

2020 Annual Report

Niagara Park Public School



4427

Introduction

The Annual Report for 2020 is provided to the community of Niagara Park 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

Niagara Park Public School

Narara Valley Drive

Niagara Park, 2250

www.niagarapk-p.schools.nsw.edu.au

niagarapk-p.school@det.nsw.edu.au

4328 3397

School vision

Niagara Park Public School is a dynamic, innovative, engaging learning community committed to providing quality learning experiences and supporting students in their educational journey of 'Learning for Life'.

School context

Niagara Park Public School is located on the Central Coast of New South Wales and is a proud member of the Valley Schools Learning Community. The school has a highly supportive community and P&C, with a current enrolment of 546 students. Student enrolment includes 7% Aboriginal and Torres Strait Islander and 10% EALD.

Niagara Park Public School provides an inclusive curriculum, catering for a variety of learning styles and abilities. Currently, there are 24 classes including three multicategorical classes for students with disabilities. The school promotes cultural identity and caters to the needs of a growing multicultural demographic. It has strong connections to the Valley Schools Educational Network and provides targeted support to Aboriginal students. L3, Focus On Reading, Big Write, 7 Steps, Focused Phonics, Spelling Mastery and Prime Maths are priority programs.

The dedicated staff consists of a mixture of early career and experienced teachers who provide students with a variety of innovative programs to enhance student learning and engagement.

Niagara Park Public School is well resourced in the area of technology, and features a dual-operating platform and wireless capabilities throughout. The school is well resourced with sets of iPads for each class, five 3D printers, EV3 and Dash robots, a Maker Space and laptops, providing students with ample opportunity to engage in 21st Century technology assisted learning. Niagara Park Public School provides students with a variety of extra-curricular opportunities. Special group activities based on the Creative Arts, such as Band, Choir and Dance are offered. Environmental Education and sporting opportunities are encouraged.

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>

Strategic Direction 1

Reflective, critical thinkers and lifelong learners.

Purpose

To engage students in rich, evidence based learning experiences and to work in partnership with parents and the wider community to support the learning and wellbeing of all students and to develop their capacity as life long learners and informed citizens.

School Excellence Framework Links-Learning Domain: Learning Culture, Wellbeing, Curriculum, Assessment, Reporting, Student Performance Measures. Teaching Domain: Effective Classroom Practice, Data Skills & Use, Professional Standards, Learning & Development. Leading Domain: Educational Leadership, School Planning, Implementation & Reporting, School Resources, Management Practices & Processes

Improvement Measures

By 2020 the % of all students in the top 2 bands in NAPLAN will increase by 9% (based on 2015, 2016 & 2017 data):
Yr 3 Reading - 43% to 52%, Yr 5 Reading - 32% to 41%, Yr 3 Writing - 42% to 51%, Yr 5 Writing - 12% to 21%, Yr 3 Numeracy - 33% to 42% , Yr 5 Numeracy - 19% to 28%

Student TTFM survey indicates satisfaction levels equal to or greater than the state norm, 2017 - Valuing School 96% - 96%, Positive Behaviour 91% - 83%, Effort 84% - 88%. Parent responses on the parent TTFM survey indicate satisfaction levels greater than the NSW School Norm 2017 in aspects of Parents are Informed 6.7 - 6.6, School Supports Positive Behaviour 8.8 - 7.2, Parents Support Learning at Home 7.2 - 6.3 and school Supports Learning 7.4 - 7.3

Progress towards achieving improvement measures

Process 1: Learning Goals, Feedback to Students, Differentiation

Establish individual learning goals in well-being, literacy and numeracy, analyse data and provide effective written and verbal feedback to students and their parents/carers.

