

2020 Annual Report

Thomas Acres Public School



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Introduction

The Annual Report for 2020 is provided to the community of Thomas Acres 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

Every child is known and cared for to create an inclusive and supportive environment where all students can connect, thrive and succeed.

School context

Thomas Acres Public is situated in Ambarvale, a suburb of Campbelltown approximately 55kms south west of the Sydney Central Business District. Ambarvale itself has a population of 7,374 people with Aboriginal and Torres Strait Islanders making up 5.7% of the population.

The suburb is predominantly residential and contains a mix of public and private housing, with the median age of people being between 20 and 39 years.

The current school population is 550 with a Family Occupational and Educational Index of 132. The student enrolment comprises of approximately 14% Aboriginal and Torres Strait Islanders, and 32% of students have a language background other than English.

The school has a mix of early career and experienced teachers and is strongly supported by its community.

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	Delivering
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

KNOWING

Purpose

Student learning is maximised when schools connect with students and draw on the knowledge and expertise each student, family and community have to offer. Thomas Acres Public School is committed to personalised learning that identifies strengths, interests, talents and aspirations of students and families. While there is a strong commitment, the need for a systematic approach and clear whole-school processes has been identified, to provide all students with the best possible opportunities to achieve their goals and promote a sense of belonging at school.

Improvement Measures

- Student profiles are completed so that all students are known and supported.
- Whole-school Formative Assessment practices are embedded.
- Student reports contain personalised information about individual student learning that have clear links to student goals and Formative Assessment practices in the classroom.

Progress towards achieving improvement measures

Process 1: Student Belonging

- Establish Connect Meets, three way conference to build student profiles held at specific times in the year. Develop student profile proforma, and process of collecting, and exchanging student information.

Evaluation	Funds Expended (Resources)
<p>The COVID 19 Pandemic had a significant impact on the planned implementation of our 2020 school plan. Due to the risk of COVID 19 the school was not able to run the 3 way (Student, Parent, Teacher) conferences. Contact with parents was modified to individualised wellbeing meetings for students in need. Wider communication and connection occurred in the delivery of home learning packs, phone calls and through Seesaw and Facebook. Knowing and supporting our students through 2020 remained a high priority. Teachers were able to complete 100% of student profiles, enabling teachers to better know students in regards to interests, learning goals and to support wellbeing.</p>	<p>COVID to support home learning And partial learning at home/school (Seesaw - Google Classroom - Zoom)</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Professional learning (\$3000.00)

Process 2: Formative Assessment

- Formative Assessment practices are regularly evaluated to ensure implementation is consistent.
- A variety of Feedback strategies are implemented and used for reflecting on practice, and promoting student self-regulation and voice in learning.

Evaluation	Funds Expended (Resources)
<p>Formative Assessment remained a key focus for our school in 2020. The plan to build upon the school's initiative from 2018 and 2019 was significantly hampered by the pandemic and remote learning. (Many of our students did not have significant access to computer technology and wifi access which also impacted the delivery of Formative Assessment for individual lessons). Walkthroughs which involved personnel from our 'Community of Schools Project' and staff from across school teams could not be implemented due to due to health risks. As such the school needed to rely more on 2019 data (which highlighted significant improvement in the use of learning goals, success criteria, check in strategies and feedback) Teachers were given the responsibility of maintaining their current practices in Formative Assessment where possible once 'normal' classes resumed after remote learning and classroom routines and relationships were re-established.</p>	<p>Professional Learning</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$60000.00)

Progress towards achieving improvement measures

Process 3: Student Reporting

- Reviewing and evaluating current assessment and reporting format.
- Involving students and their families in three-way parent-teacher-student interviews with students leading the process.
- Aligning report indicators with classroom practice-Formative assessment- making clear connections to classroom learning while complying with DoE policy.

