

2020 Annual Report

Ellison Public School



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Introduction

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

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

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Message from the principal

It is with much pleasure that I commend to you the 2020 Annual School Report.

At Ellison, and indeed around Australia and the World, the unprecedented events of 2020 through COVID-19 severely impacted the activities we would normally do. Instead, we hurriedly prepared for a "new normal".

This is my fourth year at Ellison and I am so impressed by the capacity of students, staff, parents and the community to adjust to the many restrictions placed on our school and on our lives. My staff quickly adapted to remote learning and I have been amazed by their resilience and collaboration during this time. Parents have been incredibly supportive and many events this year have required us all to live by our motto, "We Care". I am so proud of you all!

Students, you are at the heart of what we do and your resilience has been tested this year through learning from home and a phased return to school. I thank you for your composure during this time and together, we can hope for better times.

This is the final year of our three-year school plan and our focus has been on three strategic directions; Quality Teaching, Learning and Leading, Wellbeing and Strengthening Community. We have made pleasing progress in each of these areas although somewhat restricted by the events of COVID-19 in 2020. The school successfully navigated External Validation in our quest for excellence and the results are contained in 'Self-assessment and school achievement.

School vision

To strengthen our connection with our community by promoting a positive culture of CARE; cooperation, achievement, responsibility and engagement through evidence-based practices.

School context

Ellison Public School is a P2 primary school of 309 students situated between the villages of Springwood and Winmalee in the Blue Mountains of NSW. The school was opened in 1986 and quickly established its strong reputation within the community and beyond.

Ellison has a consistently good academic standard with Ellison students regularly performing at State average in most areas of the annual NAPLAN testing.

Ellison has a strong tradition of excellence in the performing arts and sport. The dedication, enthusiasm and talent of students and their teachers is evident throughout the school. Opportunities to develop skills across the stages are supported through band, violin, recorder, ukulele, dance, choir and public speaking. In sport, students have many opportunities to represent the school in a range of sports such as swimming, athletics, cross country, netball, soccer, OzTag and cricket. Ellison Public School and seven other local public schools also combined to develop and host the second 'Film By The Eucalypts' short film festival in 2019 and this initiative looks set to become part of the school culture.

Student welfare is central to all aspects of school activity at Ellison. Ellison is a (Positive Behaviour for Learning) PBL school and students accept their rights and responsibilities, being given opportunities to exercise them throughout each year.

The school is well supported by an active Parents and Citizens Association, which meets monthly. Members of the P&C represent the parent body on committees and panels for advertised positions, working closely with staff in a range of activities.

The school is a proud member of the Mid Mountains Learning Community, working closely with neighbouring schools to enhance opportunity and outcomes for student bodies that are in many ways similar. This plan was developed collaboratively with the learning community, as have many other beneficial activities. A steering committee has been formed to develop the Blue Mountains Alliance, comprising public schools across the Blue Mountains to further enhance the quality of teaching and learning and to develop stronger partnerships and collaboration.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
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

Quality Teaching, Learning and Leading

Purpose

To enhance future-focused learning that builds the capacity of staff and embeds differentiation into quality teaching and learning programs to meet the diverse educational and cultural needs of all students.

Improvement Measures

All teaching programs are based on future-focused practices.

All teaching and learning programs show differentiation reflecting student needs.

All Year 5 students meet or exceed expected growth in NAPLAN Writing and Numeracy.

Progress towards achieving improvement measures

Process 1: To embed future-focused, evidence-based practices into teaching and learning.

Evaluation	Funds Expended (Resources)
<p>Positive aspects of 2020 are the capacity of the staff to embrace online learning through the use of Google Classroom.</p> <p>The staff has demonstrated increased capacity to engage with and use data to inform teaching and learning through School Development Days, Staff Meetings, Spirals of Inquiry sessions and Stage Planning Days. Data from NAPLAN 2019, PAT tests in Reading and Mathematics and the 2020 Years 3 and 5 Check-in Assessments.</p> <p>Executive participation in the Leading Evaluation and Evidence Data (LEED) program supported the development of the School Plan 2021 - 2024.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$14000.00)

Process 2: To embed differentiation into quality teaching and learning programs.