Evaluation	Funds Expended (Resources)
<p>All students had individual learning goals for writing and learning programs were differentiated with Spelling Mastery, Focused Phonics, Decoding, Big Write and 7 Steps areas of focus. School Learning Support Officers (SLSOs) and Interventionist programs provided additional support for targeted students. Individualised programs for EALD students targeted language development, articulation and receptive language. Prime Maths was introduced for implementation K-6 in Semester 2.</p> <p>Due to Covid-19 NAPLAN assessments did not take place. Yr 3 & 5 students participated in the Check-in Assessments with the following outcomes:</p> <p>Year 5 Numeracy Assessment results were above similar schools and equaled state average.</p> <p>Year 5 Reading Assessment results were 8.5% above that of similar schools and 7.8% above state average.</p> <p>Year 3 Numeracy Assessment results were 8.6% above similar schools and 5.8% above state average</p> <p>Year 3 Reading Assessment results were 13% above similar schools and 11% above state average.</p> <p>All ATSI students have completed Personalised Learning Pathways (PLPs) to address individual learning and cultural goals. PLPs were re-designed to reflect a student-led approach to goal setting in consultation with parents/carers and staff.</p>	<p>Student data-PLPs</p> <p>School Plan 2018-2020</p> <p>Prime Maths resources</p> <p>Tell Them From Me Student Survey</p>

Progress towards achieving improvement measures

Student Tell Them From Me Student Surveys 2020 results indicate that:

85% of students value schooling outcomes

85% of students indicate that students do not get in trouble for school or disruptive behaviour

79% of students indicated they try hard to succeed in their learning

Process 2: Student Assessment

Formalise and document student assessment practices K-6 and develop key assessment tasks and marking rubrics in literacy and numeracy to ensure consistency in assessing student learning.

Evaluation	Funds Expended (Resources)
<p>Assessment of comprehension strategies for Stages 2 and 3 were expanded beyond the Super Six, with key assessment tasks and rubrics developed to assess the full range of strategies taught across Yrs 3-6. Focused Phonics and decoding assessments were modified and expanded for K-2 tracking. Weekly numeracy assessments in Prime Maths were implemented for programming and reporting in Semester 2. Focused Phonics assessments demonstrated that 80% of 2020 Kindergarten students, 80% of 2020 Year 1 students and 75% of 2020 Year 2 students are meeting benchmarks despite interruptions in their learning during Covid-19.</p> <p>Numeracy was identified as an area for improvement in NAPLAN in 2019. In response, the Singapore (Prime) Maths program was introduced with students participating in lessons from the commencement of Semester 2 2020. Demonstration lessons and explicit professional learning for all staff K-6 will be an ongoing priority to support implementation. Prime Maths texts and teacher resources were purchased and targeted support programs will be implemented across all stages with assessment proformas developed to track student progress.</p>	<p>Data Base</p> <p>Teaching learning programs</p> <p>Prime Maths</p>

Process 3: Community

Refine communication processes to provide timely, accurate and ongoing information to the wider community and genuine opportunity for active participation in school activities.

Evaluation	Funds Expended (Resources)
<p>There were limited opportunities for the school to participate in whole school activities. Parents engaged well in Learning from Home and there was a significant increase in communication via Zoom, phone calls and Facebook due to Covid-19. In 2020, an average of 96% of students attended end of term reward days.</p> <p>There were too few responses to Tell Them From Me to generate a parent report so the school completed a School Culture Survey of parents and staff:</p> <p>92.6 % of parents indicated that the school vision, beliefs and values are well known</p> <p>88.1% of parents indicated that they feel welcomed and valued</p> <p>90% of parents indicated they are kept well informed of school events, activities and initiatives</p> <p>79.2% of parents indicated that students and parents are kept well informed of academic progress</p> <p>91% of parents indicated that they would recommend Niagara Park Public</p>	<p>School Culture Parent survey</p> <p>Zoom</p> <p>Facebook</p>

Progress towards achieving improvement measures

School to families entering the area

94% of parents indicated they are very satisfied or satisfied with Niagara Park Public School.

Strategic Direction 2

Informed, committed and purposeful leadership.

Purpose

To build strong, strategic and effective leadership practices fostering a school wide commitment to improving student outcomes, establishing a culture of high expectations for student success and forging genuine relationships with the wider school and learning communities, leading to increased opportunities for student participation in school, community and local industry related initiatives.