Evaluation	Funds Expended (Resources)
Student reports were modified in semester one due to remote learning interruptions from COVID 19. I term 4 the school returned to the reporting A to E model. 100% of students received these reports. Our reports also reflected the Formative Assessment 'I can statement' model.	Sentral Reports Teacher Time for Collaboration Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$3000.00)

Next Steps

Utilise situational analysis and school data for last 3 years to inform new school Plan.

Build on Formative assessment practices to improve differentiation for students in Reading and Number.

Purpose

Staff at Thomas Acres Public School acknowledge the potential of wellbeing as an important influence in students' learning and development. Teachers play an important role in developing and shaping the character and wellbeing of children and young people. To support Positive Behaviour for Learning, an existing school program, additional resources and initiatives will be implemented to further strengthen and consolidate core skills and values that promote happy, healthy and productive individuals.

Improvement Measures

- PBL practices are consistent across K-6 supporting positive learning environments.
- Evidence-based wellbeing approaches, programs and processes, identify and support students' cognitive, physical, social and emotional needs.
- Character Education is embedded in teaching and learning programs to support the development of resilient and productive individuals.

Progress towards achieving improvement measures

Process 1: PBL, Character Ed & Regulation of Emotions/Behaviours

- Teacher Professional Learning is provided regularly to ensure a shared understanding and consistency of PBL implementation.
- Provide teacher professional learning
- Design lessons and link to PBL program.
- Promote Character Education-student awards, Newsletters, posters, celebrations.

Evaluation	Funds Expended (Resources)
<p>Character Education continued to be taught during 202. A scope and sequence was developed in line with the new PD/H/PE document to assist teachers with the explicit teaching of desired behaviours, social skills and values. Due to COVID 19 the Character Education qualities/expectations to be taught needed to be reduced and re- prioritised. The school continued its focus on Trauma Informed Practice with the pandemic and remote learning itself adding to trauma and student anxiety. An external consultant continued to be engaged where possible within COVID 19 restrictions. Resources to support self regulation were rolled out to all classes. Increased student wellbeing needs were addressed through the implementation of a check in / creative space program at lunch times, the continuation and increase of mentoring and wellbeing check ins, art as therapy and the use of the train as an additional play space for identified students. The proposed initiative of developing individualised 'self regulation' plans for identified students was hampered by both COVID 19 and remote learning.</p>	<p>Wellbeing Officer</p> <p>SLSOs for wellbeing and Learning Support</p> <p>Consultant re: Trauma Informed Practice.</p> <p>Self Regulation Resources</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$40000.00) • Integration funding support (\$130000.00) • Low level adjustment for disability (\$96000.00)

Process 2: Wellbeing Support

- Accessing community programs and networking with schools to identify and source expertise that provides tailored programs and interventions, supporting wellbeing and learning.
- Develop process for Identifying Students to access specialised programs that cater for their needs

Evaluation	Funds Expended (Resources)
<p>The Learning Support and Wellbeing Team continued to provide support for</p>	<p>School Chaplin - Wellbeing Officer</p>

Progress towards achieving improvement measures

identified students and teaching staff. Students requiring NCCD adjustments were catered for by classroom adjustments, additional learning and wellbeing resourcing and programs. Due to COVID 19 support needed to be prioritised and adjusted as per need. Our speech program was impacted by COVID restrictions and was not reinstated until Term 3.

Speech Therapist
Community Liaison Officer

Process 3:

Evaluation	Funds Expended (Resources)
In 2019 Process 3 was incorporated into Process 1	NA Funding Sources: • NA (\$0.00)

Next Steps

Trauma Informed practice and the Introduction/Trialling of Zones of Regulation will be a focus in the new school plan for 2021 and beyond.

The school will investigate and trial social skills and tier 2 wellbeing/behaviour interventions / programs in the new school plan in 2021 and beyond.

