consistent, whole school assessment strategies and practices into teaching and learning programs which enables student growth to be tracked and enhanced.

Evaluation	Funds Expended (Resources)
<p><b>Questions</b></p> <ul style="list-style-type: none"><li>• Have students participated and received explicit phonological instruction in reading?</li><li>• Have students engaged with and participated in Morning Routines?</li><li>• Have students increased their knowledge, understanding and skills in numeracy?</li></ul> <p><b>Data</b></p> <ul style="list-style-type: none"><li>• Tracking sheets</li><li>• Assessment Grades on reports</li><li>• Summative and formative assessment</li><li>• Teaching and Learning Programs</li></ul> <p><b>Analysis</b></p> <ul style="list-style-type: none"><li>• Students K-2 have received and participated in explicit phonological instruction to increase students' knowledge and understanding of grapheme and phoneme correspondence. This has increased reading achievement in most students.</li><li>• All students have participated in the Jolly Phonics Grammar Program</li><li>• All students K-6 have engaged in 30 minute Morning Routine lessons each day to develop schema, vocabulary, sentence structure and grammar.</li></ul> <p><b>Implications</b></p> <ul style="list-style-type: none"><li>• Students will continue to participate and engage in explicit lessons in Morning Routine and phonological instruction to increase reading achievement and develop schema.</li></ul>	



## Strategic Direction 2

TEACHING - A commitment to effective, explicit teaching methods prioritising evidence based teaching strategies.

### Purpose

To provide a supportive environment that facilitates professional dialogue; collaboration; reflective practice and data analysis to inform teaching and learning. To ensure the school has high performing teaching staff whose capacities are continually built to ensure every student experiences high quality teaching.

### Improvement Measures

Lesson observations show improved use of evidence based effective teaching strategies and enhanced understanding of the Australian Professional Standards for Teachers.

Clearly defined systems and schedules continuously embedded in practice for data collection, analysis and use.

Teaching programs increasingly responsive to student data analysis and show evidence of targeted differentiated teaching to drive school wide improvement.

### Progress towards achieving improvement measures

**Process 1:** Quality Mentoring (Instructional Leadership)- Targeted delivery of instruction which improves teacher pedagogy resulting in innovative, collaborative and supported teachers.

Evaluation	Funds Expended (Resources)
<p><b>Questions</b></p> <p>Has a core program in English been developed?</p> <p>Have staff received professional development in Prime Maths and Spelling Mastery?</p> <p><b>Data</b></p> <p>Core programs uploaded to Google Drive</p> <p>PL register and sign on book</p> <p><b>Analysis</b></p> <p>Staff have received professional development in new core programs.</p> <p>Explicit and sequential programs have been purchased and prepared for 2021 to develop a consistent approach across the school K-6.</p> <p><b>Implications</b></p> <p>Core program is ready to commence in 2021. This core program will be continually refined, revised and updated.</p> <p>Prime Maths, Spelling Mastery and Get Reading Right Programs are ready to commence in 2021. These programs will provide a foundation for quality teaching and learning programs.</p>	<p>Professional development of staff in Prime Maths and Spelling Mastery.</p> <p>Purchasing of required resources.</p>

**Process 2:** Data Dialogue and Analysis - Implement a whole school approach to data collection, analysis and use.

Evaluation	Funds Expended (Resources)
<p><b>Questions</b> - Are staff utilising professional readings and online modules to improve pedagogy through the planning and implementation of Literacy and Numeracy programs?</p>	

## Progress towards achieving improvement measures

Have staff analysed PAT and Assessment check in data to identify strengths and weaknesses for future directions?

**Data** - Professional dialogue during staff and stage meetings has led to changes in pedagogy in the areas of phonics and reading.

Staff analysed in stage teams their data and reported back on focus areas for school improvement.

**Analysis** - Programs have been modified to reflect new strategies and skills acquired through readings and online modules.

Focused on identifying students at risk and referring them to the Last teacher to participate in targeted intervention programs.

**Implications** - Teachers capacity has been built in targeting Literacy and Numeracy focus areas for improvement.

Data will continue to be entered and analysed to triangulate data to inform teaching and monitor the progress of the school targets.

