

2020 Annual Report

Singleton Heights Public School



4486

Introduction

The Annual Report for 2020 is provided to the community of Singleton Heights 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

Singleton Heights Public School
Dorsman Drive
Singleton Heights, 2330
www.singletonh-p.schools.nsw.edu.au
singletonh-p.school@det.nsw.edu.au
6573 1363

Message from the principal

Last year, we were coming to the end of a 3 year school planning cycle. At the end of 2017, we developed a school plan for 2018-2020. The 3 strategic directions were:

A cohesive and dynamic wellbeing approach

Excellence in Learning, Teaching and Leading and

Strengthening Family and Community Engagement

At the beginning of 2020 our major focuses in school were for the following:

Instructional leadership - 3 APs being released day per week and a DP monitoring ES1, to oversee the teaching pedagogy of staff in each stage. The main focus was on knowing how to track students individual progression in literacy and numeracy through assessment and observation.

Learning and Support - support teachers focusing on Tier 3 students, working below grade level

Wellbeing - Visible Wellbeing - teaching character strengths, emotional management and coping skills. A focus on PBL in the classroom

Community Engagement - continued to expand the role of the CLO with playgroup, communication, wider community connections, close P&C support.

COVID 19 had an obvious major impact on our school plans and our community changed in so many ways as we disconnected face to face and attempted to connect online with some success. Our school community thrives on connection and we are only just starting to rebuild those connections now, as parents are able to come in to school and support in some ways across the school community.

Building-wise, it was a year of serious disruption with our much needed canteen upgrade at the start of the year, which despite the hitches, is now up to standard mostly, and looks professional. We have new roofing on four buildings, new downpipes and guttering in the COLA, and minor upgrade in classrooms, as well as a new COLA surface and pipelines that are clear and running. We have a great new outdoor classroom deck, nicknamed the beehive, which is utilised often.

Technology is fluently integrated into every day teaching, with ipads, laptops and desktop PCs being readily available to all students daily. We have almost upgrade every classroom with new interactive boards.

Major excursions went missing in 2020, as did our Easter Hat Parade, Sports Carnivals, Fete and Christmas Carols. We were able to fortunately squeeze in a swimming carnival, a Strengths sports carnival and Book Week Parade, albeit with parents/community. Our Presentation Day was completely different to previous years, but we learnt that the way it was

modelled, may be the way we conduct in the future.

Our School Executive team and teaching staff undertook a Situational Analysis at the end of 2020, to determine future goals for our new school planning cycle for 2021-2024. The following achievements and areas for further improvement were noted:

TTFM survey data for students indicated that 76% of students indicated a positive sense of belonging at school. 71% of students indicated that they are interested and motivated in their learning. When students were surveyed about school ideas that they wanted to keep, tweak or chuck they indicated homework and scripture as areas to take away, and more playground facilities as an area to Keep or Tweak.

78% agree or strongly agree that they feel good about their culture when they are at school.

In the wellbeing element of the SEF, our school has indicated for the last two years that we are Sustaining and Growing in this area. Further enhancement of wellbeing initiatives including a closer focus on data analysis for improvement and the sustainable practice of positive, respectful relationships with staff, students and parents and the wider community, so that all students are known, valued and cared for.

Teacher surveys from the What Works best toolkit indicated that Explicit Teaching, Effective Feedback and use of data to inform practice were areas identified for capacity building and professional growth.

Parent surveys indicated several areas of further feedback for the school - areas to work with: Parent Activities are scheduled at times when I can attend. Better communication around executive roles and principal role, Teacher/Parent communication procedures are consistent. Social and Emotional Development of children need to be better communicated to parents. Parents being informed more often about school based assessment results.

School based PAT Assessment

READING Term 1 - 11% in top three bands (32 students) Term 4 - 20% in top 3 bands (54 students)

NUMERACY Term 1 - 2% in top 3 bands (6 students) Term 4 - 5% in top 3 bands (14 students)

I would like to thank the 2020 P&C executive for continuing to maintain a presence in the school, albeit at a distance of 1.5 metres from me, while supporting the fundraising efforts to ensure our students have high quality resources and support to ensure they have great opportunities for their learning and wellbeing.

Thank you

Shaun Graham

Principal

Message from the school community

P&C President Report 2020

Thank you to my executive team, I have been grateful to have had such a professional, loyal and hardworking team.