Why - Improve self-regulation, attendance and a sense of belonging

Strategic Direction 2 -2021: Caring and Learning. Initiative 1: Character Ed/ TIP Self-Regulation Initiative 2: Sense belonging Attendance

LEARNING

Purpose

Continuous whole school improvement is ongoing and changes in response to the needs of it's community. Thomas Acres Public School has seen sustained growth in learning outcomes in the past few years, and teachers know well, the links between high quality professional learning and its impact on student outcomes. As an Early Action for Success school, the teacher professional learning in the early years has had significant impact. The challenge is to ensure that all staff have access to high quality, differentiated professional learning that is evidence based and underpinned by research.

Improvement Measures

- High quality teaching and learning programs are delivered in literacy and numeracy to improve student learning with a focus on Formative Assessment.
- Processes are embedded that provide opportunities for Professional learning communities to work collaboratively to improve teaching and learning practices.
- The leadership team work as Instructional Leaders to provide high quality Professional learning that is linked to classroom practice and supports continual improvement.

Progress towards achieving improvement measures

- Process 1:** Coaching/Mentoring through Instructional Leadership and evidence of student learning.
- Staff are supported by Instructional Leaders to evaluate and implement evidence-based pedagogy that supports differentiation and engagement to improve student learning outcomes.
 - Processes for collaborative practices are developed and timetabled.
 - Learning progress of students measured and analysed for continuous improvement.

Evaluation	Funds Expended (Resources)
<p>100% of teachers were involved in regular collaboration meetings. Early Stage one through to Stage 2 also accessed support from Instructional Leaders in these collaborative meetings. There was a strong focus on quality teaching in literacy and numeracy. Due to COVID 19 and remote learning there had to be a change in focus re: learning from home, the use of technology, an increase in wellbeing needs. From this teachers also had to collaborate to prioritise student learning and aspects of the curriculum.</p> <p>This process focusing on high quality teaching and collaboration is measured and evaluated along side positive growth or impact on student learning. Due to CCOVID NAPLAN did not take place, however previous years demonstrate the following</p> <p>READING</p> <p>In 2019 24.1% of students achieved Top 2 bands (or equivalent) in NAPLAN. This extends the upward trend in 2017 by 16% and is similar to the 2018 results.</p> <p>In 2019 71% of students achieved expected growth in NAPLAN reading. This is above the 2019 state average (13%) and 2019 SSSG average (18%). It is 16.5% above our target baseline (56.6%). The 2019 result is a 33.08% increase from the 2018 result of 40%.</p> <p>2020 Check in assessments indicate for Year 5 that the schools Reading results are on par with SSSG (Statistically Similar Schools) however, the</p>	<p>Sports in Schools</p> <p>Begin Teacher</p> <p>Early Action For Success - FTE 1.6</p> <p>Staffing - QTSS</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$120000.00) • Support for beginning teachers (\$30000.00) • Early action for success (\$0.00)

Progress towards achieving improvement measures

school is below the state average by 6%. Year 3 reading results for the check in assessments place our average at 47.5% which is 4.5% below SSSG.

School data in 2018 data demonstrates that 76% of students K-6 had achieved 'targeted' reading and viewing outcomes based on internal school/teacher assessment. 2019 data demonstrates that 69% of students K-6 had achieved 'targeted' reading and viewing outcomes based on internal school/teacher assessment

NUMERACY

In 2019 12.5% of students achieved Top 2 Bands (or equivalent) in NAPLAN. This continues a downward trend extending from 2017 (14.7%)

In 2019 50% of students achieved expected growth in NAPLAN Numeracy. This aligns with 2017 (50%) and is below state average (53%) but above SSSG (42%)

2020 Check in assessments indicate for Year 5 that the schools number results are on par with SSSG (Statistically Similar Schools) however, the school is below the state average by 6%. Year 3 number results for the check in assessments place our average at 51.4% which is 3% below SSSG.

School Based Data in numeracy 2018 data demonstrates that 65% of students K-6 had achieved 'targeted' number outcomes based on internal school/teacher assessment. 2019 data demonstrates again that 65% of students K-6 had achieved 'targeted' number outcomes again.

