

2020 Annual Report

Jasper Road Public School



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Introduction

The Annual Report for 2020 is provided to the community of Jasper Road 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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Message from the principal

2020 was a strange year with unheard of challenges. Yet through it all we continued to hold high expectations of our students and explicitly teach new content. We celebrated academic success, introduced welfare programs, improved facilities and provided opportunities for our students to succeed.

Our new writing program was implemented with overwhelming success and our reading programs continued to flourish. We continued to build upon our wellbeing practices to ensure that every student was known, valued and cared for. Our chaplain Leanne Bishop continues to work tirelessly with students providing opportunities to build social skills whilst providing support in difficult situations. Our wellbeing programs and practices will continue to be a focus for the school in the new 2021-2024 school improvement plan.

With a modern approach to learning, the school continued to make changes inside and out. This included new classroom furniture, internal painting, upgrades to the hall, new shade and new artificial grass areas. These changes have been focused on enhancing the facilities for our students, to support their learning and engagement.

Not only do our students have the chance to excel inside the classroom but they were provided opportunities outside the walls. While many traditional opportunities were postponed, students were still provided the chance to shine. From our amazing award-winning bands to our energetic dance groups, students had the chance to learn new skills and enjoy an area of expertise. I would like to congratulate our three Bands for their dedication to rehearsals throughout the year. Even through online learning and Zoom sessions, students continued to show commitment, improve their skills and showcase their amazing ability. I would also like to congratulate our Chess and Debating teams who made it through to the state final and state semi-final respectively. At Jasper Road, we ran a wide range of programs for our students and it is only through the work of our wonderful staff that these opportunities can be offered.

I would like to take this opportunity to thank our teaching and support staff for their professionalism and dedication to their roles in the school. It is this dedication that provides for the opportunities and academic successes of our students. Throughout 2020 there were many obstacles thrown in their path, yet everyday teachers brought their enthusiasm and knowledge to the classroom, promoting excellence and supporting our students to improve results. Whether it was online, face-to-face, small group or whole class, they all shared a combined passion for teaching and I thank them.

While COVID brought many challenges, an added benefit we saw was the increased resilience of our students. Teachers and students quickly adapted to online learning and lessons were completed in new and innovative ways. It also made students value their peers, teachers and community to a greater level. "We were all in this together".

Thank the community for their ongoing support and understanding throughout 2020. They demonstrating so much resilience and patience towards the circumstances we faced together. Together we strived to get the best outcomes for our students despite the pandemic and they stayed by our side the entire time.

Craig Warner

Message from the school community

2020 was an extraordinary year. I know that life was very different now for us all compared to 9 months ago. As the year drew to a close, I would like to thank the outgoing P&C Committee for their time and commitment. After many years on the committee, Nicole Nixon and myself have both stepped away from holding positions. Nicole has been an outstanding treasurer for the past few years and has formed a seamless system for our incoming treasurer. I have been an active member of the P&C for 12 years, and I've held an executive position for the past 8. As 2021 is my final year at Jasper Road it is time to step away and let new people take over.

To the new incoming P&C Committee for 2021, thank you for stepping up to take over the reins. I know you will all do an outstanding job.

It would be remiss of me not to make a special mention of Sarah Bramley, who coordinates all the communication and keeps us all on track. Thank you very much Sarah for your time and talents.

To our teachers, SLSO's, office staff and executive team, thank you for your support and dedication to our children. 2020 has been by all standards a life changing year.

To our families that moved on, whether to high school or new school, thank you for your support and we wish you well in the future..

Kind regards,

Karen Titterton

President - Jasper Rd P&C

School vision

Jasper Rd Public School is committed to creating a quality learning environment in which all students, staff and community members feel valued, supported and safe.

Students will be resilient, confident and future-focussed, equipped with the knowledge and skills to become empowered life-long learners.

We are committed to providing inclusive, differentiated and innovative learning experiences, setting high expectations for every student.

School context

Jasper Road Public School is located in Baulkham Hills, North Western Sydney set in a community that is growing in both size and diversity. Enrolments have been steadily increasing over the last 10 years. Our current enrolment of 845 includes five support classes for students with autism, physical or intellectual disabilities.

