2020 Annual Report

Glenroy Public School

4468

Introduction

The Annual Report for 2020 is provided to the community of Glenroy 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 has been unlike any year, any of us has experienced before. There have been many challenges and hardships. The year started with bush fires throughout the State and just when were getting them under control the Coronavirus appeared on the radar. It changed the way we lived in dramatic ways.

We had times when students were not at school, undertaking learning from home. That required some quick changes and the school supported this by sending laptops home and moving to an online platform. When we were finally able to return, the way that the school operated had changed dramatically. Our school leaders were unable to hold assemblies, play breaks were split, parents were no longer allowed through the front gate and hand washing become the new normal. Our lives outside of school changed too. Sport was cancelled and social distancing was now something that we all had to follow. Through these challenges our students displayed amazing resilience and got on with their learning.

Even when faced with the these obstacles, we were still able to implement new school wellbeing procedures and developed our three core values of Respect, Responsibility and Resilience. We have learnt what living these three values at Glenroy Public School means and along the way we have earnt some fun rewards. The Explosion of Colour and Fun Run being one of the best. There were also some massive changes at the school. We have new artworks on the Burrows road entry and near the Kindergarten classrooms. We built a new interactive garden and play space, that we will continue to expand upon and hopefully be able to work with the school community to finish.

The staff at Glenroy Public School were truly amazing in these unprecedented times and I can not thank them enough for there hard work and dedication. I also want to thank the parents, families and community of Glenroy Public School for their understanding and support through a tumultuous 2020.

Sean Scott

Principal

School vision

Glenroy Public School's vision is to provide inclusive, high quality, engaging and personalised learning experiences for every student within a context of high expectations. Wellbeing and learning needs are strongly interwoven across our school community, with a shared responsibility for connecting, thriving and succeeding.

School context

As a partner in the Northern Spirit Learning Community our dedicated and enthusiastic staff work collaboratively to provide a safe and challenging learning environment that encourages all students to meet their full potential in academic, cultural, social and sporting endeavours.

With a range of composite classes, there is additional teacher support for Library, Learning Support and other focused learning activities, allowing all students access to quality education programs within a balanced curriculum.

Through the Early Action for Success program (EAfS) the school has been provided with an Instructional Leader three days per week to support building teacher capacity in literacy and numeracy, strengthening personalised learning for all K-3 students. Additional resources have been allocated to enable the school to provide training for tiered interventions and offer professional learning for all full time teachers Kindergarten to Year 6.

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

Strategic Direction 1

Teaching

Purpose

Our purpose is to develop skilled and high performing teachers who engage in a positive, collaborative, professional learning environment with a focus on improving literacy and numeracy.

Improvement Measures

Teachers display professional growth through reflection and feedback from peers, supervisors and instructional leaders.
All teaching staff use evidence based practice to improve student outcomes.

Overall summary of progress

Developing cohesive collaboration throughout the school was targeted through programming practices. Lesson planning became fluid and flexible with fortnightly Professional Learning Day (PLD) providing time for teaching staff to collaboratively plan and program. A key component of the PLD was a focus on collaborative programming utilising current professional learning. In 2020, this included professional learning in Mathematics with Ryan Dunn, Phonics and utilising the Short Reading Assessment that were created by the Department of Education. Due to COVID-19 restrictions lessons observations were on hold in 2020. However, teachers did develop a range of video lessons that were shared with students and teachers.

Improving and developing strong practices in the effective use of data to inform practice was a whole school focus in 2020. This Included pre/post testing in Mathematics through the Essential Assessment platform, utilising the Department of Education short assessments in reading, the school developed writing tool, and engine room reading. The teachers became data rich and were improving their ability to effectively utilise the data to inform their teaching.

The second half of 2020 saw the school transition to the Foundation Literacy Project at the school, that had a targeted focus on the teaching of phonemic awareness and phonics for the Kindergarten, Year 1 and Year 2 classes. This teaching was well supported with a rich data collection system that utilised the Department of Educations' phonological awareness diagnostic assessment and the Little Learners Assessment of Reading and Spelling. Teachers were well supported in developing and delivering the change of practice through a combination of professional learning and observations. This project was only in the initial phase of implementation at the end of 2020.

