2020 Annual Report

Wingham Brush Public School

4575

Introduction

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

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

School contact details

Wingham Brush Public School
Isabella Street
WINGHAM, 2429
www.winghambru-p.schools.nsw.edu.au
winghambru-p.school@det.nsw.edu.au
6553 4443

Message from the principal

At Wingham Brush PS the education of students is seen as a partnership between parents, staff and students. What we do each day has a positive impact on the futures of the young people in our care. Our staff are deeply invested in finding and nurturing the immense potential inside all students so that they are equipped to explore the boundless possibilities that lie ahead of them.

At the end of 2019 we were faced with devastating bushfires, but we are a strong supportive community and came through it together. Our infants classes had to be evacuated from their rooms due to a water leak and we started 2020 with not enough classrooms. We waited patiently for the demountables to arrive. We then got on with the job of learning and the world was hit with COVID -19.

This was comfronting as we embarked on a whole new way of learning. It was difficult and challenging for our teachers, students and parents. It was a bit scary and we had to think outside of the box to make it work. If I reflect on this time it taught all of us to be more flexible and resilient. We appreciated the little things, like seeing your faces and talking and laughing with each other every day.

I am very proud of how all our students adapted to the change. I am proud of the massive effort and thought our teachers put into delivery of tasks and finally to our parents who were thrown into a situation that was strange, time consuming, and frustrating. They had to learn many new skills and did a brilliant job under difficult circumstances.

We returned to school and picked up where we left off with guidelines to follow and changes to how we run our days. In all, I am extremely grateful in the way we all have accepted, followed and dealt with a very messy 2020.

I am particularly proud of our school leaders. What an amazing group of students. They have endeavoured to find a way to reach out, communicate, encourage and lead our school. They have never complained about the opportunities they have lost, and always been positive role model to all. Well done.

Our School Leaders paying their respects on Remembrance Day

School vision

At Wingham Brush PS, our vision is to provide innovative and differentiated curriculum that meets the learning needs of all student's education to inspire, challenge and empower resilient, self-motivated students. Our supportive staff and engaged community are committed to delivering a rich, inclusive, holistic education in a safe and nurturing environment.

School context

Wingham is a diverse rural and highly productive area in the Mid North Coast of New South Wales, situated 12 km west of Taree, with a population of approximately 4 000 people. The area supports a variety of farming and dairy ventures and the town has a successful abattoir. Within the school grounds there is an Environmental Education Centre which can be used by visiting schools. There is an environmentally sensitive area attached to our school called Wingham Brush -a small pocket of rainforest with attractive boardwalks. It is also home to a large colony of grey-headed flying foxes.

Our structure consists of 9 regular and multi-grade classes. Each classroom is equipped with interactive technology supporting quality teaching and providing a modern learning environment for all students within our heritage buildings.

Our school is supported by the Taree Aboriginal Education Consultative Group (AECG). 12% of our student population are of Aboriginal background.

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	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
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	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Our self-assessment highlights our school's commitment to improving student learning outcomes by building on teaching capacity and expertise in quality curriculum provision. Our school's priorities, as articulated in the 2018-2020 School Plan, show that we are responsive to improving in areas identified through examining internal and external data,self-assessment and consultation with staff, students and the community. We have been invited to participate in the CESE Enhancing Data Skills and Use and Assessment Practice project. This will assist our school in refining its practice to consistently use school-wide processes for assessment to monitor, plan and report on student learning across the curriculum and ensure that formative assessment is integrated into teaching practice in every classroom. Student performance data indicates that our school's value-add trend is an ongoing priority and that student growth and student achievement in the top two bands for NAPLAN reading, writing and numeracy remains an area of focus.

Strategic Direction 1

Successful Learners

Purpose

Teachers know their students and how they learn. Teachers have high expectations, differentiating curriculum delivery to meet the needs of students.

Improvement Measures

NAPLAN data indicates student growth is equal to or greater than the average SSG in writing and numeracy.

Improvement in teachers' skill and capacity to use a multitude of data sources to optimise student learning in Literacy and Numeracy.

