

2020 Annual Report

Samuel Terry Public School



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Introduction

The Annual Report for 2020 is provided to the community of Samuel Terry 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

Samuel Terry Public School is committed to providing children with a relevant, challenging curriculum. Emphasis is on understandings, skills and the welfare of all within a safe, secure caring environment leading to the realisation of the individual's potential. Effective teaching and influential management together with enthusiastic community participation are the dynamics which empower this vibrant progressive school.

School context

Samuel Terry Public School (enrolment 552 students, including 82 Aboriginal students) is located in the Penrith Valley. The school provides quality education in a caring and stimulating learning environment. The school has a focus on quality teaching and learning to improve student learning outcomes. School priorities are literacy, numeracy and increasing student engagement through technology in teaching and learning. Samuel Terry Public School has a strong student wellbeing program and is committed to providing students with extensive opportunities across all learning areas. High expectations of student academic achievement are evident as well as successful programs in the performing arts and sport.

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

Strategic Direction 1

Quality Teaching and Learning

Purpose

To create a dynamic learning environment underpinned by high expectations and evidence based teaching practices to provide differentiated curriculum that is reflective and relevant to meet the diverse needs of our students, staff and community.

High quality professional learning builds teacher capacity to improve student outcomes through the delivery of evidence based teaching practices and effective assessment to inform teaching and learning.

Improvement Measures

High expectations of teacher practice as measured by the School Excellence Framework - Measured at Sustaining and Growing. Student comparative data in Reading and Numeracy to exceed that of SSG.

Growth data to exceed SSG as measured by NAPLAN data for K-3 and Years 3-5.

At least 25% of students achieve in the top 2 bands for NAPLAN reading, writing and numeracy.

The percentage of students achieving in the bottom two bands in NAPLAN Reading and Numeracy to be lower than that of Similar School Groups.

Progress towards achieving improvement measures

Process 1: Use evidence based teaching practices and implement high quality professional learning in literacy and numeracy.

Evaluation	Funds Expended (Resources)
<p>Supervisor observations of classroom lessons in reading and numeracy showed that explicit teaching of reading, comprehension and numeracy was standard practice across the school. Student results in the NAPLAN check-in assessments for Years 3 and 5 indicate significant student progress in reading and numeracy.</p> <p>In Year 3, 56.3% of students achieved in the top two bands for reading compared to 53.4% of students across the state.</p> <p>In Year 3, 63.1% of students achieved in the top two bands for numeracy compared to 55.6% of students across the state.</p> <p>In Year 5, 43.3% of students achieved in the top two bands for reading compared to 39.1% of students across the state.</p> <p>In Year 5, 26.6% of students achieved in the top two bands for numeracy compared to 30.8% of students across the state.</p>	<p>Casual relief for teachers to be released from class to undertake professional learning and to analyse student data in reading and numeracy.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$20000.00)

Process 2: Regular collection and analysis of qualitative and quantitative data to set small short term goals.

Evaluation	Funds Expended (Resources)
<p>Ongoing tracking and analysis of student data has become standard practice across the school. This occurs during team meetings, planning days and in individual classrooms. Formative assessment practices are evident during peer and supervisor observations on a regular basis.</p>	<p>Teacher casual relief.</p> <p>Professional learning in SCOUT for NAPLAN data analysis.</p> <p>Professional learning in formative assessment practices.</p> <p>Funding Sources:</p>

Progress towards achieving improvement measures

Ongoing tracking and analysis of student data has become standard practice across the school. This occurs during team meetings, planning days and in individual classrooms. Formative assessment practices are evident during peer and supervisor observations on a regular basis.

- Socio-economic background (\$6000.00)

Strategic Direction 2

Building Leadership Capacity

Purpose

Capacity building including creating the conditions, opportunities and experiences for development, collaboration and mutual learning of all levels of staff and students.

Improvement Measures

More than 50% of students in Years 5 & 6 have a leadership role in the school.

More than 50% of Aboriginal students have a leadership role in the school.

More than 30% of teachers undertake leadership roles and responsibilities within the school.

Use tools such as The Learning Bar and the SEF and to measure the improvement in leadership opportunities and capacity for staff and students.

Progress towards achieving improvement measures

Process 1: Implementation of a whole school integrated approach to leadership at an executive level where all executive members and teacher leaders adopt a uniform approach to ensure consistent practices across the school.