Progress towards achieving improvement measures

Process 1: Collaborative Practice

Develop and implement consistent teaching conventions and collaborative processes for consistency in teacher judgement and lesson delivery in literacy and numeracy.

Evaluation	Funds Expended (Resources)
In 2020 COVID-19 impacted on the final stages of our implementation into Collaborative Practice. A key component of this initiative was lesson observation, collaborating across schools and with other professionals. However, there were some unexpected positives that came from this too. Teachers collaborated to learn, and develop their professional knowledge 0f the Google Suite and in particular Google Classroom and other digital platforms at the school. Teachers improved their ability to film and reflect on lessons, so they could share them with their students. Collaborative programming was occurring and more formal practices need to be developed to ensure this occurs consistently across all Stages. Collaboration was leading to greater consistency in the classrooms, with key practices being implemented across the school. This was particularly noticeable with the use of the Short Reading Assessments and the K-2 phonics program. Collaborative practice has strengthened the process of	School Based Professional Learning Day $61,000 (Embedded in multiple school processes) Swivl and Ipads $4,500

Progress towards achieving improvement measures	
professional learning becoming professional practice.	

Process 2: Evidence Based Pedagogy

Utilise current evidence based research to develop and implement high quality professional learning in literacy and numeracy.

Evaluation	Funds Expended (Resources)
Professional Learning in Numeracy with Ryan Dunn was undertaken by all teaching staff. The professional learning was designed with the concept of "learn a little and do a little", as its mantra. From this, teaching staff refined and develop concepts in mathematics teaching and implemented the changes gradually. The "Talk Moves" was one of the major practices that was utilised across the school. Ensuring that the learning is implemented into teaching in 2021 is now a focus. Utilisation of the What Works Best theme of "Use of data to inform practice" was a part of the evidence based pedagogy that the school employed in 2020. This involved improving the data systems that the school utilised, so that they were more meaningful for the teaching staff. It involved the purchase and use of the Essential Assessment platform to conduct pre and post testing in numeracy, combined with measuring student achievement against a common grade. Teaching is Stage 2 and Stage 3 began to utilise the Department of Education Short Reading Quizzes. The data provide was beginning to be utilised to develop targeted reading comprehension lessons that were identified through the data. The Foundation Literacy Project was driven through a rich data collection process and explicit teaching. A literacy specialist was employed to work alongside the Early Stage 1 and Stage 1 teachers and collected data from the Little Learners Assessment of Reading and Spelling and the Department of Education Phonics Assessment to develop explicit phonics programs that was utilised in all Early Stage 1 and Stage 1 classes. The Literacy Specialist modelled and mentored classroom teachers to develop consistent classroom practices. Reading intervention was enhanced by all School Learning Support Officers (SLSO) undertaking professional learning in the administration of the Multi-Lit Reading Tutor Program. SLSOs then ran the intervention in the classroom with targeted students. There was measurable growth amongst those that attend the program regularly based on both the Reading Tutor Program and classroom assessments. Due to NAPLAN not being held, we are unable to accurately measure student growth, however the Check In Assessment allowed us to identify students in the top 2 bands. In Reading, 22% of students achieved results in the top 2 bands and this was an improvement from the 2019 NAPALN where in was 19.1%. In Numeracy, 14.3% of students were in the Top 2 bands, which was an improvement on the 2019 results of 12.3%. Year 5 students displayed the greatest improvement when compared to 2019 with 20.7% in the top 2 bands in Reading, compared to 9.1% in 2019 and 17.9% in Numeracy, compare to 9.4% in 2019.	Professional Learning $5,000 Essential Assessment and PAT-R $6,000 Literacy Specialist $10,000 Decodable Texts $6,000 Multi- Lit Reading Tutor Kits and Professional Learning $7,000 Reading Tutor SLSO time $25,000

Process 3: Evaluative Practices

Utilise evaluative practice effectively to inform the decision making process and build a culture of self-evaluation and reflection across the school.