Vice President - Amelia Sheath and Laura Lomax, Treasurer - Codie Kenny, Secretary - Diana Dennis.

2020, the year that will go down in history.

Starting a fresh. New canteen, new year… that was the plan! Little did we know what was to come.

February started with Royleen Thorely as temporary canteen manager, setting up a temporary kitchen in the back of the hall. Waiting for our canteen renovations to be completed. In March, Royleen Thorley, a qualified chef, was the successful applicant for the Canteen Manager role.

Term 1 - Royleen worked tirelessly on her first canteen menu. We were all very excited when her menu came through with a whopping 92% everyday foods and only 8% occasional foods.

March 9 - finally the canteen renovations were complete. Time to move in and officially start the year.

Almost three weeks later COVID hit. The canteen and the school were shut down until the last few weeks on Term 2.

That was the term where parents realised a new found respect for teachers.

As much as I always wished that I could home school my children, I learnt very quickly why school is so important.

For students - the importance of socialising and for parents - the importance of sanity!

The Easter raffle and Mother's Day stall were cancelled as they fell during the COVID lockdown period. The only fundraising event held was a COVID safe Father's Day stall. Even though, it was still a very busy year once school returned for the few volunteers that were allowed into the school, to complete essential volunteer work - such as Uniform shop and Canteen and eventually breakfast club later in the year.

The canteen and uniform shop became the P&C's only source of fundraising. We navigated through the year learning how to socially distance and sanitise.

With such a big loss in fundraising it was fortunate that the government provided a stimulus package that not-for-profit associations could receive in three payments. These payments helped to cover the essential running costs of the P&C, including insurances and wages.

We were faced with many frustrating hurdles along the way. Loosing power to fridges and freezers, I think twice from memory. Hiring generators over 2 weekends to stop it happening again, while the school renovation was being completed. It doesn't sound like much but the work involved with reordering and remaking everything is heart breaking, especially for Royleen. Then the continuous break ins starting from September 15, sadly still occurring.

Given the year we've had, it delights me to say that we still contributed a lot towards many great things for our students.

We received \$15,952 in successful grants, a total of \$16,875 in stimulus packages, as well as, profits from the Canteen and the Uniform shop. This enabled the P&C to contribute the following:

\$250 worth of \$1 Canteen vouchers towards the PBL prize box, \$850 to restock the SHPS Swim Caps for students competing at zone, \$150 for Remembrance Day wreaths, \$8,170 on outdoor tables and settings, \$14,000 grant went towards 3 interactive smart boards, \$9,500 P&C contribution to fund the remaining cost of the 3rd board plus the 4th and final board to complete all the classrooms. \$500 towards the library fish tank up keep, \$1,397 Canteen garden fencing, \$1,500 towards the year 6 formal (which covered the cost of the DJ and all catering by the Canteen Manager, Royleen), \$300 Breakfast Club condiments.

P&C's contribution towards the Canteen renovations were: \$5,773.46 for a commercial dishwasher and \$1,137 for the display fridge.

\$1,952 spent on a new Breakfast Club fridge thanks to a successful application from a Feed Appeal Grant.

\$16,000 in committed funds: \$6,000 for the COLA concrete artworks and \$10,000 Back oval play equipment revamp.

Adding up to grand total \$61,480 worth of contribution by the P&C in 2020.

A massive THANK YOU to the few volunteers that helped out in the Canteen & the Uniform Shop during the COVID period. Because of you, our P&C has remained successful & productive even through these uncertain times.

I am proud that our P&C has been able to provide great things for the school and the students. I have loved being the P&C President since August 2018. I have been very grateful for the opportunity, experience and learning so much along the way. I thank Mr Graham and Mrs Dagg for supporting me whilst learning the ropes. I feel that my work as P&C President is now complete, therefore, I will not be returning as P&C President this year.

Jo Wensley - P&C President 2020

School vision

Positive Relationships, High Expectations, Authentic Learning

School context

Built on the land of the Wonnarua people, our school draws students from families living in the Singleton Heights region in the beautiful Hunter Valley. There are strong links with the mining and rural industries as well as local services. A Defence Transition Aide supports families connected to the Singleton Army Barracks.