School Excellence Framework Links-Learning Domain: Learning Culture, Wellbeing, Curriculum. Teaching Domain: Effective Classroom Practice, Data Skills & Use, Professional Standards, Learning & Development. Leading Domain: Educational Leadership, School Planning, Implementation & Reporting, School Resources, Management Practices & Processes

Improvement Measures

Staff Feedback: TTFM teacher survey satisfaction levels greater than NSW School Norm on Leadership 7.8 School - 7.1 NSW Norm **Parent Feedback:** TTFM Partners in Learning Survey satisfaction levels greater than the NSW School Norm in aspects of Parents Feel Welcome 7.9-7.4, Safety at School 7.5 - 7.4, and Inclusive School 7.4 - 6.7

Percentage of students achieving greater than or equal to expected growth in Yrs 5 & 7 NAPLAN Reading, Writing and Numeracy increased by 9% averaged over 2015, 2016 & 2017 - Yr 5 Reading 54.2%-63%, Yr 5 Writing 56.7%- 65%, Yr 5 Numeracy 42%- 51%, Yr 7 Reading 54.2%-63%, Yr 7 Writing 47.8%- 56%, Yr 7 Numeracy 67%-76%

Progress towards achieving improvement measures

Process 1: School Practices and Processes

School leaders develop support materials/checklists on essential school practices. Management practices and processes are evaluated and refined on a regular basis to ensure implementation reflects all DoE and NESA requirements.

Evaluation	Funds Expended (Resources)
<p>Staff made progress towards their professional learning goals this year, with 'select and use teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking', as a whole school goal. Inquiry learning was a focus in classes.</p> <p>Induction programs have been successful in meeting the needs of early career teachers. Some Beginning Teacher Funds were utilised for lesson observations, feedback on teaching practice, assessment and report writing. Teacher identified professional learning opportunities were interrupted during Covid-19 and some funds will carry over into 2021.</p> <p>All staff finalised their Performance and Development Plans (PDPs) for 2020 with most staff indicating they had met or had made progress towards achieving their professional goals. Evaluations identified future goals for 2021. Provision was made for staff to log their 2020 Teacher Identified Professional Learning as required by NESA and supervisors provided ongoing support.</p>	<p>Induction Programs</p> <p>PDPs</p> <p>Accreditation Guidelines</p> <p>Beginning Teacher Funds \$14481</p> <p>Professional Learning \$35781</p>

Process 2: Instructional Leadership

Leaders provide training and support in program implementation and capacity building underpinned by the performance and development cycle and based on the teaching standards.

Evaluation	Funds Expended (Resources)
QTSS funds provided opportunities for colleagues to observe teaching practice and to provide feedback. Staff survey data indicated that 95% of	School wide assessments

Progress towards achieving improvement measures

teachers have a high or very high level of job satisfaction, a strong indication that staff are supported and confident in their role. 90% of teachers agreed or strongly agreed that school leaders are leading improvement and change.

Instructional Leadership in 2020 targeted numeracy intervention and mathematics. Professional learning for staff in Prime Maths was a priority. Whole school PDP goals were specifically linked to an improvement in numeracy outcomes.

K-2 targeted programs in literacy and numeracy were clearly working for our students. 2020 Check-In Assessment data in reading and numeracy for Year 3 is significantly above state average in all reading and numeracy. Staff demonstrate a high level of competence in the implementation of the Focused Phonics Program, decoding program and Big Write and 7 Steps programs. There were two interventionists working in Kindergarten, Year 1 and Year 2 who provided explicit instruction and support to classroom teachers to improve their practice. There were two interventionists in Years 3-6 and their focus was on improving student outcomes in reading and in mathematics.. Year 5 Check-in Assessment results are above state average in reading and above that of similar schools in mathematics

Check-In Data

Prime Maths \$46000

Interventionists \$216000

QTSS \$108290

Process 3: Valley Schools Learning Community

School leaders actively engage in VSLC joint initiatives to expand opportunities for students through productive alliances.