**Process 3:** Quality Literacy and Numeracy- Prioritise high quality, evidence based practises in teaching literacy and numeracy which are reflective of our school context. (Learning Sprints)

Evaluation	Funds Expended (Resources)
<p><b>Questions</b> - Are summative and formative assessments driving teachers programming cycle in literacy and numeracy?</p> <p><b>Data</b> - All staff set assessment tasks to gain an understanding of students progress.</p> <p><b>Analysis</b> - Programs were reviewed and modified due to feedback from assessment data. This data was discussed at a stage level and a whole school level.</p> <p><b>Implications</b> - Staff identified the need to change programs in Literacy and Numeracy to achieve our targets. These programs are evidence-based and recommended by our instructional leader. Summative and formative assessment will continue to drive these programs. These programs are taught explicitly and differentiated using the gradual release model.</p> <p>Moving forward to 2021, we are planning on implementing the following programs that will drive literacy and numeracy.</p> <p>K-2 Get Reading Right - Phonological instruction and Guided Reading</p> <p>3-6 Spelling Mastery</p> <p>K-6 Pr1me Maths</p>	

### Strategic Direction 3

LEADING - A passionate and supportive leadership team which models effective practices and fosters community engagement.

#### Purpose

To have transparent systems and processes embedded in school practices which promote shared ownership through valuing and responding to community feedback. To have effective leaders who model high expectations with a clear focus on student progress and achievement and high quality service delivery.

#### Improvement Measures

Student, staff and parent satisfaction surveys show increasingly positive feedback.

Policies are developed and implemented which enhance service delivery and customer, parent and or student experience.

#### Progress towards achieving improvement measures

**Process 1:** Building Community Connections- Actively utilise feedback from all stakeholders and provide opportunities to build a shared sense of ownership and community engagement.

Evaluation	Funds Expended (Resources)
<p><b>Questions</b></p> <p>What are parents / students / staff wanting to include in our new SIP?</p> <p>What might be some new improvement measures in this area going into the new SIP?</p> <p><b>Data</b></p> <p>Presentation of SIP at the different stages of development</p> <p>Minutes from various meetings - Communication, P&amp;C</p> <p>School newsletter</p> <p>Surveys</p> <p><b>Analysis</b></p> <p>Parents/students/staff were consulted at the different stages of the SIP development. Feedback was given and was instrumental in making changes and improvements to the SIP.</p> <p><b>Implications</b></p> <p>Continue to build strong community connections by actively utilising feedback from all stakeholders and providing opportunities to build a shared sense of ownership.</p>	<p>Scout data</p> <p>Surveys</p> <p>Zoom meetings</p> <p>P&amp;C</p>

**Process 2:** Improving Systems and Practices- Review, refine and develop policies to reflect current school context in consultation with all stakeholders.

Evaluation	Funds Expended (Resources)
<p><b>Questions</b></p> <p>Have we improved systems in HPGE?</p>	

## Progress towards achieving improvement measures

Have we improved systems in LST / Attendance / NCCD data tracking?

Have we improved systems in analysing data and putting it into programming?

Have we improved systems in PLP development?

Have we improved systems in IEP development?

### Data

HPGE register

LST register, protocols & procedures, attendance tracking and improved attendance data, NCCD tracking sheet

Data tracking sheets & programs on Google Drive

PLPs

IEPs

### Analysis

HPGE policy, procedures, identification and register developed.

LST flow chart developed and staff more aware of procedures, attendance officer appointed to track attendance fortnightly, NCCD tracking sheet developed.

Tracking sheet being completed by staff, more professional learning required on using it in programming consistently

PLPs effective

IEPs effective

### Implications

As it is a new policy, HPGE will need to be revised in 2021 to ensure consistency of identification.

Staff will need more training in NCCD - scheduled for SDD in 2021

More professional learning time will be focused around data use in programming in 2021

PLPs and IEPs will continue to be reviewed and strengthened as important documents

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$8 777.00)</li> </ul>	Our school received \$8,777 in Aboriginal Equity loading. All students identifying as Aboriginal or Torres Strait Islander have a Personalised Learning Pathway. This plan is created in consultation with parents, the student and the class teacher. The PLPs identify academic, social and cultural goals for each student. The school has identified that ensuring students are adequately supported during the school day is the greatest use of these funds. Our school developed a closer working relationship with the local Aboriginal Educational Consultative Group. An Aboriginal Student Learning Support Officer was employed and ran many cultural programs including students writing a personalised Acknowledgement of Country and Koori Club.
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$27 643.00)</li> </ul>	Our school received \$27,643 in Low Level Adjustment for Disability equity funding. All students identified as requiring learning, behavioural or emotional adjustments had an Individual Education Plan. These plans were created in consultation with parents, the student and the class teacher. School Learning Support Officers have been employed to support student academic learning in the classroom and social skills development in the playground and during transition times throughout the school day. The school has identified that ensuring students are adequately supported during the school day is the greatest use of these funds. Our LLAD funds were grouped with our Learning and Support teacher allocation to employ teachers who worked with targeted groups focusing on Literacy & Numeracy needs.
<b>Quality Teaching, Successful Students (QTSS)</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Quality Teaching, Successful Students (QTSS) (\$52 723.00)</li> </ul>	Our school received 0.482FTE in QTSS allocation in 2020. The school supplemented this allocation with flexible funding to ensure that all Assistant Principals had additional release time to lead and support their teams. The Assistant Principals worked in the areas of leading collaborative planning, data analysis and Performance Development Planning (creation, implementation, lesson observations and review of all PDPs). Our school also employed an Instructional Leader to upskill our staff and students in literacy.
<b>Socio-economic background</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Socio-economic background (\$13 925.00)</li> </ul>	Our school received \$13,925 in Socio-economic equity funding. School Learning Support Officers have been employed to support student academic learning in the classroom and social skills development in the playground and during transition times throughout the school day. The school has identified that ensuring students are adequately supported during the school day is the greatest use of these funds. Through this funding, our school assisted many families with the ongoing costs of schooling;