Evaluation	Funds Expended (Resources)
<p>As we move into a new school plan, a considerable amount of work has been completed on the new situational analysis. Data has been analysed and triangulated, giving us clear foci and the strategic directions for the new school plan.</p> <p>Analysis of NAPLAN numeracy data and PAT Mathematics data revealed common areas of need, specifically word problems and also aspects of measurement and geometry. Additionally, vocabulary and the meta-language of mathematics requires attention. This will be a major focus for the new School Plan 2021-2024</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$3000.00)

Next Steps

As we move into the new school plan, we will refine Scope and Sequences for English and Mathematics and continue the focus on explicit classroom practice, particularly with aspects of numeracy and synthetic phonics.

As mentioned, teaching and learning in mathematics will be a major focus for 2021. This is borne out from triangulated data from PAT, NAPLAN and consistent teacher judgement. We will endeavour to meet individual needs in numeracy and reading.

Strategic Direction 2

Wellbeing

Purpose

To provide a quality learning environment that focuses on physical, social and emotional wellbeing, one that fosters success, growth mindset and strong character in our community.

Improvement Measures

Surveys indicate improvement in levels of confidence and happiness compared to 2017.

Strengths and Difficulties Questionnaire (SDQ) indicates increased resilience in students and a positive growth mindset

Progress towards achieving improvement measures

Process 1: To embed quality wellbeing programs across the school and community.

Evaluation	Funds Expended (Resources)
<p>Unfortunately, much of the Quality Wellbeing Programs were unable to be implemented..</p> <p>A number of the initiatives from 2020 will be carried over to 2021 including the introduction of "Be You" Mental Health, "Rock and Water" as well as strengthening Universal Training Systems PBL.</p>	

Next Steps

- * Train in and implement the 'Rock and Water' program
- * Introduce the 'Be You' Mental Health initiative
- * Further strengthening Universal Training Systems PBL

Strategic Direction 3

Strengthening Community

Purpose

To develop a culture of high expectations and provide information, skills, support, connections and other resources to effectively cater for a range of equity issues in the school.

Improvement Measures

Increased interaction with local education community from 2017 - 2020 through improved communication, sharing of resources and collaboration on educational events.

Increased levels of engagement by all community members.

Overall summary of progress

Much of the initiatives planned for 2020 were hampered by COVID-19.

We managed to develop and purchase a community learning space in the form of an Aboriginal Garden.

Progress towards achieving improvement measures

Process 1: To increase effective community engagement with school.

Evaluation	Funds Expended (Resources)
<p>Transition programs to Winmalee High School were successful despite a COVID-friendly implementation. It was pleasing to support all students but specific students with anxiety gained great benefit.</p> <p>The Green Team continue working with Bunnings with trees and squash seedlings being provided for our school gardens.</p> <p>The Storytime program was unfortunately cancelled due to the fact that community could not participate.</p> <p>Community Partnership with Build a Mind could not occur this year.</p> <p>Community groups re-started using utilise school facilities in Term 4 eg GKR Karate, Ros Dorman Ballet, Alison Sheather Physical Culture (ongoing). Unfortunately Strong Nation Church could not utilise the facilities as the size of their congregation could not be accommodated due to COVID guidelines for physical distancing.</p> <p>A parent survey in late 2020 revealed that 95% of the 43 parents who responded to the survey were reported positively on the the school, its, teachers, the school environment and the wide range of activities provided.</p>	

Process 2: To enhance partnerships with local education groups to support student achievement.

Evaluation	Funds Expended (Resources)
<p>Unfortunately, due to COVID-19, many partnerships have been placed on hold.</p> <p>Specific initiatives are being prepared to re-develop partnerships for the new school plan in the event of COVID-19 dissipating.</p> <p>The new Aboriginal Garden has already seen Stage 1 engage in an incursion</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• School funds and Aboriginal Loading (\$13706.66)

Progress towards achieving improvement measures

with National Parks and Wildlife around aboriginal artefacts. It is envisaged that further community engagement will occur in 2021.

Process 3: Parents and community contribute to student learning.

Evaluation	Funds Expended (Resources)
Parents and community were unable to make their usual contributions to the school due to COVID restrictions. Initiatives are being developed to ensure that parents have opportunities to participate in school life in 2021 and as part of the new school plan.	