Evidence against the SEF validates growth from delivering to sustaining and growing in the areas of the elements of learning culture, differentiation and assessment and reporting.

Overall summary of progress

The improvement measures against Strategic Direction 1 have been met through the professional learning driven by the writing and BNL initiatives. Teacher programming is evolving to incorporate collaborative planning, reflective practice, data driven teaching and learning and consistency across stage expectations and assessments. The development of rubrics, learning intentions and success criteria has improved the quality of the data collected and assisted in tracking and monitoring students' achievement. The writing initiative, close reading, L3 and number talks, specifically, have provided teachers with opportunities to engage with the syllabus and collaboratively plan lessons and units to improve pedagogy.

Ongoing professional learning, led and supported by the leadership team has been focused specifically on explicit instruction in writing, differentiation, building teacher capacity and practices in working mathematically, evaluating rich tasks and developing classroom environments that enhance student engagement. Teachers routinely use evidence of learning to collaboratively analyse and improve their knowledge and understanding across the targeted focus areas.

Through Early Action for Success, teachers continued to build their skills in analysing and interpreting their students' performance data. Through collegial conversations they justified their interpretations and determined next steps for student learning. This in turn, required teachers to review their teaching and learning programs and ensure future planning was focused on individual student need.

Progress towards achieving improvement measures

Process 1:   Assessment

Teachers increase knowledge and implementation of learning progressions. Development and implementation of quality assessments that are consistent and routine.

Evaluation	Funds Expended (Resources)
Teachers are routinely plotting student progress data into PLAN from K-6 at the end of each term. Teacher program feedback indicates evidence of an increasing understanding of differentiation across numeracy and literacy. Classroom observations demonstrate evidence of programs reflecting practice. The teachers engagement and use of the progressions to drive learning has been reflected in the students being more challenged and differentiation being evident across all KLAs. Teachers programming is evolving to incorporate collaborative planning, reflective practice, data driven teaching and learning and consistency across stage expectations and assessments. Assessment practices have been collaboratively evaluated and quality assessments have been created. Substantial preparations, planning, adjustments and supports are provided to students to improve self esteem, engagement and increase achievement of	Executive release to support teachers in the classrooms. Release for teachers to collaboratively plan. **Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($10000.00) • Professional learning ($5000.00)

Progress towards achieving improvement measures
targeted outcomes.	

Process 2:   Writing Initiative

Through mentoring and professional learning, strengthening the capacity of staff to address all learning needs in writing.

Evaluation	Funds Expended (Resources)
Teachers have collaboratively engaged with multiple data sources to analyse student progress in writing. Student work samples and PLAN2 data indicates that all students demonstrated growth in writing. The leadership team has maintained a focus on instructional leadership within the classroom in the area of writing resulting in teachers being confident and proficient in the explicit teaching of writing and meeting the needs of students. Progress Assessment Tests completed in May 2019 and May 2020 showed very positive average effect size. In reading the effect size ranged from .57 to 2.16 over the 12 months. The effect size decreased as the students moved from Stage 1 through to Stage 3.	Executive delivered Professional Learning and worked within classrooms with teachers. **Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($5000.00)

Process 3:   Building Numeracy Leadership

Leaders engage in mentoring to implement collaborative teacher professional learning to build capacity in using student assessment data to plan and implement differentiated numeracy instruction.

Evaluation	Funds Expended (Resources)
Data sources indicate that all teachers are routinely implementing number talks, three to five times a week, in their programs and practice. Routine walk throughs by executive indicate student engagement in number talks. A growing number of students are able to articulate their thinking processes.Teachers are enthusiastically engaging in the number talk lesson model and embedding it into their classroom practice. Progress Assessment Tests completed in May 2019 and May 2020 showed very positive average effect size.There was a trend in the Mathematics effect size data from 0.38 to 1.45. This reflects effect size above the expected norm for twelve months growth. The BNL (Building Numeracy Leaders) program that was initiated and implemented in the 2018-2020 School plan has been effective in improving students internal mathematics results and has also seen an increase in teacher confidence and open ended questioning and delivery of lessons.	Executive release to deliver demonstration lessons, team teach and mentor teachers. **Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($10000.00)

Next Steps

The school is establishing a Learning Culture of high expectations for learning, with staff capacity to challenge all students through the provision of differentiated, inclusive, personalised curriculum provision. This is being developed through high quality, evidence-based change to school wide practices and more rigorous staff collaboration and professional learning.