<b>Socio-economic background</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Socio-economic background (\$13 925.00)</li> </ul>	we supported families with the purchasing of school uniforms, attending excursions and camps and extra-curricular opportunities.
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# Student information

## Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	142	149	158	139
Girls	155	146	135	127

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	96.7	96	95.9	95.7
1	95.2	95.1	96.4	93
2	95.5	94.2	95.4	93.1
3	95.1	95.1	94.5	93.6
4	95.6	95.1	95.2	93.4
5	96.8	94.6	95	94.1
6	95.2	95.6	94.9	94.9
All Years	95.7	95.1	95.3	94
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)	9.44
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
School Administration and Support Staff	2.52

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

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

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

## Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

## Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and Departmental priorities.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 <b>Actual</b> (\$)
<b>Opening Balance</b>	286,196
<b>Revenue</b>	2,845,132
Appropriation	2,602,987
Sale of Goods and Services	1,187
Grants and contributions	239,674
Investment income	1,285
<b>Expenses</b>	-2,919,830
Employee related	-2,408,091
Operating expenses	-511,739
<b>Surplus / deficit for the year</b>	-74,698
<b>Closing Balance</b>	211,499

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## Financial summary - Equity loadings

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	130,941
<b>Equity Total</b>	119,461
Equity - Aboriginal	8,777
Equity - Socio-economic	13,925
Equity - Language	3,486
Equity - Disability	93,273
<b>Base Total</b>	2,060,735
Base - Per Capita	70,468
Base - Location	0
Base - Other	1,990,268
<b>Other Total</b>	136,243
<b>Grand Total</b>	2,447,381

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of its community.

This year our school sought feedback through the NSWDoE Tell Them from Me initiative.

An analysis of the findings from the Partners in Learning: Parent Survey include;

- \* Parents Feel Welcome - YPS 6.9 / NSWDoE 7.4
- \* Parents are Informed - YPS 6.4 / NSWDoE 6.6
- \* Parents Support Learning - YPS 6.6 / NSWDoE 6.3
- \* School Supports Learning - YPS 7.4 / NSWDoE 7.3
- \* School Supports Positive Behaviour - YPS 7.7 / NSWDoE 7.7
- \* Safety at School - YPS 6.9 / NSWDoE 7.4
- \* Inclusive School - YPS 6.3 / NSWDoE 6.7

Students in Years 4-6 participated in the Tell Them From Me survey.

The Student Outcomes and School Climate report demonstrated the following findings:

- \* Students with positive behaviour at school - YPS 88% / NSWDoE 83%
- \* Students who are interested and motivated - YPS 68% / NSWDoE 78%

Drivers of student outcomes as reported by our students show:

- \* Students who are victims of bullying - YPS 17% / NSWDoE 36%
- \* Students have advocacy at school - YPS 7.9 / NSWDoE 7.7
- \* Expectations for success - YPS 8.8 / NSWDoE 8.7
- \* Effective learning time - YPS 8.3 / NSWDoE 8.2

Our teachers completed the 'Focus on Learning' survey and the Eight Drivers of Student Learning results were:

- \* Leadership - YPS 7.6 / NSWDoE 7.1
- \* Collaboration - YPS 8.1 / NSWDoE 7.8
- \* Learning Culture - YPS 8.4 / NSWDoE 8.0
- \* Data Informs Practice - YPS 8.1 / NSWDoE 7.8
- \* Teaching Strategies - YPS 8.5 / NSWDoE 7.9
- \* Technology - YPS 7.3 / NSWDoE 6.7
- \* Inclusive School - YPS 8.7 / NSWDoE 8.2
- \* Parent Involvement - YPS 7.3 / NSWDoE 6.8

# Policy requirements

## Aboriginal Education Policy

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The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

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All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

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Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.