515 students are enrolled for 2020, with approximately 90 students recognising their Aboriginal or Torres Strait Islander heritage. All students strive to achieve the school's core values of Respect, Responsibility and Excellence with quality teaching and learning practices evident in every classroom. The school has a professional, dedicated and caring teaching staff, who are committed to the school's vision. Collaborative practices contribute to a positive learning environment, where educational research, reflective practices and professional dialogue are highly valued within the school.

In 2017, the school's Year 5 average scaled score growth, in Spelling, was 91, which is above the state average. In numeracy the average scaled score growth was 90. In Year 5, 22 students were in the top two bands for Reading, and 19 students were in the top two bands in numeracy. The school is delivering in value added areas

Students are offered a variety of engaging learning experiences, allowing them to connect, succeed and thrive across the school. Technology is integral to the teaching and learning experiences in our well-resourced classrooms. The school is situated in expansive grounds, allowing students to be physically active in a welcoming environment. The school band is highly regarded within the community and students also enjoy opportunities to engage in creative arts.

The school has an active School Planning Committee, consisting of P&C members and school staff. The P&C encourages and values new and existing membership to contribute positively to the school culture.

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	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

A cohesive and dynamic Wellbeing approach

Purpose

To build positive, inclusive, respectful relationships that foster personal growth and development, and enhance cultural awareness .

To enrich community wellbeing where students, staff and community feel valued through positive communication and active engagement in school based activities.

Improvement Measures

Progressively increase the proportion of students demonstrating active engagement in learning and experiencing a sense of belonging(TTFM).

Increased proportion of community actively engaged in school based activities.

Moving towards a school that is excelling in the Wellbeing element of the Learning domain in the School Excellence Framework (2017 - delivering).

Increased proportion of ATSI students feel good about their culture.

Overall summary of progress

The key projects for the 2018-2020 school plan have included Visible Wellbeing and PBL, building teacher and leader capacity and strategic professional learning to develop flexible, dynamic learners and strengthening community and family engagement. The school has moved from a universal PBL approach to a focus on classroom settings, resulting in the development of a classroom matrix

Extra resource spaces (spare classrooms and the building of an outdoor learning space), are being utilised for community access, a technology hub and for outdoor learning activities. The addition of extra technology has provided opportunities for dynamic student learning.

Forums/Survey Results

TTFM survey data for students indicated that 76% of students indicated a positive sense of belonging at school. 71% of students indicated that they are interested and motivated in their learning. When students were surveyed about school ideas that they wanted to keep, tweak or chuck they indicated homework and scripture as areas to take away, and more playground facilities as an area to Keep or Tweak

78% agree or strongly agree that they feel good about their culture when they are at school.

In the wellbeing element of the SEF, our school has indicated for the last two years that we are Sustaining and Growing in this area. Further enhancement of wellbeing initiatives including a closer focus on data analysis for improvement and the sustainable practice of positive, respectful relationships with staff, students and parents and the wider community, so that all students are known, valued and cared for.

Teacher survey from the What Works best toolkit indicated that Explicit Teaching, Effective Feedback and use of data to inform practice were areas identified for capacity building and professional growth.

Parent surveys indicated several areas of further feedback for the school - areas to work with: Parent Activities are scheduled at times when I can attend. Better communication around executive roles and principal role, Teacher/Parent communication procedures are consistent. Social and Emotional Development of children need to be better communicated to parents. Parents being informed more often about school based assessment results

Progress towards achieving improvement measures

Process 1: School Wide Wellbeing - Implement a whole school integrated approach to wellbeing in which student, staff and community connect, succeed and thrive through PBL, Visible Wellbeing and student focused projects.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
This year, SHPS implemented the PBL Classroom Settings Matrix across the whole school. This was done to facilitate consistent language across the school and allow for whole school reward systems. PBL Bingo and PBL Rewards Day has continued to be a focus and students displayed high engagement in these activities. Due to COVID 19, staff undertook online training in the Visible Wellbeing Framework. Kindness Week continued where restrictions allowed, and continues to be a valuable learning experience for students. Wellbeing will continue to be a focus as we move into 2021.	\$95000

Process 2: Learning and Support Initiatives - Implementing a range of quality programs and support systems to enable students to excel. (LaST programs, Wellbeing executive role, outside agency support initiatives, APLaS network support (ED class). SLISO Support for LLAFLD students)