Process 2: Teacher Professional Learning

- Teacher professional learning is differentiated and delivered in different modes to support all teachers in the implementation of engaging and challenging learning programs.
- Staff are kept up to date with syllabus documents and NESA requirements, including the Learning Progressions.
- Staff capacity building to support ATSI students through CoS Bump it Up initiative providing differentiated professional learning.
- Student data is regularly collected and analysed and is used to inform future planning.

Evaluation	Funds Expended (Resources)
<p>Professional learning was impacted by remote learning and COVID 19 restrictions, however regular meeting took place around quality practices in literacy and numeracy. Additional learning took place instead in remote learning and home learning. Wellbeing and managing anxiety for students also took a greater priority in 2020.</p> <p>Teacher collaboration supported/enabled by Sports in Schools Australia is seen as having high impact in professional learning and improved teacher quality (re staff focus groups, LEED Surveys and TTFM). We will expand on ways for increasing collaboration / mentoring in 2021.</p>	<p>Early Action For Success</p> <p>Literacy and Numeracy</p> <p>ATSI Education</p> <p>Sports in Schools Programm</p> <p>QTSS</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$60000.00) • Professional learning (\$36000.00)

Process 3:

Evaluation	Funds Expended (Resources)
<p>The schools focus on STEAM Education resulted in the formation of a STEAM/Technology support team. The school created a STEAM space - purchasing robots and related technology, such as iPads and laptops. The room was also resourced with design and make materials and a green screen. As such teams were initially provided with representatives to support</p>	<p>Technology</p> <p>Computer Co-ordinator</p> <p>Conversion of spavce for STEAM and</p>

Progress towards achieving improvement measures

the teaching and learning of technology. The school also funded a computer co-ordinator for one day a week to support the resourcing and professional learning needs of classes. COVID unfortunately impacted the purchasing of technology and the consistent use of STEAM and technology. In term 4 when technology was again available (delayed due to demand issues during COVID 19) the school purchased a further 60 laptops to support Stage 2 students into 2021.

supplies to support STEAM

TPL

Next Steps

When analysis was conducted against the student outcome measures it was evident that expected growth in both reading and numeracy would be an area for explicit focus in the new school plan. While the 2019 data showed expected student growth in both Reading and Numeracy was above state and SSG averages, we need to improve or maintain this level of growth.

To consider our options for addressing these needs in the school we considered the newly published 'What Works Best Evidence Based Practices to Help Improve Student Performance'. This guide provides practical strategies for translating educational theory into classroom practice. Reflecting on our previous school plan, the WWB strategies, internal data (student, teacher and parent voice, student impact), FA quality teaching practices in reading and numeracy and effective practices.

Strategic Direction 1 - 2021: Knowing and Learning (Student growth and attainment). Initiative 1: Reading Initiative 2: Numeracy

After engaging in analysis and feedback as a school we are looking at improving teaching practice in Reading and Number through - Teacher voice, capacity building and allowing opportunities, using expertise and observation of practice, technology, collaboration with students (partners in their learning) - collaborating with students to improve their learning and teachers practice

Strategic Direction 3 - 2021: Collaborating and Learning Initiative 1: Mentoring and Coaching Initiative 2 High Quality Professional Learning