Evaluation	Funds Expended (Resources)
<p>Observation feedback forms along with supervisor notes and checklists indicate that there has been a more consistent and effective approach to teaching across the school. Timetables are more consistent and teachers and their supervisors have a closer working relationship based on mutual trust and support.</p> <p>This has resulted in closer working relationships between peer teachers, teachers and supervisors, and the executive team as they have supported each other and shared ideas throughout the process.</p>	<p>QTSS - timetable and observation feedback forms.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$20000.00)

Process 2: Implement a leadership approach in which staff and students can acquire, further develop and successfully demonstrate leadership in a range of academic and extracurricula fields.

Evaluation	Funds Expended (Resources)
<p>The COVID-19 situation restricted the number of opportunities for student and staff leadership throughout the year. In spite of this, 100% of our Stage 3 Aboriginal students worked with the Aboriginal Education teacher to lead the NAIDOC celebration activities. More than 80% of our Year 6 students undertook leadership roles within the school.</p> <p>More than 75% of staff members (teaching staff) were involved in leadership roles such as relieving in executive roles, mentoring and leading initiatives/curriculum areas.</p>	<p>Casual relief for modelling of teaching practices, professional learning in technology and equipment for peer play.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$8000.00)• Aboriginal background loading (\$4000.00)• Socio-economic background (\$3000.00)

Strategic Direction 3

Effective Communication and Connections

Purpose

Empowering parents and caregivers to become more confident in engaging more deeply in the learning of students and positively impacting on the schools progressive educational culture.

Improvement Measures

Increase parent use of the School Enews for notes and communication.

Improved parent/community participation in giving feedback using parent/teacher interviews, round table discussions, P & C meetings and community events.

Improved feedback from teachers to students about student learning and achievement through visible learning and teacher/student surveys.

Progress towards achieving improvement measures

Process 1: Implementation of a whole-school approach towards increasing parental engagement in student learning outcomes through an ongoing educational focus that collaboratively supports student achievement.

Evaluation	Funds Expended (Resources)
Videos weren't created as other priorities were implemented due to the pandemic and because there was a lack of casual teachers available to relieve the teachers from their classroom teaching duties.	FilmPond and casual relief for teachers to create videos. Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$1800.00)

Process 2: Implementation of a whole-school approach towards improving and maintaining meaningful and deep connections between home and school through increased opportunities for parents/carers to engage positively with the school.

Evaluation	Funds Expended (Resources)
Our original plan was disrupted due to the COVID-19 situation. This resulted in some of our initiatives not being implemented. During the learning from home period, teachers communicated regularly in an online format which resulted in effective three-way communication between teachers, students and parents.	Laptops and iPads made available for students to borrow for working from home and extra paper for work booklets for students who preferred this delivery. Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$18000.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>SLSO support at \$54.47 per hour.</p> <p>Aboriginal Cultural Day - \$4000</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$94 120.00) 	<p>Survey results revealed that all students received ATSI SLSO support given throughout the year to support PLP goals.</p> <p>Teachers noted that areas requiring further development included how best to utilise SLSO support to assist students in achieving set goals.</p> <p>The impact of the support for Aboriginal students is reflected in the student survey which showed that 85% of Aboriginal students either agreed or strongly agreed that they felt good about their culture when they are at school.</p>
English language proficiency	<p>School Learning Support Officer support for 2 hours per week.</p> <p>'Language for Learning' program.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> English language proficiency (\$11 248.00) 	<p>The identified students received one-to-one and small group support in the language for learning program. The students made significant progress in letter identification, prepositions, sentence structure, common usage words and general reading.</p>
Low level adjustment for disability	<p>Employment of 12 School Learning Support Officers, QuickSmart Maths program, professional learning resources and physical offices/spaces.</p> <p>1.2 allocation of Learning and Support Teacher.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$192 078.00) 	<p>Learning and behaviour support was provided for 157 students across the school. This included reading, numeracy, social and emotional support.</p> <p>NAPLAN assessment check-in data showed that the percentage of students achieving in the bottom two bands in reading was 14% compared to 15.8% of students across the state.</p> <p>NAPLAN assessment check-in data showed that the percentage of students achieving in the bottom two bands in numeracy was 10.7% compared to 12.7% of students across the state.</p>
Quality Teaching, Successful Students (QTSS)	<p>Casual relief at \$442.60 per day.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$99 430.00) 	<p>Teachers and their supervisors have been given opportunities to engage in more collaborative programming, lesson planning and peer feedback on teaching practice observed during classroom lessons.</p>
Socio-economic background	<p>School Learning Support Officers - \$186 000. SLSO hourly rate was \$54.47.</p> <p>Future Focused Learning - \$36 373</p> <p>Gifted & Talented Program - \$20 000. Teacher employment was \$442.66 per day.</p> <p>Student Assistance - \$ 5 000</p>	<p>The impact of the expenditure of the socio-economic funding is reflected in the number of students receiving support through interventions including structured learning programs, chaplaincy support and gifted and talented support. 237 students had access to individual or small group support. Learning and well-being data including check-in assessment, school results, surveys and the Tell Them From Me surveys, intervention results and observation feedback information demonstrate progress for all students.</p>