Evaluation	Funds Expended (Resources)
<p>The Berry Street Trauma informed practices will be delivered in 2021 as it is a strong link to our new welfare policy which is yet to be delivered.</p> <p>MacQLit intervention did not take place. Intervention programs supporting Tier 3 students in numeracy and literacy were implemented through the engagement of additional staff as well as our Learning and Support Teacher as part of the Reading Enrichment Program. There has been significant growth for those students attending Reading Support Programs. as well as progress for all students targeted focus teaching.</p> <p>NDIS procedures have been put in place to support service providers, parents and staff to meet the needs of students with disabilities in our school.</p> <p>NCCD Professional Learning was completed by some staff through online learning however, in 2021 this will be delivered to all staff through the online learning platform.</p>	\$125000

Process 3: Cultural Initiatives - Staff and community enhance cultural awareness and knowledge of students through rich, authentic learning experiences (Aboriginal student initiatives(AEO), students from EALD backgrounds. Wider local support. Employment of an SLISO to support Aboriginal students.)

Evaluation	Funds Expended (Resources)
<p>Two executive staff completed Professional Learning to build knowledge and practices to enhance educational outcomes for Indigenous student. Future initiatives will focus around building relationships, genuinely expecting more of ourselves, our communities, our children, and, building places of learning where these expectations exist and grow to professionally develop staff in local cultural awareness to enable embedded authentic learning experiences for all children.</p> <p>All PLPs are written on the same proforma that is accessible to all staff on the school server. A future direction and initiatives will centre around building stronger relationship between school and the local community.</p> <p>Cultural Groups occurred weekly that involved dance, language, art and Dreamtime stories. A staff member supervised these cultural group activities with the support from a Aboriginal Dance Instructor.</p> <p>The employment of a teacher to support the transition of EALD students and plotting students on the EALD progressions enabled the teacher to identify future learning experiences. All students have made gains in building their literacy skills of the English Language.</p>	\$95000

Process 4:

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
In the wellbeing element of the SEF, our school has indicated for the last two years that we are Sustaining and Growing in this area. Further enhancement of wellbeing initiatives including a closer focus on data analysis for improvement and the sustainable practice of positive, respectful relationships with staff, students and parents and the wider community, so that all students are known, valued and cared for.	\$150000

Next Steps

Wellbeing - A planned approach to wellbeing

Implication - The school is continually analysing and refining whole school wellbeing, with a focus on PBL, Visible wellbeing and the planned launch of the new Behaviour strategy in 2021.. With current reviews of systems and structure of behaviour we are aligning behaviour management processes to ensure we are catering to the needs of all students.

Thrive: Students develop the skills to reflect on and positively shape their behaviour in the context of ethical decision making

Effective Classroom Practice - Classroom Management -

Implication - All classrooms and other learning environments are well managed within a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption. Teachers model and share a flexible repertoire of strategies for classroom management.

The school will utilise the Wellbeing Framework of Connect, Succeed and Thrive to also monitor and evaluate schoolwide approaches.

Thrive - The school has high expectations for every student - link to SEF - **Learning Culture** - High Expectations

Strategic Direction 2

Excellence in learning, teaching and leading

Purpose

To engage students in rich, authentic, flexible, dynamic teaching and learning experiences, underpinned by high expectations, differentiation and reflective practices.

To enhance the capacity of all staff to foster a school-wide culture of excellence, through effective collaborative practices, with strong, strategic and effective leadership.

Improvement Measures

Progressively increase the proportion of students achieving expected growth from Year 3 to 5 in three focus areas of writing, reading, and Number, Patterns and Algebra.

Progressively increase the proportion of students, including Aboriginal students, in the top 2 bands in writing, reading, and Number, Patterns and Algebra, in Year 3 and Year 5.

Increased proportion of Early Stage One and Stage One students achieving Early Stage One and Stage One English Syllabus Outcomes in reading and writing.

K-2 90% of students at expected Early Stage One and Stage One Syllabus outcomes for Addition and Subtraction.

..

Overall summary of progress

PAT Assessment for Reading and mathematics was conducted for the first time in 2020 for Years 3 to 6. This was implemented to gather another source of data for school measurement and for teachers to analyse for further identification of student cohort need.