Evaluation	Funds Expended (Resources)
<p>There have been limited opportunities provided for school leaders to collaborate and develop their leadership skills due to Covid-19. The Local Management Group Leadership Forum was postponed and a Leaders Forum was held via Facebook. A modified Year 6 to Year 7 transition program was organised as restrictions eased at the end of 2020. Access requests for students with a disability in Year 5 were completed for 2021 transition to high school.</p> <p>Valley Schools Network Meetings were held in Term 1 and Niagara Park Public School coordinated the Innovative Teachers Network. Unfortunately network meetings did not continue after Term 1 due to Covid-19 restrictions.</p> <p>Niagara Park Public School's Support Unit usually coordinates the Central Coast Support Unit Network Meeting and, due to Covid-19, these meetings did not take place.</p>	<p>VSLC- schedules for PL and networking meetings T1</p> <p>High School Staff</p>

Process 4: Process - Research-based Technology Programs

Create opportunities for increasing the use of technology in classrooms, provide PL in STEM/STEAM processes and expand student capabilities. Strengthen alliances with Dept of Industries and enhance the school technology program.

Evaluation	Funds Expended (Resources)
<p>60 Laptops were distributed to students in Term 1 and Term 2 to enable online learning during Learning from Home and professional learning was provided to staff, parents and students via Zoom.</p> <p>A Local Schools Community Fund allowed the purchase of a 3D printing filament recycling station to be purchased to recycle filament for the school and surrounding businesses and schools.</p> <p>The self booking timetable for the Makerspace is under utilised and further professional learning is required to build staff confidence in using the Maker Space. However, 3D Printing Club and Robotics Club take place in the</p>	<p>MakerSpace timetable</p> <p>Online learning evidence Scout</p> <p>Local Schools Community Fund - \$14000</p> <p>Laptops</p>

Progress towards achieving improvement measures

Makerspace at lunchtime and 3D printing and robotics are also a part of the RFF component.

Strategic Direction 3

Dynamic, innovative and reflective quality teachers.

Purpose

To build staff capacity to plan, implement and reflect on teaching practices that are targeted, differentiated and enhanced with high quality, innovative and engaging teaching and learning strategies and to evaluate the effectiveness of teaching practices using evidence based criteria and feedback to improve student learning outcomes.

School Excellence Framework Links-Learning Domain: Wellbeing, Curriculum, Assessment, Reporting, Student Performance Measures. Teaching Domain: Effective Classroom Practice, Data Skills & Use, Professional Standards, Learning & Development. Leading Domain: Educational Leadership, School Resources

Improvement Measures

Overall student growth in Big Write data K-6 increase: 2018-19% to 24%, 2019-24% to 31%, 2020 - 31% to 41%. Percentage students achieving grade level in Focused Phonics by 2020: K - 76% to 87%, Yr 1 - 51% to 87%, Yr 2 - 85% to 87%

TTFM Student Survey -teacher satisfaction levels greater than the NSW norms in 2017 - Effective Learning Time 7.9 School - 8.2 NSW Norm, Relevance 7.8 - 7.9, Rigour 8.9 - 8.2, Victims of Bullying 31% - 36%, Advocacy at School 7.2 - 7.7, Positive Teacher Relationships 7.9 - 8.4, Positive Learning Climate 7.0 - 7.2, Expectations for Success 8.2 - 8.7

Progress towards achieving improvement measures

Process 1: Teacher Reflection

All staff K-6 reflect on the impact of their practice, develop their capacity and engage with the Performance and Development Framework to cater for diverse learning needs.

Evaluation	Funds Expended (Resources)
<p>Performance and Development Plan annual reviews were completed by supervisors for all staff. These were based on progress against professional and school goals, lesson observations and discussion to inform future goals.</p> <p>Professional Learning was provided for reflection on the School Excellence Framework and mapping of the school's progress.</p> <p>Observations of practice have been conducted and constructive feedback provided by colleagues through professional dialogue. Teachers have also engaged in self-reflection on their teaching practices. Stage planning days have allowed for stage teams to collectively plan and develop assessment tools to ensure consistency of teacher judgement. Supervisors have mentored beginning teachers and provided high levels of support for those new to the department.</p> <p>Teacher satisfaction levels on the Staff School Culture Survey indicated:</p> <p>95% of teachers exchange ideas and work collaboratively</p> <p>95% of staff have a high level of job satisfaction</p> <p>100% of teachers feel supported in their role</p> <p>90% of teachers feel they are supported to achieve their PDP goals</p>	<p>Mapping activity of school excellence framework</p> <p>PDPs</p> <p>QTSS Funds</p> <p>Tell Them From Me Surveys and School Culture Surveys</p>

Process 2: Program Implementation

All staff implement best practice in literacy and numeracy to improve student achievement.