Jasper Road Public School has a significant blend of cultural backgrounds and languages. The number of students who speak English as an Additional Language and Dialect is 56.3% of the whole school population.

The school provides a broad academic curriculum, differentiated to meet individual student needs. In addition to emphasising the core learning of literacy and numeracy, the school provides a range of cross curricular and extra-curricular learning experiences to extend and enrich our students. Our community values future-focused pedagogies resulting in excellence in academic achievement, the Arts, sport, student leadership, environmental initiatives and citizenship. The school enjoys a strong relationship with the P&C who support the holistic teaching and learning programs. Jasper Road Public School is one of eight schools that makeup The Hills Learning Community, which includes our two local high schools.

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

Strategic Direction 1

Learn

Purpose

Jasper Road Public School will offer visible learning experiences that are differentiated, meaningful and challenging, providing students with the opportunity to become global citizens who have an impact on the world.

Staff will engage their pedagogical knowledge and understanding with their colleagues and wider school community networks to deliver a high standard of future-focused learning, teaching and leading experiences.

High quality teacher professional learning will ensure that all staff understand and collectively engage with the many programs across the school, resulting in all students having access to all facets of quality teaching and learning.

Improvement Measures

- Greater than 80% Kindergarten students exit at instructional Reading Level 9 or above and independently writing 24 or more words.
- Greater than 80% of Year 1 students exit at instructional Reading Level 18 or above.
- Greater than 80% of Year 2 students exit at instructional Reading Level 25 or above.
- 5% increased number of students at or above National Minimum Standard (NMS) and top 2 bands in NAPLAN (Premiers Priority)
- Tell Them From Me data reflects increased student engagement on previous years.

Progress towards achieving improvement measures

Process 1: School to provide high quality hands-on literacy and numeracy lessons linked to school scope and sequence documents and NSW syllabus for the Australian Curriculum.

Evaluation	Funds Expended (Resources)
Throughout the year, staff have worked collaboratively to develop quality literacy and numeracy programs, delivering effective learning to all students.. A review of those programs highlighted areas for further consolidation and growth including Question of the Day in mathematics and a continued focus on writing.	\$40,312 (Literacy/Numeracy) \$57,974 (Professional Learning)

Process 2: LST identifies and refers in a timely manner 'at risk' students to appropriate school support programs.
Leadership skills are explicitly taught to all students in leadership positions.

Evaluation	Funds Expended (Resources)
The JRPS Intervention Team have continued to support all students throughout 2020. Intervention teachers provided in-class support, small group sessions (both in class and withdrawal) and 1:1 individual student learning experiences. Careful resource allocation ensures students were supported in all areas of learning, however, progress in literacy and numeracy are a primary focus. During the period of Online Learning the Intervention Team made regular contact with students and their families ensuring differentiated learning was available to those students identified through the LaST. Providing EAL/D support was also a focus for the Intervention Teachers. Students identified as new arrivals were supported through the New Arrivals Program (NAP) and received regular small group support. Students identified as High Potential &/or Gifted were supported by the team through small group sessions, where learning experiences catering to their individual needs were evident. Data analysis is a major component of the LaST ensuring that all students are catered for and demonstrating progress against the syllabus outcomes. In 2021, further data analysis will be necessary to make certain that students, who may have found online learning through COVID-19 challenging, are best supported to demonstrate achievement in literacy and numeracy.	\$333,836 (English Language Proficiency)

Progress towards achieving improvement measures

Process 3: Transition processes in place for students moving into High School.

Evaluation	Funds Expended (Resources)
<p>Student leadership, transition and voice were all regarded as essential elements in 2020. P-K, 6-7 and internal school transition practices continued to be built upon ensuring student success.</p> <p>The SRC Team met regularly in 2020 to share their class and stage perspectives on the school and the ways in which they could support the school in improving the culture and the environment. Each SRC member had a voice which was considered by the school executive as a representation of their class cohort and is valued. Contributions by SRC are heard regularly by Mr Warner (Principal).</p> <p>School leadership elections were conducted with overwhelming amount of students were keen to be considered as possible school leadership. The AP for Stage 3 ran a highly productive 'Leadership' course helping potential school leaders to better understand their role and what authentic school leadership looks like.</p>	\$4000

Process 4: Establish processes to plan, manage and renew assets and infrastructure to meet student learning needs.