All Students Years 3 to 6: 284 in Term 1, 272 in Term 4

READING

Term 1 - 11% in top three bands (32 students) Term 4 - 20% in top 3 bands (54 students)

Term 1 - 28% in bottom 3 bands (43 students) Term 4 - 15% in bottom 3 bands (12 students)

Inferential questioning remains the strand that will require a continued explicit focus.

NUMERACY

All Students Years 3 to 6: 292 in Term 1, 270 in Term 4

Term 1 - 2% in top 3 bands (6 students) Term 4 - 5% in top 3 bands (14 students)

Term 1 - 30% in bottom 3 bands (89 students) Term 4 - 14% in bottom 3 bands (39 students)

11 OF THE 15 NUMBER QUESTIONS IN YEAR 3 WERE ANSWERED INCORRECTLY BY MORE THAN 50%

ALL 14 OF THE NUMBER QUESTIONS IN YEAR 4 WERE ANSWERED INCORRECTLY BY MORE THAN 50%

14 OF THE 15 NUMBER QUESTIONS IN YEAR 5 WERE ANSWERED INCORRECTLY BY MORE THAN 50%

15 OF THE 17 NUMBER QUESTIONS IN YEAR 6 WERE ANSWERED INCORRECTLY BY MORE THAN 50%

Year 1 and Year 2 Learning Progression targets have been clarified with EaFS targets, and the school has developed baseline information for tracking this data in 2021.

K-2 explicit focus on Phonics and phonological awareness scope and sequence consistency, with a more individualised approach to student skills, knowledge and understanding.

Progress towards achieving improvement measures

Process 1: Great Teaching, Inspired Learning- building a culture of excellence with teachers engaging with the Quality Teaching Framework through collaborative and reflective practices in Quality Teaching Rounds.

Evaluation	Funds Expended (Resources)
Quality Teaching Rounds did not occur on 2020 due to COVID restrictions. Money allocated was distributed to the Instructional Leader initiative, allowing for teacher release to work with IL closer to plan and evaluate teaching and learning.	\$21000 - Teacher release

Process 2: Building Leadership Capacity - All teachers to engage in NESA accreditation processes with the Australian Professional Standards to develop their professional capacity in all career stages.

Evaluation	Funds Expended (Resources)
Instructional Leadership day has been ongoing, ES1 has been impacted in Term 4 by Kindergarten transition. Unable to have whole school accreditation PL due to COVID. Three teachers have gained accreditation at Proficient and one has submitted their evidence, awaiting accreditation.	\$117000

Process 3: Strategic Professional Learning - The school will invest in targeted initiatives to build capacity of all staff including Early Career Teachers to refine pedagogy, to enhance academic growth in students. These initiatives will include L3 (Language, Literacy, Learning), writing initiatives, Targeting Early Numeracy (TEN), Mathematics Building Blocks For Numeracy, Learning Progressions 2019, Focus on Reading, and Strong Start, Great Teachers.

Evaluation	Funds Expended (Resources)
For PL has been completed. TEN training All teachers have participated in PL around using PLAN2 to create an Area of Focus and are tracking a focus group against the Learning Progressions. Unable to use NAPLAN data (due to COVID) however PAT results indicate growth in the top bands and reduction of students in the bottom bands.	\$72000

Process 4: Flexible, Dynamic Learners development of meaningful scope and sequences with rich authentic tasks, goal setting, growth mindset, experimenting with future focused learning, enrichment groups.

Evaluation	Funds Expended (Resources)
Goal setting conferences were not able to happen due to COVID restrictions. Each Stage has developed PDHPE scope and sequence, needs to be collated as whole school. Stage 3 embed rich tasks in programming for mathematics and taking part in problem solving pilot program with Singleton High School. Kindergarten embedding Number Talks in mathematics programming. High Potential and Gifted Policy currently in draft format. Opportunities were provided for students: 11 students graduated the Children's University program, Premier's Reading Challenge, Debating, Multicultural Speeches, Leadership Summits	\$14500

Next Steps

Learning Culture - High Expectations

Implications - The school has a relentless focus on working towards excelling - by demonstrating aspirational expectations of learning progress and achievement for all students, and a commitment to the pursuit of excellence.