Evaluation	Funds Expended (Resources)
There was an enhanced focus on evaluative practice throughout the school in 2020. Reading and Numeracy achievement was measured by utilising	Essential Assessment $2,000

Progress towards achieving improvement measures	
Essential Assessment for Numeracy and the Progress Achievement Test for Reading (PAT-R). The data was utilised to measure the effect size and percentage of students that are at or below the expected level. When measuring student growth in Reading from the PAT-R results, there was an effect size of 0.18 across the school. However the data is not accurate enough to make confident judgments, as some students did not complete the initial assessment until after Term 1 so we were not measuring a complete year of learning. When viewing the data by year level there was impressive growth in Year 1 (0.55) and Year 3 (0.5). Through Essential Assessment staff at the school were able to identify that across the school 27% of students were at an age appropriate level by the end of 2020. Through the Leading Evaluation, Evidence and Data project all teachers were surveyed on the What Work's Best themes at the school. Evaluative Practice: Whole School scored a high 4.49 out of 5, which focused on the executive level, while the Evaluative Practice: Individual, which focused more at the classroom level, was lower at 3.49 highlighting this as an area to strengthen and develop in the future.	PAT-R $2,000 Release From Fact to Face $3,000

Next Steps

- Develop K-2 effective reading practices.
- Improve the use of data to inform teaching.
- Improve accountability for teachers and executive to ensure current practices are implemented, tracked and embedded.
- Ensure high level and consistent programming standards.
- Improve and develop the assessment schedule to ensure key data is collect at the correct time.

Strategic Direction 2

Learning

Purpose

Our purpose is to build a culture of high expectations, self-regulated learning and ongoing performance improvement through the provision of personalised learning for all students.

Improvement Measures

A 10% increase in the proportion of students in all equity groups, achieving proficiency in line with the Premier's Priorities.
All students showing evidence of at least a years growth in their learning for a years teaching.

Overall summary of progress

In 2020 there was an initial push to improve the partnerships with parents, through parent information nights that shared classroom practice and new initiatives. It was extremely well received, with plans developed for future sessions. Unfortunately COVID-19 placed restrictions on this. We were constantly striving to improve transition partnerships, with preschool visits, parent meetings and improved transition programs at school. Attendance became a priority and the school developed improved process and practices, with this reaming an ongoing focus.

Wellbeing supports at the school are strong and the school is developing a whole school wellbeing procedures based on principles of Positive Behaviour for Learning. Three key values have been developed, along with the expected behaviours for various zones throughout the school. Student supports include breakfast club, SLSO support in each class, improved behaviour plans, buddy teachers and interests groups. Student mental health is an important issue that was addressed through Smiling Minds. All teaching staff under went professional learning, with Smiling Minds sessions being a part of daily classroom routine.

Progress towards achieving improvement measures

Process 1: Quality Curriculum

Deliver quality, curriculum informed, student centred learning experiences.

Evaluation	Funds Expended (Resources)
Through the professional learning undertaken with Dr Ryan Dunn, numeracy lessons embedded rich question techniques that were demonstrated through videos of practice. Utilising Talk Moves, questioning allowed for wait time, turn and talk, revoicing, reasoning, adding on, repeating and revising thinking and was practiced in every classroom. Ensuring the practices are now part of daily numeracy teaching needs to occur. The Foundation Literacy Project had a strong and unwavering focus on explicit teaching of phonemic awareness and phonics, with the mastery of the skills being paramount. All student in the project are monitored and their progress recorded utilising the LLARS and Department of Education phonics assessment. As part of the curriculum review it was identified that the school needed to revise and develop a range of scope an sequence documents. This occurred through the open leadership meeting with new scope and sequence documents developed for the English and Mathematics syllabus. A scope and sequence was also develop for the integrated inquiry units and shared with teaching staff at a staff meeting for feedback. These scope and sequence documents were utilised in the second half of 2020 as a working draft and were revised for full implementation in 2021.	Professional Learning $2,500 Release From Face to Face for data collection and analysis $4,000

Process 2: Personalised Learning

Progress towards achieving improvement measures

Process 2:

Learning is data driven and based on formative assessment practices and learning progressions.