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal Background - AEO and resources (some projects - delayed due to COVID) Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$88 946.00) 	Our Aboriginal Education Officer has maintained strong links with the community especially as wellbeing support during remote learning and COVID restrictions and parents. She has attended Koori Group afternoons and has organised internal visits/performances for our Aboriginal students in line with COVID. 100% of Aboriginal students had a Personalised Learning Pathway. These were written in conjunction with the class teacher, student and parent where COVID restrictions allowed. Only one meeting could be held due to restrictions and impact of COVID. ATSI students like the remainder of school did not participate in NAPLAN. Check in data showed above average results in literacy and numeracy compared to SSSG (similar schools).
English language proficiency	EALD Support Teacher. Classroom Teachers. Support staff. LST Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$58 206.00) 	As recorded on the 2020 EAL/D Survey Thomas Acres had 35.5% LBOTE students. Those students requiring EAL/D support are taught individually, in small groups or as a class according to their level of need. Priority is given to New Arrivals in both withdrawal and within classroom support. Teachers who are EAL/D trained offer mentoring to peers. The school also employs a speech therapist who works closely with students to improve their listening and speaking skills. (Speech was provided by external contractor and thus was impacted by COVID restrictions).
Low level adjustment for disability	1.4 Staffing Support for Student Learning (SLSOs) Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$230 587.00) 	The funding provided allowed us to support students with intensive in-class support through the employment of School Learning Support Officers who targeted students with teacher direction for additional support. Wellbeing support at times took a greater priority due to the impact of COVID and remote learning. Teacher sand SLSOs received further training in Literacy, Numeracy, Formative assessment, Wellbeing and total behaviour theory to further assist with student needs. This resulted in improved individual learning outcomes for targeted students as well as supporting wellbeing needs.
Quality Teaching, Successful Students (QTSS)	Staffing 0.989 Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$0.00) 	The school was provided with an additional teacher allocation of 4.8 days per week which was used to support and enhance teacher professional learning in line with our schools directions and initiatives to release staff to work with Instructional Leaders and mentors to analyse data, collaboratively plan and deliver quality shoulder to shoulder teaching and learning.
Socio-economic background	Coaches / Mentors / Instructional Leaders	Teachers from K-6 were released from their class to engage in professional learning and instructional coaching with an Instructional

<p>Socio-economic background</p>	<p>Support Staff - SLSO</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$230 000.00) 	<p>Leader. This has involved providing fortnightly collaborative planning with stage teams and Instructional leaders, Assistant Principals and Deputy Principals. This also has involved reviewing student data, monitoring student progress and sharing and implementing quality teaching strategies. Coaching and mentoring was adjusted in 2020 to cater for COVID restrictions and remote learning. Coaching and mentoring and collaborative support in regular sessions maintained and or improved teacher quality and the quality of planning and delivery of lessons have improved, therefore continuing to have a positive impact on teacher and student learning.</p> <p>Funds were also utilised to employ SLSOs to support (see also Low Level adjustment for disability) specifically in K-2 to decrease the gaps in learning and improve overall student achievement through learning and well-being support.</p>
<p>Support for beginning teachers</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$30 000.00) 	<p>Beginning Teacher Support Funding was under utilised in 2020 as all schools were impacted greatly during COVID. Remote learning and ultimately the impact of COVID and staffing caused a casual teacher shortage. As a result planned beginning teacher days / professional learning opportunities were delayed and as such carried forward to 2021.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	266	280	259	272
Girls	267	272	253	258

Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.2	92.4	91.5	91.4
1	93	92.1	90.5	90.8
2	93.8	92.2	91.4	92.9
3	93.9	91.8	92.3	92.9
4	93.5	93.7	92.4	92.7
5	92.2	91.1	93.6	91.6
6	91.3	89.8	91.1	92.5
All Years	93.1	91.8	91.8	92.1
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)	5
Classroom Teacher(s)	21.86
Literacy and Numeracy Intervention	0.74
Learning and Support Teacher(s)	1.4
Teacher Librarian	1
School Administration and Support Staff	7.96

*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	558,482
Revenue	6,144,183
Appropriation	6,100,561
Sale of Goods and Services	6,842
Grants and contributions	35,945
Investment income	735
Other revenue	100
Expenses	-5,973,531
Employee related	-5,389,700
Operating expenses	-583,831
Surplus / deficit for the year	170,652
Closing Balance	729,134

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	125,449
Equity Total	913,120
Equity - Aboriginal	96,505
Equity - Socio-economic	527,822
Equity - Language	58,206
Equity - Disability	230,587
Base Total	4,297,449
Base - Per Capita	127,895
Base - Location	0
Base - Other	4,169,554
Other Total	562,863
Grand Total	5,898,881

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

Reflection on Tell Them From Me Surveys

Due to COVID 19 restrictions we were not able to directly access parents to complete the survey in **2020**. As such only 16 parents/carers responded. This along with the impact of COVID 19 itself may have influenced results. As such we have included 2019 data but also commented on the views from our 16 responders.