Effective Classroom Practice - Explicit Teaching, Feedback

Implication - teachers have identified the need to further develop their skills in effective, explicit teaching and effective use of feedback

Data Skills and Use - Data literacy, data analysis, data use in teaching, data use in planning

Implications - there will be schoolwide use of data to identify student achievement and progress to inform future teaching

Standards set in learning progressions will highlight the target necessary to identify the achievement of expected growth.

Assessment - Student Engagement - Teachers share criteria for student assessment with the students. ***Creation of learning intentions and success criteria*** Formative and summative assessments create opportunities for students to receive feedback on their learning

Strategic Direction 3

Strengthening Family and Community Engagement

Purpose

To develop positive and collaborative relationships with the wider community to improve student opportunities and outcomes.

To establish a culture of engagement and knowledge sharing, facilitating meaningful partnerships across the school community to promote a productive and connected learning environment.

Improvement Measures

Increasing levels of engagement in all school planning processes, as reflected in the School Assessment Tool

Increased proportion of parents attending community partnerships workshops

Increase in positive homework behaviour in Years 3 to 6, as reflected in the twice-yearly Tell Them From Me survey

Overall summary of progress

Parent surveys indicated several areas of further feedback for the school - areas to work with: Parent Activities are scheduled at times when I can attend. Better communication around executive roles and principal role, Teacher/Parent communication procedures are consistent. Social and Emotional Development of children need to be better communicated to parents. Parents being informed more often about school based assessment results.

Community Engagement - The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school. In the school community partnerships matrix, 3 elements were identified by community to evaluate: Communicate (Sustaining), Connecting Learning at Home and School (Developing) and Building Community and Identity (Building). The community consultation committee identified the following areas in the matrix:

Communicating - SUSTAINING

Connecting Learning at home and School - DEVELOPING

Build Community and Identity - BUILDING

Progress towards achieving improvement measures

Process 1: Communication - Employment of a Community Liaison Officer with specific role statement, creation of social media connections, newsletter upgrades, strategic website management, consultative decision making.

Evaluation	Funds Expended (Resources)
Classes to have an 'item' to go in newsletter each fortnight is on track.	\$35000
More concise processes for administration of resources through Sentral at school level to support staff, parents and students. Newsletter distribution via email for parents through Sentral. Delayed due to Covid.	\$47000
Wellbeing app on Sentral, is being used to track and monitor awards systems.	
Adjustments made to the school website, to allow for better, more informative access to school resources and information for parents and community to engage with is on track. Additional Albums added to allow parents access to all photos of events at school, as they are unable to be on site.	

Progress towards achieving improvement measures

Stage 3 students to be involved in collation, including interviewing the teacher, of school newsletter class pages, in 2021 delayed due to Covid.

School to develop a School and Parent Communication Systems Proforma to provide community with an understanding of WHAT our communication systems are supposed to be used for is still under construction due to changes this year with restrictions due Covid to be completed in 2021.

Improvement measure from school community partnership matrix sustaining.

Process 2: Connecting Learning at home and school - three-way conferencing, authentic learning experiences between home and school. Supporting EALD students through flexible funding approaches.

Evaluation	Funds Expended (Resources)
<p>Semester 1 goal setting to be developed with students Y1-6 (K- Best Start) and shared with parents at Meet and Greet in Term 1. Meet and Greet was successful but sharing goal setting with the parents delayed due to Covid restrictions.</p> <p>Homework procedures were adjusted after parent consultation, to create flexibility for families with the provision of prodigy website and home reading tasks for students.</p> <p>Adjustments to Homework Centre had began and alternative learning tasks were provided but placed on hold due to Covid.</p> <p>Improvement measure in school communities partnership matrix identified as developing</p>	\$12500

Process 3: Partners in Learning - school-based parent workshops, parent training to be classroom helpers, wider community partnerships established to support extra-curricular and curriculum initiatives. Community Ideas group established for planning and evaluation procedures.