<p>Socio-economic background</p>	<p>Software Package - \$5 000</p> <p>Student Welfare (Awards etc) - \$4 000</p> <p>School Chaplain - \$7 000</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$263 609.00) 	<p>The impact of the expenditure of the socio-economic funding is reflected in the number of students receiving support through interventions including structured learning programs, chaplaincy support and gifted and talented support. 237 students had access to individual or small group support. Learning and well-being data including check-in assessment, school results, surveys and the Tell Them From Me surveys, intervention results and observation feedback information demonstrate progress for all students.</p>
<p>Support for beginning teachers</p>	<p>Casual teacher relief at \$442.66 per day.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$8 750.00) 	<p>Beginning teachers benefitted from extra release from class for programming purposes, report writing, assessing students and meeting with their supervisors. Teachers also participated in team teaching and demonstration lessons which resulted in improved teacher performance as evidenced in lesson observation feedback forms.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	256	254	277	272
Girls	268	268	278	275

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.6	93.9	93.4	85.3
1	95	93.1	92.6	84.3
2	94.9	94.3	92.9	86.6
3	96.2	92.5	93.5	88.7
4	94.6	93.4	91.8	89.3
5	95.2	90.2	90.9	87.5
6	95.1	91.1	90.6	89.4
All Years	95.2	92.7	92.3	87.3
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)	20.82
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1.2
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	4.06

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

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

Workforce ATSI

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

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

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

Financial information

Financial summary

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

	2020 Actual (\$)
Opening Balance	402,200
Revenue	5,306,104
Appropriation	5,130,263
Sale of Goods and Services	2,907
Grants and contributions	172,189
Investment income	745
Expenses	-5,428,373
Employee related	-4,632,667
Operating expenses	-795,706
Surplus / deficit for the year	-122,270
Closing Balance	279,931

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	94,479
Equity Total	561,055
Equity - Aboriginal	94,120
Equity - Socio-economic	263,609
Equity - Language	11,248
Equity - Disability	192,078
Base Total	3,960,885
Base - Per Capita	133,480
Base - Location	0
Base - Other	3,827,405
Other Total	354,564
Grand Total	4,970,983

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

Parent/caregiver satisfaction as indicated through the Partners in Learning Survey shows that parents feel that the school supports learning with a school mean of 7.6 compared to the NSW government norm of 7.3. The survey results show that parents/caregivers believe that the school supports positive behaviour with a mean of 7.8 compared to the NSW government norm of 7.7.

Parents and caregivers responded that Samuel Terry PS is an inclusive setting with a mean of 7.1 compared to the state norm of 6.7. Parents and caregivers responded overwhelmingly (86%) that they would recommend the school to others.

The results from the Tell Them From Me Survey gives an indication of student satisfaction at school. 85% of students responded that they have positive relationships with their peers. 94% of students responded that schooling is useful in their everyday lives and has a bearing on their future. 85% of our students feel as though they have positive behaviour at school. 88% of students responded that they try hard to succeed in their learning.

Staff survey results show that 96% of teachers either strongly agree or agree that they are supported by the school leadership team.

96% of teachers agree or strongly agree that the climate in the school is positive.

96% of teachers agree or strongly agree that they have opportunities to contribute to school decisions.

92% of teachers agree or strongly agree that there is planned time for staff to collaborate.

96% of teachers agree or strongly agree that the structures and processes to implement initiatives are helpful and supportive.

88% of teachers agree or strongly agree that there is ongoing support for professional learning and growth.

96% of teachers agree or strongly agree that professional learning experiences are aligned to school strategic directions.

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.