We have seen a steady transformation of numeracy pedagogy, implementing strategies for improving practice in teaching numeracy skills and knowledge . We are looking forward to building upon our early work in supporting teachers to trial innovative and evidence-based future-focused practices.

Strategic Direction 2

Innovative Visible Learning

Purpose

Build capacity of teachers and leaders that enables evidence to be used to create effective high quality instruction and student growth.

Improvement Measures

100% of classrooms use success criteria and effective feedback to students in writing and numeracy to improve learning outcomes.

• Demonstrated individual student growth equivalent to one year or more evidenced through Progressive Achievement Tests (PAT) in literacy and numeracy.

Improvement in teachers' skill and capacity to use a multitude of data sources to optimise student learning in Literacy and Numeracy.

Overall summary of progress

Our schools work in transforming pedagogy to improve student outcomes in literacy with a particular focus on writing, has been a whole school commitment. Thorough analysis of the NAPLAN, PLAN and internal assessment data highlighted that student outcomes in writing needed improvement and that a whole school, evidence-based approach to providing effective teaching methods was needed. As part of our school's development in this area, teachers now regularly collaborate with colleagues and consistently review and revise lessons plans and sequences, ensuring that content is based on the curriculum and teaching practices are effective.

Work throughout the 2018-2020 School Plan supported the consolidation of a school wide approach to the implementation of learning intentions and success criteria (LISC). Teachers were well resourced and supported through professional learning to embed LISC into classrooms. Teachers collaborated on developing quality LISC and sharing knowledge and implementation strategies to improve students understanding, self-regulation and achievement.

The executive team, as instructional leaders, primarily delivered shoulder to shoulder support to teachers within the classroom context. Structured programs of support targeted negotiated areas of classroom practice, lesson observations and feedback, the modelling of in class strategies, review of work samples and analysis of assessment data. Data gathered was able to demonstrate student growth and impact on teaching practice as a result of participation in this delivery of support.

Progress towards achieving improvement measures

Process 1:   Visible Learning

Through action learning, mentoring and professional learning, develop and implement evidence based teaching practices connected with Visible Learning.

Evaluation	Funds Expended (Resources)
Observations reflect that teachers have embraced the learning intentions and success criteria and they are displayed and communicated to students. Writing is the focus area for all classes with some teachers developing goals across other KLAs. Professional Learning has been ongoing in the development of quality and effective learning goals and success criteria. Teachers have shared and collaboratively developed goals, criteria and rubric to further develop their skills. Some teachers are utilising effective methods of feedback directly related to the learning intentions. Learning intentions and success criteria are being effectively communicated and used in classrooms for writing.	Corwin delivery of Professional Learning **Funding Sources:** • Professional learning ($5000.00)

Process 2:   Data Analysis

Process 2:

Teachers routinely gather and analyse data to inform teaching direction and enhance teaching practice.

The learning goals for students are informed by analysis of internal and external students progress and achievement data supported through collaborative practices.

Evaluation	Funds Expended (Resources)
Teachers accessed and engaged in ongoing professional learning to build their skills in the analysis. interpretation and use of student progress and achievement data. Teachers effectively collected data from a range of sources to inform teaching and learning, including PLAN2, work samples, L3 monitoring graphs, PAT, observations and stage based assessments. Teachers are improving in using data effectively to evaluate student understanding of lesson content as evidenced in executive observations and teaching program feedback. The leadership team assisted in the analysis of the data and guided teachers to monitor student learning progress and identify gaps for improvement and areas for extension.	

Next Steps

A future direction will focus on the development of teachers capacity to provide effective feedback and facilitate opportunities for students to articulate their learning progress. As a school, we will be looking at ensuring quality feedback is given on all tasks and formative assessment guides our teaching and learning.