Evaluation	Funds Expended (Resources)
<p>Improvement measure from school community partnership matrix building community and identity -building.</p> <p>Community Consultation group met twice in term 2.</p> <p>Specific parents have engaged in cultural activities to support classroom learning eg Harmony Day delayed due to Covid.</p> <p>Establishment of a playgroup for pre-school aged children and toddlers and their parents to come and socialise and play. Started but postponed due to Covid restrictions.</p>	\$45000

Process 4: SLC Initiatives - Mathematics SLCMI, DP Network, PEN, Wellbeing Hub, Early Years Learning Network

Evaluation	Funds Expended (Resources)
<p>These planned activities were reduced due to COVID restrictions. The SLC Maths initiative was able to be implemented in small steps and each school engaged the services of IIs and maths mentors to work in targeted areas of PL</p>	\$10000 - SLC funds

Next Steps

Community Engagement - The school is recognised as excellent and responsive by its community because it uses best

practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school. In the school community partnerships matrix, 3 elements were identified by community to evaluate: Communicate (Sustaining), Connecting Learning at Home and School (Developing) and Building Community and Identity (Building). The community consultation committee identified the following areas in the matrix:

- Communicating - SUSTAINING
- Connecting Learning at home and School - DEVELOPING
- Build Community and Identity - BUILDING

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$115486	Difficult to gauge the level of engagement from students and parents in a year of disruption due to pandemic.
English language proficiency	13688	Students gained valuable English lessons with one to one support from teacher. Social skills were a major component of the language focuses.
Low level adjustment for disability	\$91271	Percentage of students in each grade achieving PM Reading Benchmark for independent reading level (75% - is expected benchmark) K - 42%, Y1 - 73%, Y2 - 76%, Y3 - 71%, Y4 - 83%, Y5 - 75%, Y6 - 65%
Quality Teaching, Successful Students (QTSS)	0.947 Staffing Allocation	The instructional leader model proved supportive and successful, with the same model being applied in 2021.
Socio-economic background	\$573480	Strong support for student success was a major focus of this initiative, with strong connections of staff and students and families.
Support for beginning teachers	approximately \$7500	AP Hearing has been providing assistance to identify relevant PL for ISTH.

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	272	278	272	236
Girls	299	297	276	271

Student attendance profile

School				
Year	2017	2018	2019	2020
K	93.3	94	92.8	91.3
1	93.1	92.1	92.8	91.8
2	94	93.4	92.4	91.1
3	92.7	92.4	92.7	92.1
4	92.6	92.1	91.3	92.2
5	93.8	91.7	91.5	88.6
6	94.1	91.4	90.5	90
All Years	93.4	92.4	92	91.1
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	20.67
Literacy and Numeracy Intervention	0.4
Learning and Support Teacher(s)	1.6
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	4.96

*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	273,170
Revenue	6,046,029
Appropriation	5,950,120
Sale of Goods and Services	2,850
Grants and contributions	78,080
Investment income	643
Other revenue	14,335
Expenses	-5,982,355
Employee related	-5,494,390
Operating expenses	-487,965
Surplus / deficit for the year	63,674
Closing Balance	336,844

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	258,572
Equity Total	969,139
Equity - Aboriginal	115,486
Equity - Socio-economic	573,480
Equity - Language	13,888
Equity - Disability	266,285
Base Total	3,944,187
Base - Per Capita	133,244
Base - Location	7,883
Base - Other	3,803,060
Other Total	478,507
Grand Total	5,650,405

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

Forums/Survey Results

TTFM survey data for students indicated that 76% of students indicated a positive sense of belonging at school. 71% of students indicated that they are interested and motivated in their learning. When students were surveyed about school ideas that they wanted to keep, tweak or chuck they indicated homework and scripture as areas to take away, and more playground facilities as an area to Keep or Tweak

78% agree or strongly agree that they feel good about their culture when they are at school.

In the wellbeing element of the SEF, our school has indicated for the last two years that we are Sustaining and Growing in this area. Further enhancement of wellbeing initiatives including a closer focus on data analysis for improvement and the sustainable practice of positive, respectful relationships with staff, students and parents and the wider community, so that all students are known, valued and cared for.

Teacher survey from the What Works best toolkit indicated that Explicit Teaching, Effective Feedback and use of data to inform practice were areas identified for capacity building and professional growth.

Parent surveys indicated several areas of further feedback for the school - areas to work with: Parent Activities are scheduled at times when I can attend. Better communication around executive roles and principal role, Teacher/Parent communication procedures are consistent. Social and Emotional Development of children need to be better communicated to parents. Parents being informed more often about school based assessment results.

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.