Evaluation	Funds Expended (Resources)
<p>An annual stocktake of all resources was conducted, with a focus on ensuring the technology provided was accounted for and well-maintained. Items that were no longer working were condemned through the appropriate process. Literacy and Numeracy resources were collected and collated with purchases made to support the ongoing phonics, writing and guided reading practices within the classrooms. Stage based numeracy kits, individual student white-boards and literacy resources supplied to each teacher were also included in the stock take process and were updated to support the school's focus on numeracy practices, modelled reading and writing in 2021.</p> <p>Finance meetings conducted across the year were valuable, making certain that all school funds were utilised appropriately. These meetings and the analysis of school resources were used to support the decision making for resource allocation in 2021.</p>	<p>\$24,000 (Technology)</p> <p>\$10,000 (Stronger Communities Grant)</p> <p>\$21,000 (Literacy/Numeracy)</p>

Process 5: School to provide a framework for inquiry and tailor professional learning opportunities around aligning learning experiences and success criteria.

Evaluation	Funds Expended (Resources)
<p>In 2021 the school continued to focus on the delivery of effective strategies and utilise the Science/History/Geography framework to ensure Inquiry Based Learning (IBL) opportunities were an integral element of teaching and learning. The consensus among teachers is that IBL coupled with the scope and sequence was highly beneficial in guiding teachers to ensure they met each of the syllabus requirements. The schools involvement in the University of NSW STEM Academy highlighted the importance of digital technologies and the role they can play in IBL. The school will continue to pursue STEM related learning opportunities for teachers and students.</p> <p>The mathematics scope and sequence was amended, by the numeracy committee, to better reflect the teaching and learning cycle at JRPS. Included were the regular assessment points throughout the year and the outcomes students are to be assessed against. This will be reviewed again throughout 2021.</p>	<p>\$8,000 (Sydney Uni Grant)</p> <p>\$10,000 (Robotics)</p> <p>\$5,000 (History/Geography/Science)</p>

Progress towards achieving improvement measures

Process 6: Extra curricula programs have explicit enrolment processes and are clearly timetabled allowing for optimal participation and whole school investment.

Evaluation	Funds Expended (Resources)
<p>The school band program continues to go from strength to strength. A position in the JRPS Band is highly regarded and students in Year 2 are already considering their options through the virtual 'Come and Try Night'. The band has continued to flourish in 2020 despite COVID-19 restrictions. In 2021, they are looking forward to performance opportunities that may have been missed due to the global pandemic.</p>	NIL

Strategic Direction 2

Teach

Purpose

The school will proactively build the capabilities of all staff as learners, teachers and leaders, to strengthen and sustain a shared culture of high expectations for success.

Every staff member is expected to recognise that ongoing deep learning and continuous career development ensures the school has a commitment to evidence-based, relevant and future focused professional educators.

This is not only to meet and maintain accreditation with the National Standards, but is our moral responsibility as leaders of learning. The conceptual understanding that leadership comes from choices within the person in addition to the development of leadership skills will be promoted at all levels of the school community, engaging internal control systems of leadership.

Improvement Measures

- Evaluations of teacher professional learning will confirm high levels of confidence and implementation by teaching staff.
- 100% of staff will use varied data (assessment and otherwise) to determine student performance, inform future teaching and provide adapted and differentiated learning opportunities.
- 100% of teaching and executive staff are actively involved in similar-interest cluster groups to inform, lead and improve their practice of teaching.

Progress towards achieving improvement measures

Process 1: Developing a deep, shared understanding of quality teaching across the school, including a framework for lesson observations.

All teachers implement daily literacy and numeracy blocks.