We will continue to evaluate our teaching practices and look at ways that have proven success in improving student outcomes, engagement and mindset. Our teachers are committed to ensuring that the strategies they have learned are put into practice in all classrooms. We recognise that the strategies that we use must benefit our students and their learning achievements.

We will continue to investigate formative assessment that informs teaching and learning, and ensure that teachers can interpret that data to improve results for all students.

Strategic Direction 3

Resilient, Responsible Citizens

Purpose

To promote and embed a positive inclusive culture of respectful relationships across our learning community to develop successful, confident and resilient learners.

Improvement Measures

Increase in student resilience and confidence, engagement and sense of belonging.

The school is able to evidence growth from *delivering* to *sustaining and growing* in the Leading domain element *Educational leadership*.

The school self evaluation against the School Excellence Framework is able to evidence growth from *delivering* to *sustaining and growing* in the learning domain element of *wellbeing*.

Overall summary of progress

Evidence indicated that the Wellbeing element showed growth from *sustaining and growing* to *excelling a*cross all themes towards the improvement measures in Strategic Direction 3. The communication, and implementation of the behaviour matrix and discipline and well being policy was well received by all stakeholders. Students demonstrated an understanding of the school values and were able to articulate what resilience looked like across multiple settings.

Our school achievements in the area of Wellbeing highlight the significant journey we have undertaken to ensure that there is a strategic, planned approach to develop effective whole school wellbeing processes. This will remain an ongoing area of focus. The school will endeavour to build on these initiatives and reinforce a consistent expectation across the whole school community. Our students understand the expectations for behaviour and are better equipped with the resources for personal success and wellbeing.

There has been continued focus on student engagement through proactive and supportive student wellbeing practices including the school-wide practice of establishing a positive learning environment, including clear and consistent expectations for behaviour, and more effective learning and support practices.

Progress towards achieving improvement measures

Process 1: **Positive Learning Environment**

Whole school approach to wellbeing that has clearly defined behavioural expectations to create a positive teaching and learning environment.

Evaluation	Funds Expended (Resources)
Evidence indicated that the Well being element showed growth from *sustaining and growing* to *excelling a*cross all themes in the School Excellence Framework. The language and expectations of behaviour are consistent across all settings and staff. The communication, and implementation of the behaviour matrix and Discipline and Well Being Policy was well received by all stakeholders. Students demonstrated an understanding of the school values and were able to articulate what resilience looked like across multiple settings.	NIL

Process 2: **Wellbeing Framework**

Professional learning on the Wellbeing framework and development of a new discipline policy to reflect a shift from a welfare approach to a "whole child" ethos that supports student learning.

Evaluation	Funds Expended

Progress towards achieving improvement measures	
Evaluation	**(Resources)**
The new PDHPE syllabus was studied and new scope and sequence, lesson content and assessments were developed to better reflect the syllabus. The schools Wellbeing Journals were aligned to the syllabus content as a valuable resource. The explicit and prescriptive lessons are taught across the school K-6. Student feedback reflects that the students are proud of their journals and are able to articulate the key messages and behaviours.	NIL

Process 3: **Community**

Developing a partnership with the school and community groups to create a shared community resource about the National Park 'Wingham Brush'.

Evaluation	**Funds Expended (Resources)**
The onset of COVID-19 and the extensive damage to our infants block caused by a water leak has restricted the use of the community space. The parents and community are excited to be returning to the site to reestablish joint projects connected to the Nature reserve. Our approach to communication with parents and community is multi-layered. Parent involvement and feedback is encouraged and valued. P&C involvement provides a platform for families to be involved in decision making, while parent/teacher interviews and communication through class apps foster collaboration and a deeper understanding of student learning and expectations	NIL

Next Steps

We need to continue to maintain the school-wide focus and momentum in regards to improving student wellbeing through supportive practices and effective learning support processes.

Building an effective environment for learning through clear and consistent expectations for behaviour will be further strengthened by developing partnerships with parents in learning, as well as a focus on classroom systems.