Evaluation	Funds Expended (Resources)
Teachers tracked all students at Glenroy Public School through the Literacy and Numeracy Progressions. Data was triangulated with data from Essential Assessment and PAT-R. This led to effective groupings and targeted teaching of students and the ability to look at the impact on learning. Learning Support revised Behaviour Management Plans and facilitated staff professional learning. The new plans had a stronger focus on behaviour triggers and proactive strategies. Teachers in Stage 2 and Stage 3 utilised the Department of Education Short Reading Quizzes to develop targeted comprehension teaching based on the assessment data and is intrinsically linked to the learning progressions . From this data, explicit teaching of the key concepts in reading compression was undertaken. This formed a part of the focus on formative assessment that all teachers utilise and was repeated in a 3 week cycle.	Teacher Release $2,000 Professional Learning Day

Process 3: **Wellbeing**

Implement a whole school integrated approach to student wellbeing that caters to the needs of the collective and the individual.

Evaluation	Funds Expended (Resources)
In 2020 there was a strong focus on improving student wellbeing. This led to the creation of the Wellbeing team and they were responsible for developing new wellbeing procedures that focused on promoting positive behaviour. Through consultation three core values of Respect, Resilience and Responsibility were developed. From theses values, explicit behaviours for targeted zones around the school were created and explicitly taught to the students. These behaviour expectations are shared with families through Facebook to ensure that our expectations are shared with the wider community. As a part of the new wellbeing focus, all teachers participated in professional learning with Smiling Minds and it is now a part of daily classroom practice. Smiling Minds is timetabled in all classes for at least one session per day. All classroom teachers are reporting positively around this new practice. Students were also well supported with their learning with additional SLSOs employed to work with students and assist the classroom teachers. A natural play space was created as art of the playground. The space is designed so that students explore the natural environment in nature based play activities. The space has a range of play areas including a large sandpit, creek bed and boulders for the kids to play and explore. Creation of the play space involved staff, community and student input. Staff at the school were a major factor in constructing the space and this provided a great opportunity for staff to work together and create something for the community during the challenging Covid-19 year. Even with the challenges that 2020 provide the school saw a 5.1% improvement in the wellbeing results from the Tell Them From Me survey. Suspension rates remained low at 2.99%. Through the Leading Evaluation, Evidence and Data project, all teachers were surveyed on the What Work's Best themes, at the school Wellbeing scored a high 4.33 out of 5.	Attendance Coordinator $22,000 Boy 2 Man Program $3,000 Natural Play Space $20,000 Rewards Days $5,000 Professional Learning $1,000 Classroom Resources $5,000 Teacher Release $2,500 SLSO Support $415,000

Next Steps

- Develop a school scope and sequence for the school values and purchase signage to support.
- Monitor implementation of Smiling Minds and upskill new staff.
- Improve reporting and recording systems in Sentral to provided better data to measure the impact of new initiatives.
- Improve connections with local Aboriginal groups.
- Create a cultural garden space to continue to improve cultural safety for the Aboriginal community.
- Improve learning support to incorporate the phonics teaching in the classroom.

Strategic Direction 3

Leading

Purpose

Our purpose is to lead whole school improvement through modelling instructional leadership, setting high expectations and encouraging community engagement and feedback.

Improvement Measures

Achieve Excelling in measures of *Instructional Leadership, High Expectations Culture* and *Community Engagement* on the school Excellence Framework self assessment (version 2).
Through self assessment, the school rates from good to excellent in all dimensions in the *School Improvement Pathway*. (Curiosity and Powerful Learning Program).

Overall summary of progress

Glenroy Public School has a strong educational leadership team that has a focus on distributed instructional leadership. This includes various implementation teams in phonics, oral language and a mentoring system throughout the school. The instructional leader works across the school as do the two Assistant Principal, rather than focusing on particular Stage groups. Pre COVID-19, there was a strong culture of professional reflection and lesson observation, where teams would view practice and provide explicit feedback. This included Quality Teaching Rounds and greatly contributed to a school culture of continual improvement.

Developing processes to improve community engagement in meaningful ways was part of the school vision in 2020. Parent information session in Term 1 was implemented and allowed teachers to share current pedagogical practices and allowed parents to gain a greater insight into the classroom. Future sessions were planned, however due to COVID-19 restrictions these were delayed through to 2021.