Evaluation	Funds Expended (Resources)
------------	----------------------------

Progress towards achieving improvement measures

Teaching and learning programs demonstrate that the Quality Teaching Framework and the teaching and learning cycle underpin planning and programming for literacy and numeracy. There is evidence of flexible and fluid student groupings, goal setting and point of need instruction. Extension opportunities were provided and quality feedback to students given. Intervention teachers differentiated learning in programs that included decoding, Focus Phonics, Big Write, 7 Steps, Spelling Mastery, Prime Maths and Focus on Reading. In addition, they provided staff with professional learning and demonstration lessons to ensure consistency of practice and the use of a common language K-6 in program delivery. Class programs were collected each term and feedback was provided, with provision given for opportunities for corporate programming via stage planning days.

2020 Focused Phonics Data-% of students achieving grade expectation:

Kindergarten - 80%, Year 1 - 80%, Year 2 - 75%

Overall student growth in Big Write K-6 increased by 33% from 2019

Teaching and learning programs

Interventionists

Socio economic \$100946

Process 3: Data Analysis

Staff utilise Learning Progressions and consistent teacher judgement to analyse data, accurately track student progress and inform planning for teaching.

Evaluation	Funds Expended (Resources)
<p>All staff are demonstrating a basic understanding of applying targeted Learning Progressions to inform their planning and programming and to differentiate learning for their students.</p> <p>There is evidence in teaching and learning programs that teachers are using Cold Write, Focused Phonics, reading levels, Spelling Mastery and Prime Maths assessment data to inform their teaching.</p> <p>The Staff School Culture Teacher Survey indicated:</p> <p>90% of staff are willing to implement new and pedagogical teaching practices</p> <p>Check-in Assessment Data 2020:</p> <p>Year 3 reading 69.6%, SSG 56.5%, State 58.6%</p> <p>Year 3 numeracy 68.6%, SSG 60.8%, State 62.8%</p> <p>Year 5 reading 68.5%, SSG 60%, State 60.7%</p> <p>Year 5 numeracy 60.3%, SSG 58.7%, State 60%</p> <p>All ATSI students have completed PLPs to address individual learning and cultural goals.</p> <p>Year 3 Aboriginal numeracy 68.6%, SSG 60.8%, State 62.8%</p> <p>Year 3 Aboriginal numeracy 60.65%, SSG 60.8%, State 62.8%</p> <p>Year 5 Aboriginal reading 63.3%, SSG 60%, State 60.7%</p> <p>Year 5 Aboriginal numeracy 68.8%, SSG 58.75, State 60%</p>	<p>Staff Professional Learning \$35781</p> <p>Literacy & Numeracy \$15509</p> <p>Literacy & Numeracy Intervention \$91883</p>