Evaluation	Funds Expended (Resources)
Utilising senior executives as instructional leaders in classrooms regularly meant that the implementation of new programs, data collection and high teacher expectations were being consistently supported and areas of concern addressed effectively and quickly. Classroom teachers regularly were provided opportunities to see modelled lessons for their personal area of need from experts across the school and their team. ...A revisit of the structure of a lesson including modelled lessons was a key feature for professional development and was reflected in classroom practice demonstrated through teacher feedback. QTSS time was resourcefully and successfully utilised as demonstrated through staff feedback. Further growth in developing processes that get the best use of QTSS time was also discussed and will be a target for 2021. Classroom observation records and teaching and learning program documentation, along with lesson plans and timetables have demonstrated improving quality, more regular classroom implementation of explicit learning intentions, success criteria with differentiation regular teacher checks of student learning called C4U- check for understanding - and developing realistic and high expectations.	\$172,280 (QTSS)

Process 2: Refine and implement the school's Performance and Development Framework to reflect the Institute of Teachers, Professional Standards expectations for all staff.

Provide explicit and systematic professional learning that meets school and individual needs.

Evaluation	Funds Expended (Resources)
Staff completed a goal setting workshop to begin the year. As a result, all staff were confident using SMART goals to develop their PDPs. From this, the school was able to help support and target their areas of need through	NIL

Progress towards achieving improvement measures

QTSS with Assistant Principals and Teacher Professional Learning, both with outside agencies and internally. Through ongoing evaluations with staff, learning directions for 2021 have been developed. Further time is necessary for the celebration of teacher achievements and future planning.

Process 3: Develop a network to support beginning teachers in improving their professional practice applied to deep knowledge, higher-order thinking, meta-language and communication.

Evaluation	Funds Expended (Resources)
Utilising the new DoE documentation, individualising the resources for JRPS and feedback from staff, new induction booklets and resources are being developed. Feedback from casual teachers and new staff were supportive as these developing processes, learning sessions and quality question and answer opportunities were not necessarily available across all schools. The addition of the NESA Teaching standards in each Professional Learning experience supports the development of writing accreditation evidence and this is actioned during the formalised five weekly beginning teacher meetings. Goals are established for the next five week session and the previous five weeks are evaluated.	\$62,000 (Beginning Teachers)

Process 4: Data monitored in teams with the supervisor and/or leadership team to refine learning programs for groups and individual students.

Evaluation	Funds Expended (Resources)
Utilising assessment schedules made data collection and analysis more efficient and effective. The addition of a 'stage data expert' who was responsible for analysing data, collecting 'where to next' team data and presenting this information to both the entire executive team, ie all K-6 school leaders were involved and to their stage team meant data and data chats were both regular occurrences (at least every five weeks) and used to drive better targeted teaching and learning. Other processes such as CTJ capabilities were also refined. Professional learning needs were also streamlined and linked to the data collected. Processes to support data collection will continue to be refined and explored for the next year.	NIL

Process 5: Provide professional learning opportunities around technology and its effective use in quality teaching programs.

Evaluation	Funds Expended (Resources)
All staff were professionally developed to provide expertise in utilising effective remote teaching. Processes were trialed and some processes were modified to better suit the cohort. Google classrooms were utilised for students Years 1 to Six and the Jigsaw platform was evaluated and found to be more user friendly for Kindergarten. A number of planned professional learning experiences were cancelled during 2020 and are planned for next year.	\$21,044 (Technology Mentoring)

Strategic Direction 3

Partner

Purpose

To create a school culture that is professionally supportive, proactive and strengthens community partnerships through the implementation of effective communication frameworks.

The school community works in a diligent and sustainable way to embed a system of values that continues to build a highly developed culture of success.

Improvement Measures

- Staff are part of a wider community of excellent practice to facilitate the best learning outcomes for students.
- Attendance meets state target of 90%
- Increase in number of parents actively engaged in and supporting the school's educational priorities through meaningful school partnerships
- 90% of parents recognise the school as warm and welcoming.

Progress towards achieving improvement measures

Process 1: Development of effective partnerships with parents and community members, meeting the needs of all through clear communication.

Create two-way communication process that support active and frequent collaboration between the school and home.

