2020 Annual Report

Southern Cross Public School

SOUTHERN CROSS
PUBLIC SCHOOL

4428

Introduction

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

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

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School vision

We are a vibrant, innovative and dynamic learning community that is committed to fostering excellence within a rich and diverse learning environment through strong collaboration.

To provide a culture of respect, empathy and enrichment, by setting high expectation and providing quality educational experiences and opportunities that engage and motivate all students to learn, discover and analyse their knowledge to equip them to be active, creative and critical thinkers and informed citizens of the future.

School context

Southern Cross Public, was established in 1971 as a Primary School. It became a K-12 school with Distance Education 7-12 in 1995. Southern Cross Public School was re-established as a Public school in 2018 with the secondary component amalgamating with Ballina High School to form Ballina Coast High.

Southern Cross Public School is a well-resourced and independently functioning school with the inclusion of five support classes. We have a diverse learning community with 12% indigenous and a rich multicultural population. We are an expanding school with a focus on collaboration, contemporary practices and community engagement.

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

Strategic Direction 1

Learning: engaging, creative, inspiring.

Purpose

Students are provided with a consistent and engaging learning environment that encompasses high expectations and caters to their individual needs.

Creating a learning environment that is focused on inspiring creative and critical thinking through learning that has a social and emotional connection to our students and learning community. Developing a culture of collaboration and problem solving, by using engaging technologies and learning opportunities in a safe, inviting and inspiring learning environment.

Improvement Measures

Increase in positive responses in learning and engagement in the TTFM.

100% of Teaching staff actively utilising Educator Impact.

All students achieve positive growth in NAPLAN and local assessments

Increase of students in the top two bands of NAPLAN.

Reduction of students in the bottom two bands of NAPLAN

Increased use of Project Based Learning processes to include all of Stage 2 and 3

All mainstream classes using cooperative structures. Increase in student engagement- reduction of classroom negative behaviours and disruptions.

30% increase of ATSI students in top two bands of NAPLAN

10% increase of all student in to top 2 bands of NAPLAN

Progress towards achieving improvement measures

Process 1: *Development of engaging units of work with embedded research based best practices of Cooperative structures , PBL and STEM.*

Evaluation	Funds Expended (Resources)
The change in the learning pedagogy in 2020 to online learning inhibited the implementation of Project based into the units of work. This will placed onto the next school improvement plan	Teacher time to to complete the units . Funding $12000 resources to support the implementation of the units Resources $40000 **Funding Sources:** • Professional learning ($12000.00) • Quality Teaching, Successful Students (QTSS) ($10000.00) • Low level adjustment for disability ($15000.00)

Process 2: *Increase engagement and communication regarding learning progress and Individualised learning plans for all students*

Evaluation	Funds Expended (Resources)
Reporting practice adapted and new information sheets for community presented.	Release time

Progress towards achieving improvement measures	
Reporting practice adapted and new information sheets for community presented.	Sentral **Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($12000.00) • Socio-economic background ($10000.00)

Process 3: *Develop strategies and processes to improve literacy and numeracy skills driven by Data. Implementation of Personalised Learning Plans that are regularly reviewed.*

Evaluation	Funds Expended (Resources)
Data practices increase the differentiation and adaptation of learning opportunities. All students have individualised learning goals derived through consultation with the student, parents and reflective of data.	Release time - Teams. PLAN 2 SENTRAL **Funding Sources:** • Literacy and numeracy ($7500.00) • Professional learning ($5000.00)

Strategic Direction 2

Teaching excellence through collaboration

Purpose

Providing a teaching and learning culture focused on building capacity and aspiring for excellence through authentic collaboration. Where teaching is through functional teams, robust mentoring and coaching with professional conversations around continual improvements to pedagogy and learning through the Performance and Development Framework.

Improvement Measures

Staff supported through professional learning and performance development processes.

100% of staff completing 30 day conversations around their PDPs- Presenting evidence of impact improvements.

Curriculum Collaboratively derived to include Project based learning, cooperative structures and STEM.