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal Education Resource allocation \$34266	<p>Individualised learning was provided to Aboriginal students through targeted programs by interventionists in Focused Phonics, Focus on Reading and SLSO comprehension programs.</p> <p>All ATSI students have completed PLPs to address individual learning and cultural goals.</p> <p>Year 3 Aboriginal numeracy 68.6%, SSG 60.8%, State 62.8%</p> <p>Year 3 Aboriginal numeracy 60.6%, SSG 60.8%, State 62.8%</p> <p>Year 5 Aboriginal reading 63.3%, SSG 60%, State 60.7%</p> <p>Year 5 Aboriginal numeracy 68.8%, SSG 58.7%, State 60%</p>
English language proficiency	English Language Proficiency Resource Allocation \$22259	Individualised programs and reports. Improved literacy, numeracy skills and receptive and expressive language.
Low level adjustment for disability	Low Level Adjustment for Disability Resource Allocation \$22259	SLSOs support students in structured play and in the playground to improve social skills and behaviour. Learning and Support Teacher and SLSOs provide literacy and numeracy intervention for targeted students.
Quality Teaching, Successful Students (QTSS)	Quality Teaching Successful Students \$108290	<p>Improved Focused Phonics, mathematics, spelling and writing results due to professional development, improved practice and implementation of targeted programs.</p> <p>Improved Year 3 and Year 5 Reading results. Staff School Culture Survey respondents indicated:</p> <p>90% of staff are supported to achieve their PDP goals</p> <p>85% of staff indicated that executive staff are approachable and supportive</p> <p>90% of staff indicated that they have the resources to deliver quality programs</p> <p>100% of staff indicated that they feel supported in their role</p> <p>90% of staff feel comfortable asking for support from executive</p>
Socio-economic background	Socio-Economic Resource Allocation \$100946	<p>Interventionist support K-2 and 3-6 targeted literacy and Numeracy programs.</p> <p>Check-in Data:</p> <p>Year 3 reading 69.6%, SSG 56.5%, State 58.6%</p> <p>Year 3 numeracy 68.6%, SSG 60.8%, State 62.85</p>

Socio-economic background	Socio-Economic Resource Allocation \$100946	<p>Year 5 reading 68.5%, SSG 60%, State 60.7%</p> <p>Year 5 numeracy 60.3%, SSG 58.7%, State 60%</p>
Support for beginning teachers	Beginning Teachers Support \$14481	Beginning Teacher Support was not used at Niagara Park Public School due to both Covid-19 and the teacher moving to Byron Bay. The funding was transferred to Byron Bay Public School.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	268	283	277	280
Girls	279	272	278	284

Student attendance profile

School				
Year	2017	2018	2019	2020
K	96.1	94.6	93.3	94.2
1	94.1	95.1	94.7	91.7
2	94.7	94	94.1	93.5
3	94.5	94.3	94.2	92.7
4	94.1	93.2	92.7	91.8
5	93.3	93.3	93.2	91.9
6	93.4	91.6	93.1	90.9
All Years	94.3	93.7	93.6	92.4
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	22.07
Literacy and Numeracy Intervention	0.84
Learning and Support Teacher(s)	1.2
Teacher Librarian	1
School Administration and Support Staff	7.06

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

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

Workforce ATSI

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

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

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

Financial information

Financial summary

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

	2020 Actual (\$)
Opening Balance	940,718
Revenue	5,714,989
Appropriation	5,627,414
Sale of Goods and Services	4,013
Grants and contributions	80,268
Investment income	3,295
Expenses	-5,677,657
Employee related	-5,246,183
Operating expenses	-431,475
Surplus / deficit for the year	37,332
Closing Balance	978,050

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	328,851
Equity Total	355,237
Equity - Aboriginal	34,266
Equity - Socio-economic	100,946
Equity - Language	22,259
Equity - Disability	197,766
Base Total	4,426,915
Base - Per Capita	137,823
Base - Location	0
Base - Other	4,289,092
Other Total	314,359
Grand Total	5,425,362

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 students completed Tell Them From Me surveys and parents and staff completed School Culture Surveys to indicate community satisfaction. Areas students rated highly were; students have friends at school they can trust and who encourage them to make positive choices and students have positive behaviour at school. Areas requiring an improvement were: Students feel accepted and valued by their peers and by others at school, students do homework with a positive attitude and in a timely manner and students are interested and motivated in their learning

Parent responses that were positive included: The school is a happy and safe place, all parents feel welcome and valued, our vision, beliefs and values are well known, students are provided with a quality education, the school provides essential skills in literacy and numeracy and parents are well informed of school events, activities and initiatives. 91% of respondents indicated that they would recommend Niagara Park Public School to new families entering the area and 93.4% of respondents indicated that they had a high or very high level of school satisfaction.

Teacher responses to the School Culture Survey were also positive, with 100% of staff indicating that Niagara Park PS is a safe and happy school, 95% indicating they felt part of a team, 95% indicating that executive staff are supportive & approachable and 100% indicating that they felt supported in their role. 95% of staff indicated a high or very high level of job satisfaction.

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.