Progress towards achieving improvement measures

Process 1: Instructional Leadership

Maintain a focus on distributed instructional leadership to facilitate whole school improvement.

Evaluation	Funds Expended (Resources)
COVD-19 impacted many of the processes that had been develop to improve and strengthen distributed instructional leadership. However, it did provide the opportunity for authentic collaboration and peer support, with teaching staff working together to develop learning from home that utilised Google Classroom and other digital platforms. This collaboration extended after students returned and many practices became embedded into daily routine. As part of the Dr Ryan Dunn mathematics professional learning, teaching staff were required to work in teams to review and reflect on the implementation of the practices taught. Teaching staff filmed their teaching of new concepts and reviewed, analysed and provided peer feedback. From this improved teaching practice occurred. This model of support was also evident in the implementation of the Reading Tutor Program. The staff involved modelled their practice to their peers and were provided constructive feedback. This led to consistent practices across the school. Through the Leading Evaluation, Evidence and Data project all teachers were surveyed on the What Work's Best themes at the school. Collaboration scored a high 4.36 out of 5.	Staff Laptops $15,000 Swivl & Ipads

Process 2: High Expectations

Sustain processes to review teaching practices as a professional learning community, focusing on

Progress towards achieving improvement measures

Process 2: continuous improvement of teaching and learning.

Evaluation	Funds Expended (Resources)
In 2020 there was a school wide focus on lifting the percentage of students in the top 2 bands in NAPLAN. Through multiple data sources, teachers identified, develop interventions and monitored students that were close to reaching a proficient level in Reading and Numeracy. Strategies and progression was shared and discussed during Professional Learning days, providing opportunities feedback and reflection. School targets were shared during all staff development days to ensure their was a shared understanding of the direction of the school and to foster a shared responsibility in attaining the targets. This included productive use of SLSOs so that they can run intervention groups and assist with attendance and wellbeing issues.	Professional Learning Day

Process 3: **Positive Partnerships**

Community partners assist the school in developing high quality learning experiences that enhance student learning and strengthen community engagement.

Evaluation	Funds Expended (Resources)
2020 was difficult to develop strong community partnerships, however even with the restrictions imposed due to the COVID-19 outbreak, we were still able to provided many enriched and diversified learning experiences for the students. Staff conducted a parents and family evening that was well attended and positively received. 100% of attendees report that they would attend future sessions. After the restrictions imposed by COVID-19 all classrooms utilised the SeeSaw application to improve communication between home and the school. The Boy 2 Man program developed links with the Aboriginal Men's Shed, which is a positive partnership that will continue to be fostered. The writing enrichment program saw students working with a writing specialist, which led to 1st and 3rd prize in the Write Around the Murray competition and other works making it into publications. Speech Therapists worked with all new kinder enrolments to conduct a speech screener, which classroom teachers utilised the information in the classroom to support learning. Students were also identified that may require additional support. Professional networks helped strengthen staff professional knowledge and skills. This included the Primary Principals Association, Assistant Principals' Network and the Graduate Teacher Network, where staff were actively involved in these groups. From this, staff worked collaboratively with Albury North Public School to developed school based procedures to monitor and implement the Short Reading Quizzes. This led to all teachers in Stage 2 and Stage 3 utilising the assessment to monitor their students and inform their teaching.	Smart Spot Speech Therapists $10 000 Writing Enrichment $25 000 Boy 2 Man Group $7 500