All staff utilising cooperative structures.

100% of staff engaging with mentoring practices through Educator impact.

Progress towards achieving improvement measures

Process 1: *Staff using contemporary Technologies and practices Teaching the learning habits and dispositions of H2L*

Evaluation	Funds Expended (Resources)
Technology was crucial during the Covid period and highlighted the need to be flexible, adaptive and current in the use of technology and the importance of learning disposition within students	Resources - laptops, STEM units and other technology resources. **Funding Sources:** • Aboriginal background loading ($2000.00) • Socio-economic background ($50000.00) • Professional learning ($5000.00) • Support for beginning teachers ($4000.00)

Process 2: *Instructional leader to improve staff skills in learning process and effective use of data to support students in literacy and numeracy.*

Provision of regular feedback around teaching and learning and programming.

Evaluation	Funds Expended (Resources)
The instructional leader role has had a positive impact on professional expectations in programming and the delivery of quality teaching and learning opportunities for students and staff. Developing consistent and effective expectations through professional learning and clear structures and processes.	**Funding Sources:** • Socio-economic background ($22000.00)

Process 3: Quality Teaching practices using Performance and Development Framework and Educator impact tool to guide the development and implementation of the Professional Development Framework for the school.

All staff engaged with 30 day conversations with supervisors and peers.

Evaluation	Funds Expended

Progress towards achieving improvement measures	
Evaluation	**(Resources)**
The focus on staff performance and development through the performance and development framework, supported by effective practices of supervision and generative dialogue around purposeful goals, has had a positive impact on student learning, staff improvements and the teaching and learning cycle as a professional growth practice.	**Funding Sources:** • Professional learning ($5000.00) • Literacy and numeracy ($5000.00) • Quality Teaching, Successful Students (QTSS) ($15000.00)

Strategic Direction 3

Leading a dynamic learning community

Purpose

Engage , inform and provide opportunities for our learning community in aspects of learning, contemporary issues around students, our local community and increasing learning partnerships.

Increase communication, student and parent engagement through innovative use of technologies and learning experiences.

Providing opportunities for the learning community to engage with and provide learning experiences for our students.

Improvement Measures

Increase of staff, students and parents collaborating through online platforms, learning opportunities and social connections to:

- promote home/school learning partnerships- Improve Student learning outcomes. - support personalised, flexible modes of learning delivery and establish a positive engaged learning community culture.

Improvements demonstrated in positive behaviours for effective learning

Improved positive student response in all aspect of the TTFM survey.

Progress towards achieving improvement measures

Process 1:   Increase school engagement with the learning community through online platforms, sporting activities and learning opportunities.

Evaluation	Funds Expended (Resources)
Engagement with the learning community was both heightened and restricted in 2020 due to Covid. Engagement around learning, progressions and indeed teaching increased, whilst the ability to offer wider engagement opportunities ceased.	**Funding Sources:** • Socio-economic background ($2000.00)

Process 2:   *Establish positive community partnerships and engagement around student learning improvements.*

Evaluation	Funds Expended (Resources)
Engagement with the learning community was both heightened and restricted in 2020 due to Covid. Engagement around learning, progressions and indeed teaching increased, whilst the ability to offer wider engagement opportunities ceased.	

Process 3:   *Continue the development and implementation of PBL process and merit system that reflect the school's values.*