Evaluation	Funds Expended (Resources)
The school continued to build strong community partnerships through a Communicate, Educate, Celebrate philosophy. It was imperative that communication processes were built upon through Online Learning with the school complimented for its transparency and use of SMS, email and online systems. In Term 4, students and parents were afforded the opportunity to complete the TTFM survey with trend data indicating an upward trend across most areas.	\$9000 (Subscriptions)

Process 2: School to focus on educating parents and community members of current curriculum focus areas.

Workshop timetable for parents established across school to promote quality teaching and learning programs that are occurring.

Evaluation	Funds Expended (Resources)
Unfortunately due to COVID restrictions, the school was unable to hold any parent workshops throughout the year. In 2021, sessions will be scheduled to up skill parents on focus areas including cyber safety, reading and phonics. Attendance will be tracked and further topics chosen from a parent survey.	NIL

Process 3: Establish processes for parents to celebrate student success.

Evaluation	Funds Expended (Resources)
The celebration of student success continued to be an important element throughout the school community. Unfortunately due to COVID restrictions, parent attendance at many events was cancelled including Easter Hat Parade, Book Week, Education Day and Assemblies. These events continued with students through online tools. Parents were provided the opportunity to celebrate academic achievement with the filming and release of Presentation Assemblies. These were	\$2000

Progress towards achieving improvement measures

extremely successful being held in stages and set a platform for future years.

Process 4: Revision and implementation of an assessment and reporting system that reflects student learning and provides feedback to parents.

Evaluation	Funds Expended (Resources)
Semester 1 and End of Year reports were distributed to parents/carers. The use of parent friendly terminology and acronyms was closely checked by supervisors after feedback was received by parents in indicating that improvement could be made in this area. English and Mathematics comments were added to the report in Semester 2 and was widely praised by parents for providing future learning goals.	NIL

Process 5: Positive behaviour is explicitly taught in all classrooms P-6.

Implementation of new Attendance Policy ensuring regular monitoring.

Establishment and implementation of an improved and consistent welfare monitoring process following up on referrals and data tracking.

Evaluation	Funds Expended (Resources)
All parents were provided with a brochure at the start of year ensuring consistency and transparency. Chaplaincy support was extended in 2020 allowing for a greater number of students to be supported. Social Emotional Learning, Anxiety and Social Skills were all focus areas for support. The school also introduced a new tracking and monitoring tool to better identify student well being needs. This will be expanded upon in 2021.	\$44,000 (Chaplain) \$21,000 (Grant) \$4,000 (Wellbeing) \$2,800 (Subscriptions)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$5,616	All Aboriginal students had a PLP completed in consultation with the family and student. This was regularly evaluated against student results. Due to COVID restrictions, the school celebrated NAIDOC week later than usual with an indigenous cultural program run with all students. Aboriginal perspectives continued to be embedded in all learning areas.
English language proficiency	\$333,836	<p>Some of the initiatives and achievements of the EAL/D team were:</p> <ul style="list-style-type: none"> * Provided support through withdrawal groups for students who have recently immigrated to Australia, with very limited English and are funded under the New Arrivals Program (NAP). Although in 2020 we had a reduced number of NAP students due to the COVID-19 Pandemic, students identified were supported. Through intensive NAP support students have gained more confidence and have demonstrated a steady improvement in their oral and writing skills, as well as their reading and responding skills. * Established productive working relationships with class teachers through the provision of in-class intensive support to targeted students who worked on achieving specific outcomes. * Developed individualised programs, as well as small group structures including intensive phonics support and language and vocabulary development. During COVID-19, the Intervention Team specifically targeted the online learning needs of NAP students, providing differentiated learning frameworks for those who require additional support. New and innovative ways of supporting our NAP and EAL/D students included interactive PowerPoint presentations that provided verbal instructions and correct phoneme pronunciation, as well as regular phone conversations with families and students during online learning to improve their skills in English. * Supported class teachers to accurately phase all EAL/D students across the whole school using the EAL/D Learning Progression. This has helped to identify where the students are located on the progression, address their specific learning requirements and monitor their progress. Through this the team has raised awareness of the class teacher's role in supporting all EAL/D learners within their classrooms. * NAP students have moved from having no or extremely limited prior knowledge of the English language to reading and are now reading decodable texts and developing their understanding of phonics and the role it plays in reading and writing. Targeted students