Next Steps

- Revise and renew observations and mentoring.
- Wellbeing team to have greater ownership and accountability to the Attendance and Wellbeing strategic directions at the school.
- Strengthen links to the Aboriginal community.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	**Funding Sources:** • Aboriginal background loading ($61 000.00)	Aboriginal Education Officer (AEO) 5 days per week. The AEO played a crucial role throughout 2020, as they were the link between the school and our Aboriginal families. They liaised with each family weekly throughout the lockdown period and helped them to navigate the learning sent home and any wellbeing concerns. They worked with a range of students at school and supported Aboriginal programs.
English language proficiency	**Funding Sources:** • English language proficiency ($13 609.00)	Additional teachers were employed to support the learning and support team and run intervention groups for targeted students. As a part of the initiative all EALD students from Kindergarten to Year 3 undertook the Little Learners Assessment of Reading and Spelling and the Department of Education Phonics Assessment. From this, tailored intervention was devised.
Low level adjustment for disability	**Funding Sources:** • Low level adjustment for disability ($54 210.00)	SLSOs trained in the Reading Tutor Program. The Reading Tutor Program was implemented in all classes from Year 2 through to Year 6. The explicit phonics program targeted students that were behind their peers. Additional SLSOs were employed to support students in the classroom and the playground to assist in the development of social, emotional, physical and academic needs. Additional teachers were employed to support the learning and support team and run intervention groups for targeted students. Intervention now utilises a range of phonics and phonemic awareness assessments to target students and provided intervention based on the assessments.
Quality Teaching, Successful Students (QTSS)	**Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($34 347.00)	All teaching staff were provided access to a fortnightly Professional Learning Day. Throughout the day staff undertook professional learning, collaboratively programmed, worked with the peers and received professional advice and feedback. This allowed for new and innovative practice to become embedded in teaching programs and teaching practice. It also provided a platform for lesson observations and reflection.
Socio-economic background	**Funding Sources:** • Socio-economic background ($271 105.00)	School developed programs to improve and increase teacher efficacy to support all students and deliver quality learning. There was a significant focus on a whole school phonemic awareness and phonics program that include classroom practice and tiered intervention. To meet the needs of low-socioeconomic students, the school engaged with a range of paraprofessionals and educational professionals to support and develop learning

Socio-economic background	**Funding Sources:** • Socio-economic background ($271 105.00)	at the school. Combined with strong wellbeing programs that support student social, emotional and physical wellbeing.
Support for beginning teachers	**Funding Sources:** • Support for beginning teachers ($10 000.00)	Funding supported beginning teachers by allowing them to engage in the Beginning Teacher Network, which added an extra layer of support. The school provided additional release from face to face to observe their peers and access to collaborative programming and planning.

Student information

Student enrolment profile

	Enrolments			
Students	**2017**	**2018**	**2019**	**2020**
Boys	86	85	90	97
Girls	85	88	100	104

Student attendance profile

School				
Year	**2017**	**2018**	**2019**	**2020**
K	87	86.2	86.1	90.4
1	90.7	88.5	86.5	86.4
2	88.2	89.3	90.6	82.9
3	89.7	89	89	89.2
4	94.2	88.4	88.9	88.2
5	92.1	91.9	84.8	87.1
6	87.5	87.8	90.8	85.4
All Years	90	88.6	87.8	86.9
State DoE				
Year	**2017**	**2018**	**2019**	**2020**
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	7.25
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.4
School Administration and Support Staff	1.94

*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	327,959
Revenue	2,820,116
Appropriation	2,774,047
Sale of Goods and Services	8,775
Grants and contributions	36,650
Investment income	644
Expenses	-2,788,544
Employee related	-2,509,294
Operating expenses	-279,249
Surplus / deficit for the year	31,572
Closing Balance	359,532

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	338,327
Equity Total	564,573
Equity - Aboriginal	61,573
Equity - Socio-economic	303,921
Equity - Language	13,609
Equity - Disability	185,471
Base Total	1,564,686
Base - Per Capita	45,696
Base - Location	1,734
Base - Other	1,517,256
Other Total	213,064
Grand Total	2,680,650

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

Students

The TTFM survey covered seven aspects of students' perceptions of their experiences at home and school. Results from the TTFM Survey compare ours core (2019) the average score for all NSW DoE schools in brackets. We have chosen to highlight information around 'student engagement' as this has a significant impact on student wellbeing and learning. Here are the results:

- Positive teacher - student relations 8.3 (8.4)
- Effective learning time 8.3 (8.2)
- Students with positive relationships 82% (85%)
- Effort: Students try hard to succeed 89% (88%)

Staff

Staff satisfaction utilised the Leading Evaluation, Evidence and Data survey.

- Challenging student goals 4.5
- Challenging learning 4.36
- Consistent consequences 4.07
- Positive classroom environment 4.64

Parents

Unfortunately due to COVID-19 we found it difficult to have parents respond to the Tell Them From Me survey and did not receive enough responses to report on.

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.