Evaluation	Funds Expended (Resources)
Merit system was reviewed and a new process being developed for the start of 2021. This will focus on the cooperative structures and practices aligned with classroom practices.	**Funding Sources:** • Professional learning ($5000.00) • Quality Teaching, Successful Students (QTSS) ($10000.00) • Socio-economic background ($2000.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	SLSO support Teacher release to develop PLPs in consultation with parents/ carers and support workers where applicatble. Support Programs, Levelled Literacy intervention, Quicksmart maths and phonological programs. Bundjalung Language Tutor **Funding Sources:** • Aboriginal background loading ($30 000.00)	Intervention and support programs being implemented. PLPs developed for all ATSI students in addition to ILPs for all students. Language program started and was ceased due to the unavailability of a tutor and covid.
Low level adjustment for disability	SLSO support Team meeting and teacher release. PAT and local assessment measures **Funding Sources:** • Low level adjustment for disability ($50 000.00)	Assessment processes and practices established with robust schedule. CRM established in stage 2 with the development of school norms to progress to whole school practice. Learning support processes established and embedded into LST practice. Learning and support for integration also established through the LST.
Quality Teaching, Successful Students (QTSS)	Release Regional Resources - PSL, Director and NCIS tutor. Educator Impact **Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($80 000.00)	Educator impact being delivered and teachers engaged in quality mentoring and feedback practices. PDPs and 30 day conversations implemented (covid pause for term 2) Staff trained in cooperative structures and embedding in programs, class structures and managment.
Socio-economic background	Mathletics, Reading eggs, text books, uniforms and excursion, incursion costs. **Funding Sources:** • Socio-economic background ($60 000.00)	Technology and access to these with the support of online programs was the main focus at the beginning of the year with all students provided access to necessary resources to access learning. Excursion where not provided- incursions where offered as enrichment to the learning presented. Parent meetings not prevalent in 2020
Support for beginning teachers	Release for both teacher and mentors. Team meetings PDP meetings and support. **Funding Sources:** • Support for beginning teachers ($24 000.00)	Release time has been invaluable throughout 2020 to support teachers in the transitions to online learning and back into the classroom. Programming and establishing professional practices around communication and feedback.
Wellbeing Services	Release	Mind-fullness was a success with the classes

Wellbeing Services	Training and development with Learning, Engagement and Wellbeing Officer (regional). Various mindfulness programs **Funding Sources:** • Integration funding support ($10 000.00)	and students exposed to these programs achieving a 30% reduction in negative incidents in class. Staff and students reported that these programs had a positive impact on learning and the climate of the classroom. Attendance and learning engagement practices reviewed and protocols adopted to ensure all students are monitored, communicated and supported. Introduction of Cooperative structures across the school.

Generative dialogue around professional growth. All staff are engaged in mentoring and collaboration involving goal setting and the impact on student learning.

Student information

Student enrolment profile

Students	Enrolments			
	2017	**2018**	**2019**	**2020**
Boys	523	219	213	230
Girls	440	158	171	166

Student attendance profile

School				
Year	**2017**	**2018**	**2019**	**2020**
K	94.2	94.7	92.5	94.1
1	93	92.3	93.9	92
2	91.8	94.1	93.3	94
3	94.3	91.8	92.6	90.5
4	92.2	94.6	89.6	93.4
5	91.5	93.1	94	88.6
6	92.1	90.7	92	93.8
7	100			
10	100			
12	100			
All Years	92.9	93.1	92.6	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
7	92.7			
10	87.3			
12	90.1			
All Years	93	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)	4
Classroom Teacher(s)	18.38
Literacy and Numeracy Intervention	0.53
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
School Administration and Support Staff	8.02

*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	579,095
Revenue	5,089,221
Appropriation	4,973,252
Sale of Goods and Services	89,077
Grants and contributions	26,257
Investment income	536
Other revenue	100
Expenses	-5,092,789
Employee related	-4,590,778
Operating expenses	-502,011
Surplus / deficit for the year	-3,568
Closing Balance	575,527

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	191,628
Equity Total	233,135
Equity - Aboriginal	38,614
Equity - Socio-economic	79,605
Equity - Language	1,288
Equity - Disability	113,628
Base Total	3,659,056
Base - Per Capita	98,145
Base - Location	4,157
Base - Other	3,556,754
Other Total	436,635
Grand Total	4,520,454

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

Parents/ carers, students and teachers where surveyed throughout the year through Tell Them From Me and other sources. Parent feedback has guided the introduction of key initiatives and improvements to communication, reporting and engagements. We continue to strive for improvements in this area with the lifting of restrictions to engage with our learning community in a more social and community building approach.

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.