Continued focus on equipping staff with skills to differentiate learning through quality teaching and expert curriculum planning and delivery.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Employment of SLS0 to deliver in class support and intervention programs. **Funding Sources:** • Aboriginal background loading ($22 900.00)	Engagement of SLSO to target and support students 4-6 in literacy and numeracy intervention programs has produced significant results in student growth across both key learning areas. Targeted students participated and made substantial progress in intervention programs, specifically QuickSmart and QuickLit. Funding was utilised to provide time for teaching staff to develop Personal Learning Plans. Aboriginal students were supported in their development of PLPs and contact with family was consistent and regular.
Low level adjustment for disability	**Funding Sources:** • Low level adjustment for disability ($42 000.00) • Socio-economic background ($40 000.00)	External data does not fully reflect the students progress and improvement that is evident in the internal assessment data and anecdotal data. There have been significant intervention programs delivered across the school, through Literacy and Numeracy tutors in K-2 and QuickSmart, QuickLit, Multi Lit and in-class support delivered across 3-6. The numeracy results indicated that there was a substantial improvement in accuracy across all four operations and a strong gain for all targeted students in effect size. There literacy results indicated a strong gain in vocabulary and average gain in comprehension for all targeted students. SLSO were employed to support students with improving social skills and extra support across the curriculum. SLSO were employed to support both in and out of the classroom setting. PATCH (Playground Activities That Create Happiness) has been highly successful for a wide range of studetns. Allocation of aides to support playground activities and additional supervision of targeted students. The PATCH program supports the successful transition of high needs students into the broader playground environment.
Quality Teaching, Successful Students (QTSS)	Executive release to support teachers across Strategic Direction 1 and student well being and behaviour. **Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($10 000.00)	Executive supported staff and increased their capacity across a range of areas including explicitly teaching writing, number talks and programming. Teachers are actively engaging in the strategies and student results indicate positive impact on student progress. There has been an increase in collaborative practice including lesson study and stage planning.Teachers are valuing and responding positively to the support and delivery model. Teachers are actively engaging in the strategies and student results indicate improved student outcomes and
Socio-economic background	Employment of a teacher, funded above centrally established $109,384 Employment of SLSO $30,000	Financial resources are used to achieve improved student outcomes and high quality service delivery through the engagement of an additional teacher above centrally established and School Learning Support Officers (SLSOs)

Socio-economic background		
	Funding Sources: • Socio-economic background ($139 384.00)	The additional teacher enabled class sizes across the school to be reduced. This resulted in quality explicit teaching and data collection taking place. This enabled teachers to better meet the specific needs of students through the delivery of differentiated teaching, improved learning environment, student progress monitoring and improvement in behaviour management and student engagement. SLSOs are critical to the successful implementation of the PATCH program as well as supporting teachers with playground supervision. The leadership team deploys non-teaching staff to make best use of available expertise to meet the needs of students. Funding was used to employ Learning Support Officers to deliver QuickSmart and QuickLit intervention programs to targeted students. To further support the implementation of quality, personalised literacy and numeracy programs, SLSO provided support in the classroom for small groups and individuals. Executive mentored staff and increased their capacity through professional learning,demonstration lessons and lesson study. This was across a range of areas including explicitly teaching writing, number talks and programming. Teacher feedback indicated that executive support and mentoring in the classroom increased their capacity to deliver quality lessons in literacy and numeracy.The school engaged an additional School Administration Officer (SAO) 2 days per week, to support efficient and effective community engagement. As a result the school newsletter, website and other community based correspondence were enhanced.
Support for beginning teachers	Extra release from face to face teaching and mentoring support. **Funding Sources:** • Support for beginning teachers ($13 500.00)	Additional Release From Face to Face teaching was allocated to a beginning teacher to allow for mentoring and collaborative evaluation of programs to support the accreditation process at proficient level. The funds allocated to school have also been used to support additional professional learning opportunities to ensure they are using current teaching practices and embedding quality teaching activities for all students.