English language proficiency	\$333,836	<p>have improved to meet the expected stage outcomes.</p> <p>* Developed positive community connections with families of EAL/D and NAP students. Teachers supported parents to understand the NSW DoE schooling structures and process. EAL/D teachers aligned NAP parents to fellow community members, ensuring supportive relationships were established.</p>
Low level adjustment for disability	\$158,627	<p>In 2020, the learning and support team was coordinated by Vanessa Rogers (DP), and involved seven Intervention Teachers and school counselors Sana Hechme and Shengying Bi. In 2020 the LST;</p> <p>* Maintained the highly successful model of learning and support delivered through the 'Intervention Team'. The team focused on the provision of in-class support and building the capacity of the teacher to provide consistent modifications and adjustments to all students in their care.</p> <p>* High Potential groups were established in all stages for students who were excelling and needed learning opportunities to further develop their critical and creative thinking capabilities. Due to COVID-19 were established and conducted through Term 3 only. Planning to run the groups across two terms in 2021 has been identified.</p> <p>* Held weekly LST meetings where children who had been through the LST process were referred for further consideration.</p> <p>* Supported five students and their families in finding suitable/alternative placement in support unit classes (Through the access request process).</p> <p>* Completed the NCCD process in a collaboratively manner with all class teachers providing learning plans and evidence to support a student's inclusion in NCCD. The LST/Intervention Team assisted teachers in making adjustments and modifications or completing ILPs for the students on the NCCD list.</p> <p>* Held Integration Review Meetings for the mainstream students receiving support funding.</p> <p>* Proactively delivered intervention support to 256 students across the school focusing on all curriculum areas. Some of the interventions provided were Intensive Phonics groupings, a Year 1 Literacy program for targeted students, Language and Vocabulary Development groups.</p> <p>* Timetabled and organised for two SLSOs to support students receiving integration funding.</p>

<p>Low level adjustment for disability</p>	<p>\$158,627</p>	<ul style="list-style-type: none"> * Held review meetings with the OOHC teacher and carers. * Worked collaboratively with teachers (including early career teachers) in delivering intervention programs to students not meeting stage outcomes. * Completed checklists, behaviour plans and observations of children. * Ran a high school transition program for both boys and girls. * Supported several students with a Social and Emotional Wellbeing program, run by the counselling team designed to facilitate healthy communication and provide strategies for managing anxiety. * Organised and held social skills clubs at lunch time for students who were experiencing difficulty behaving in an appropriate manner in the playground. * Worked closely with the school chaplain to ensure students referred to the LST for social and emotional support had their needs met.
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>\$172,280</p>	<p>In 2020, QTSS allocations were utilised by executive staff in the following way:</p> <ul style="list-style-type: none"> * Lesson observations - Staff observed a variety of lessons including reading groups, mathematics and phonics. Lesson observations formed the basis of feedback given to teachers, accompanied by discussion of lesson strengths and areas for development. * Mentoring - Executive staff completed mentoring conversations regarding a variety of issues, including difficult students, class and group structures, ideas for learning activities and physical learning environments. * Team Teaching - A significant part of time this year involved team teaching using the gradual release model. Team teaching focused on a variety of Learning Areas. * Demonstration lessons - Demonstration lessons provided throughout the year mainly focused on English, particularly on the development of debating, persuasive text writing and comprehension strategies. * Demonstration lessons provided by other colleagues - Executive staff often released colleagues, thereby allowing them to go to another classroom to provide a demonstration lesson to another teacher. This was facilitated at the start of the year when all staff wrote PDPs. Some of the areas of strength / areas needing further development included literacy groups, use of ICT, STEM lessons, debating/public speaking and Maths.