Parents were surveyed in 7 separate areas including; Feeling Welcome, Inclusivity, Safety at School, School Supporting Positive Behaviour, School Supports Learning, Parents Supporting Learning at Home and Parents Being Informed.

In 2019 the school performed above the state norm in all areas. In **2020** some differences and dips are noted possibly due to COVID 19, possibly due to the much smaller number of survey participants.

In 2019 Parents feeling welcome at school was strong with an average rating of 7.6 on par with 2018 and above state. This includes speaking with teachers, with the principal, interactions with office staff and staying informed. **2020** results maintained the score of 7.6 again above state average.

In 2019 Parents feeling informed was positive with an average of 7.7 (above state at 6.6). In **2020** our result dropped to 6.4 but was in line with a dropping average across the state.

In 2019 Parents feeling, they can support learning at home was improved with an average score of 7.9. This included help with homework and assignments, discussions around the child's class, challenges, praise and encouragement. In **2020** this result climbed to 8.0 (above state average).

In 2019 Parents believe support for learning at school was good with an average of 8.9 well above last year at 7.6. This included teachers having high expectations, showing an interest in their child's learning, needs and interests and teacher's showing encouragement (all above state). In **2020** this result dropped for the first time below the state average.

In 2019 Parents feel support for positive behaviour at school was also strong with an average 8.9 compared to 2018 of 8.2 and above state at 7.7. This included teachers' maintenance of the class, rules, expectations and provision of extra curricula activities. In **2020** this result dropped for the first time below the state average.

In 2019 Parents feel support for safety at school was good with an average of 8.2 compared to 2018 at 7.2. This included school helping to prevent bullying and dealing with issues quickly. **2020** results show above average parent satisfaction at 8.0.

Thomas Acres Public School aims to build on our positive relationships and maintain or build post COVID restrictions and remote learning through connection at student led interviews, seesaw, website/Facebook and school events. We aim to take a proactive stance where parents are regularly informed and supported by the school.

Teacher

Reflection on WWB: Over the last few years we have had intermittent focus on themes from the CESE publication 'What Works Best' (WWB). Specifically, we have had a whole school focus on Explicit Teaching and Feedback (Formative Assessment) and Well- Being (Trauma Informed Practice). As a result we would like to build on this initial work and have a renewed focus on the consistency and process quality with which the themes are implemented. To help establish staff perceptions in relation to current WWB practices, staff were surveyed.

Notable results are recorded here:

Most teachers strongly agreed that:

- the school and classrooms provide a range of effective well-being strategies.
- there are clear instructions and consistent expectations across the school.
- they provide actionable feedback to students. Most teachers disagreed or strongly disagreed that they:
- receive helpful feedback about their teaching.
- use external points of reference effectively.
- have opportunities to regularly observe lessons.

Leading improvement, innovation and change: Moving forward we want a shared approach to school improvement across the school with a focus on embedding evaluative practices to draw upon relevant and reliable data to make evidence-informed decisions about teaching and learning. The school executive will play a key role in scaling these practices across the school. To inform the school improvement agenda staff were surveyed and focus groups were

conducted.

A summary of the findings is recorded here:

Collaboration

Staff believe that there is a need to develop scope and sequences to show a clear progression of skills and knowledge required at each stage of development (understanding texts, number sense - quantifying numbers & additive strategies). Further support would include common assessments and consistent teacher judgment (CTJ) within and across stages.

Evaluative Practices

Staff indicated that there is need for regular opportunities to analyse and share analysis data collectively (individually, as a stage and across the school).