Next Steps

- * re-engage parents and the community by re-introducing many of the activities involving parents and the community eg parent helpers, holding events such as Easter Hat Parade, Assemblies etc
- * welcome back community user groups to the school
- * re-commence P&C Meetings

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Meetings with classroom teacher and Learning and Support Teacher to develop Personal Learning Pathways.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$10 576.00) 	<p>Effectively written plans with positive parent involvement. Check-in assessments for 2020 indicate that ATSI students are close to par in terms of achievement with the rest of the school.</p>
Low level adjustment for disability	<p>2 x casual teachers required to release teaching staff for student reviews.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$105 873.00) 	<p>9 out of 10 students demonstrated improvements ranging from 1 word per minute to 26 words per minute. (Minilit)</p> <p>A total of 12 out of 12 students demonstrated improvements in sound knowledge from 4 sounds to 31 sounds.(Minilit)</p> <p>A total of 10 students demonstrated improvements in sight word knowledge from 3 sight words to 65 sight words.(Minilit)</p> <p>Three students in Year 1 demonstrated average improvement of 16 levels in Macqlit.</p> <p>Five students in Year 2 demonstrated average improvement of 10 levels in Macqlit.</p> <p>Six students in Year 3 demonstrated average improvement of 11 levels in Macqlit.</p> <p>Three students in Year 4 demonstrated average improvement of 5 levels in Macqlit.</p> <p>One student in Year 5 demonstrated average improvement of 8 levels in Macqlit.</p> <p>Out of 18 students across Years 1-5 using Macqlit, 18 students demonstrated improvements ranging from 11 words per minute to 60 words per minute</p> <p>Successfully completed reviews with future directions for 2021.</p>
Quality Teaching, Successful Students (QTSS)	<p>Funding Sources:</p> <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$55 786.00) 	<p>Successful planning days and Spirals of Inquiry sessions have occurred but due to COVID-19 have not been as regular as we would have liked. We have been unable to gain traction or momentum.</p>
Targeted student support for refugees and new arrivals	NIL	New Arrivals have left the school.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	162	150	152	142
Girls	159	157	156	166

Student attendance profile

School				
Year	2017	2018	2019	2020
K	96.6	95.5	95.5	94.9
1	93.7	95	93.8	93.6
2	95.4	93.4	95	94.5
3	93.6	95.5	94.6	95.8
4	94.1	94.2	94.3	95.2
5	92.1	92.9	95.1	93.4
6	93.3	92.4	91.7	92.8
All Years	94	94	94.3	94.2
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	11.51
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.6
School Administration and Support Staff	2.82

*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	376,921
Revenue	2,933,565
Appropriation	2,844,839
Sale of Goods and Services	9,859
Grants and contributions	76,564
Investment income	902
Other revenue	1,400
Expenses	-2,873,751
Employee related	-2,586,245
Operating expenses	-287,506
Surplus / deficit for the year	59,814
Closing Balance	436,734

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	149,898
Equity Total	136,185
Equity - Aboriginal	10,576
Equity - Socio-economic	18,770
Equity - Language	966
Equity - Disability	105,873
Base Total	2,230,797
Base - Per Capita	74,075
Base - Location	0
Base - Other	2,156,721
Other Total	258,044
Grand Total	2,774,924

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

Analysis of Tell Them From Me data indicates that there is conflicting data around student advocacy. While open-ended questions in the data indicate that teachers overwhelmingly support students in a range of ways, the multiple choice questions indicate results below the state average. The "Be You" initiative will be implemented in the school plan, giving tools and resources to support the entire school community so that they are positive, inclusive and resilient, and where every child, young person, staff member, and family can achieve their best possible mental health. The "Rock and Water" program will be implemented specifically to focus on supporting the needs of male students in Years 4-6 as these cohorts tend to show evidence of disengagement.

The "Tell Them From Me" surveys report that students feel positive about relationships with friends and demonstrate positive behaviour at school. Of concern is that 60% of students feel a sense of belonging. This will be addressed as part of the new school plan.

The leadership team measures school community (parent and student) satisfaction and shares its analysis and actions in response to the findings with its community.

Implications / Actions: A range of strategies will be implemented to re-engage community members to embed a culture of high expectations. This will include three-way interviews, parent workshops, utilisation of parent / community and department expertise and involvement eg AECG, regular meetings / forums with the Principal. Students will continue to develop higher expectations. Over time classroom teachers will phase in and negotiate one student learning goal for literacy and one student learning goal for numeracy. Consistent focus on these student learning goals will be one strategy in the aim to develop higher expectations..

There was concern expressed about communication to parents. As a result of these concerns the school has made the decision to make Skoolbag the major form of communication with Facebook used as reminders only.

The majority of teachers indicate their support of the increased development of learning culture within the school but still require additional support with technology. Leadership of the school is comparable with those of other schools according to the teacher surveys. Teachers are also satisfied with the additional support around data-informed practice. The survey indicates a need to work with students to identify student learning goals.

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.