Socio-economic background	\$20,485	<p>In 2020 funds were used to:</p> <ul style="list-style-type: none"> * Ensure all students had equitable access to resources, technology and classroom supplies both at school and in the home environment during online learning. * Provide student assistance to students as necessary.
Support for beginning teachers	\$62,000	<p>In 2020 a formalised Beginning Teacher's Support program continued. The goal of the program was to promote the development of Early Career Teachers and support them in their professional development with the aim of improving student learning. This was achieved by:</p> <ul style="list-style-type: none"> * Implementing a standards based recording pro-forma to document identified goals or areas of need. * Delivering a structured, five week cycle of professional development that included observations, team-teaching, mentoring and upskilling of syllabus documents. * Providing ongoing feedback and support to ensure that learning goals were achieved, recorded and evaluated. * Co-ordinating a flexible timetable for beginning teachers to be released from class. This program has not only initiated positive working relationships between mentors and beginning teachers but has also resulted in the promotion of a collegial learning community across the school upon which Early Career Teachers feel they can call upon for support.

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	442	437	453	471
Girls	403	424	438	423

Student attendance profile

School				
Year	2017	2018	2019	2020
K	93.1	96.4	94.5	95.3
1	94.1	94.6	95.2	95.2
2	94.9	95.7	94	94.7
3	94.9	96.3	95.3	94.9
4	95.6	96.7	94.8	95.7
5	95	96.8	95.1	95.2
6	94.9	94.4	94.1	94.4
All Years	94.6	95.9	94.7	95.1
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	5
Classroom Teacher(s)	37.01
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.9
Teacher Librarian	1.4
Teacher ESL	2.6
School Counsellor	2
School Administration and Support Staff	11.05

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

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

Workforce ATSI

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

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

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

Financial information

Financial summary

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

	2020 Actual (\$)
Opening Balance	1,289,472
Revenue	8,608,806
Appropriation	8,240,189
Sale of Goods and Services	11,875
Grants and contributions	351,325
Investment income	3,543
Other revenue	1,875
Expenses	-8,274,958
Employee related	-7,529,935
Operating expenses	-745,023
Surplus / deficit for the year	333,849
Closing Balance	1,623,321

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	68,460
Equity Total	518,574
Equity - Aboriginal	5,615
Equity - Socio-economic	20,485
Equity - Language	333,836
Equity - Disability	158,637
Base Total	6,742,422
Base - Per Capita	220,908
Base - Location	0
Base - Other	6,521,514
Other Total	652,223
Grand Total	7,981,679

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

School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

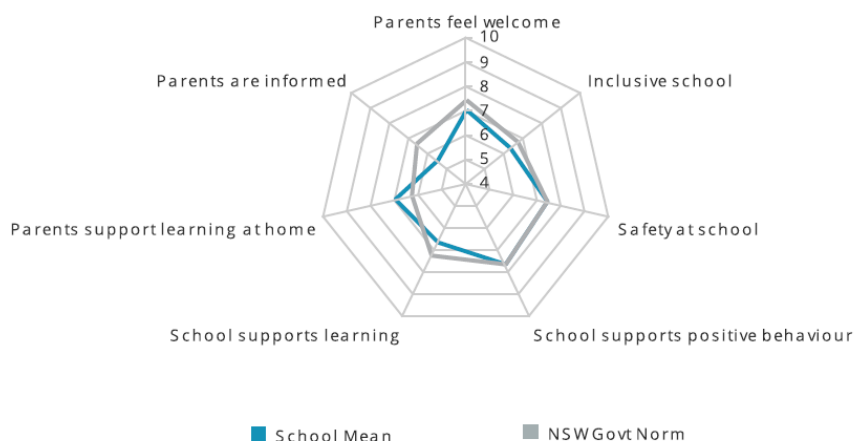
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

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

Parent/caregiver, student, teacher satisfaction

In 2020, the school participated in the parent and student Tell Them From Me surveys. The school also completed informal surveys during peak parent attendance sessions to gain feedback. Two very successful online parent forums were run via Zoom to educate parents on school programs, gather feedback and discuss future school planning. Results from surveys were published in the school newsletter and discussed appropriately to develop future steps.

The 'Partners in Learning' Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. It is based primarily on Joyce Epstein's framework for fostering positive relations between the school and the community. Successful schools foster greater communication with parents, encourage parental involvement in their child's schoolwork, and enlist parents to volunteer at the school and participate in school governance. The survey also provides feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment.



Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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