Resource Allocation

Staff value current practices such as mentoring/support which includes allocation of expert teachers (ILs and APs), time to collaborate through SISA and TPL funding.

Teachers Tell Them From Me

In **2020** less teachers completed the survey than other years. This is likely due to COVID and difficulty meeting face to face. As such we will compare the 2019 and 2020 results.

Teachers feel that leadership is good giving a score of 7.1 on par with state where teachers feel well supported in regards to tracking student progress and the creation of a safe orderly environment at 8.0. Teachers feel that collaboration is good receiving a score of 7.8 (same as state) where teachers feel they have the opportunity to develop learning opportunities, improve student engagement, share and discuss lesson plans and assessment together. In **2020** there was a drop in overall scores to 6.6 (below state average), however there was an above average score from teachers of 7.4 in school leaders supporting me during stressful times

In 2019 Teachers felt that Thomas Acres Public Schools' learning culture is good receiving a score of 8.1 compared to 2018 at 7.9 where teachers feel they set high expectations, provide feedback on learning, deal with behavioural problems and make learning relevant. **2020** results for learning culture was 7.6. In a positive sense teachers self reflected on working well with students with behavioural needs. 8.0 and monitoring student learning at 8.2. An area for further focus is fully engaging students in learning with a dip to 7.1 (Covid may have had an impact on this). In **2020** teachers have ranked / identified collaboration at 7.8 as being a positive aspect of our school, however some feel they would like more feedback on their teaching.

Teachers feel that the use of data to inform practice is good receiving a score of 7.4 **2020** compared to 7.8 in 2018 where teachers use assessment to understand student's needs, to inform lesson planning or to discuss improvements with students.

Teachers feel that they use effective teaching strategies, receiving a score of 8.0 where teachers set challenging goals and feedback is provided in a variety of ways. In **2020** this slipped to 7.5 with some reporting they provide less challenging goals and less written feedback. (Again this could be due to covid and disruptions of remote learning and wellbeing impacts.)

Teachers believe technology is an area for further development at a score of 5.4. The school planned to further resource our students and classes in 2020, however COVID and the pandemic world wide impacted our ability to resource laptops and other technology.

In **2020** 80% of teachers feel that school leaders are driving improvement and change and 80% feel that strategic vision is clearly shared.

Students Tell Them From Me 2020 results (Students were able to participate as the survey was conducted at the school - as such COVID restrictions should not have affected student participation like it did for Parents and Teachers.)

31% of students see themselves as victims of bullying which is less than the state at 36%.

Students feel the school has a good positive learning climate giving an average score of 6.8 comparable to the state norm.

81% of students report having positive behaviours.

8.1 reported positive relations with their teachers and advocacy at 7.8 both on par with the state.

Students are positive about explicit teaching practices with 7.6 stating that they strongly agree or agree that teachers set clear goals, expectations, explain and ask questions to improve student learning.

Students believe their perseverance levels are high to medium at over 88% (on par with state), however as a school we need to continue to address resilience and self regulation to further improve this aspect of their learning and life skills.

School attendance has fluctuated between 90.5% and 92.3% over the last 5 years. Currently 75.2% of students are attending school 90% or more. To meet out 2022 target of 76.8% requires an uplift of 1.6%.

In 2019 84.7% of students reported positive well-being across the three areas of Advocacy Expectations for Success and Sense of Belonging. The school target for 2022 is 87.8%. An uplift of 3.1% is required by 2022.

Key facts extracted from the Tell The From Me Survey:

- The 2020 mid-year student data demonstrated an 11% improvement in Sense of Belonging.
- Incidents of bullying have decreased with the school's rate 28% compared to the NSW government norm of 36%.
- In Sense of Belonging, however our school is 7% below state average.
- Our student's interests and motivation towards learning has dropped 4% since 2019. We are well below the state norm or 78%
- Parent's surveys reveal that the school is well above state norm in the School Supporting Learning, Schools Supporting Positive Behaviour and Inclusivity.

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.