Student information

Student enrolment profile

Students	Enrolments			
	2017	**2018**	**2019**	**2020**
Boys	99	96	100	97
Girls	100	94	100	108

Student attendance profile

School				
Year	**2017**	**2018**	**2019**	**2020**
K	95.1	90.1	94	91.2
1	96.2	92.7	88.7	93.3
2	89.9	94.6	94.2	92.9
3	92.3	89.7	92.9	92.8
4	88.5	90.4	92.5	93
5	90.6	91.9	91.6	93.4
6	90.2	91.1	91.7	93.7
All Years	91.4	91.4	92.2	92.9
State DoE				
Year	**2017**	**2018**	**2019**	**2020**
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	6.96
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.4
School Administration and Support Staff	2.52

*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.
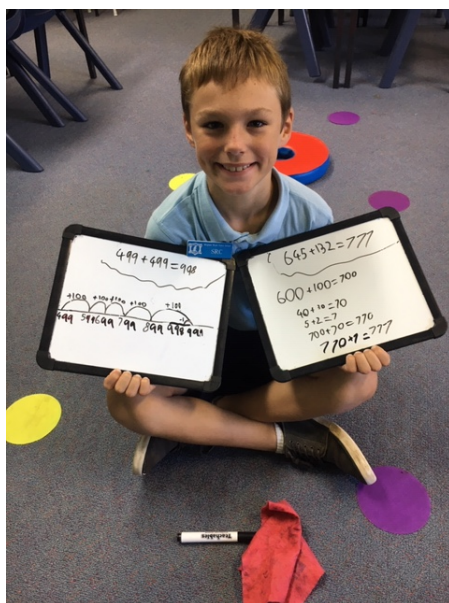
Financial information

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	213,695
Revenue	2,388,805
Appropriation	2,356,653
Sale of Goods and Services	2,509
Grants and contributions	29,043
Investment income	600
Expenses	-2,502,866
Employee related	-2,258,775
Operating expenses	-244,091
Surplus / deficit for the year	-114,061
Closing Balance	99,633

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	168,860
Equity Total	356,706
Equity - Aboriginal	22,907
Equity - Socio-economic	188,539
Equity - Language	0
Equity - Disability	145,260
Base Total	1,598,799
Base - Per Capita	48,101
Base - Location	3,075
Base - Other	1,547,623
Other Total	209,805
Grand Total	2,334,170

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

Throughout the course of 2020, we implemented a number of tools to seek community, student and staff satisfaction. Teachers regularly contacted parents and carers on how they were going implementing learning from home. parents were overwhelmingly appreciative of our ongoing support and availability during a difficult time. We surveyed in regards to communication preferences and then finally we consulted our community when evaluating our school plan and future directions.

Students were also surveyed a number of times throughout the year, the most comprehensive of which being the Tell Them From Me survey, where we were able to make a comparison with previous results and heavily analyse the students perspectives and understanding of the questions being asked with interesting results.

Staff had many opportunities to offer feedback, including in qualitative interviews with the leadership team, as well as written responses a number of times throughout the year. The results that follow below aim to give a general overview of the satisfaction levels of our key stakeholders, which has been resoundingly positive with suggestions for some useful areas for future focus.

The school continues to enjoy frequent and open communication with parents and the vast majority of feedback is positive, with parents appreciative of the school environment and the inspiration the teachers provide to the students.The school encourages parents to involve themselves in the life of the school through both formal and informal mechanisms.

Our approach to communication with parents and community is multi-layered. Parent- Teacher communication is delivered through multiple apps, face to face, phone and print. Parents have formal opportunities to meet with teachers and are encouraged to meet informally when needed. Parents and community are kept informed through the school website, newsletter, which is distributed in hard copy and electronically through both the Skoolbag app and school website. The school has a regular page in the local newspaper where significant events and achievements of our school and students are showcased.

A very strong collegial ethos is apparent at all levels of the school. The parents perceive the school to be 'parent friendly'.Students appear enthusiastic about their school, they comment that teachers are approachable, encouraging and dedicated and that there is a strong and positive relationship between students and staff.Low levels of anti-social behaviour and high levels of engagement in school activities are indicative of student satisfaction. A positive and supportive atmosphere where issues can be raised and addressed, access to a wide range of professional development opportunities, and good relations with students, contribute to a high level of teacher satisfaction.

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.