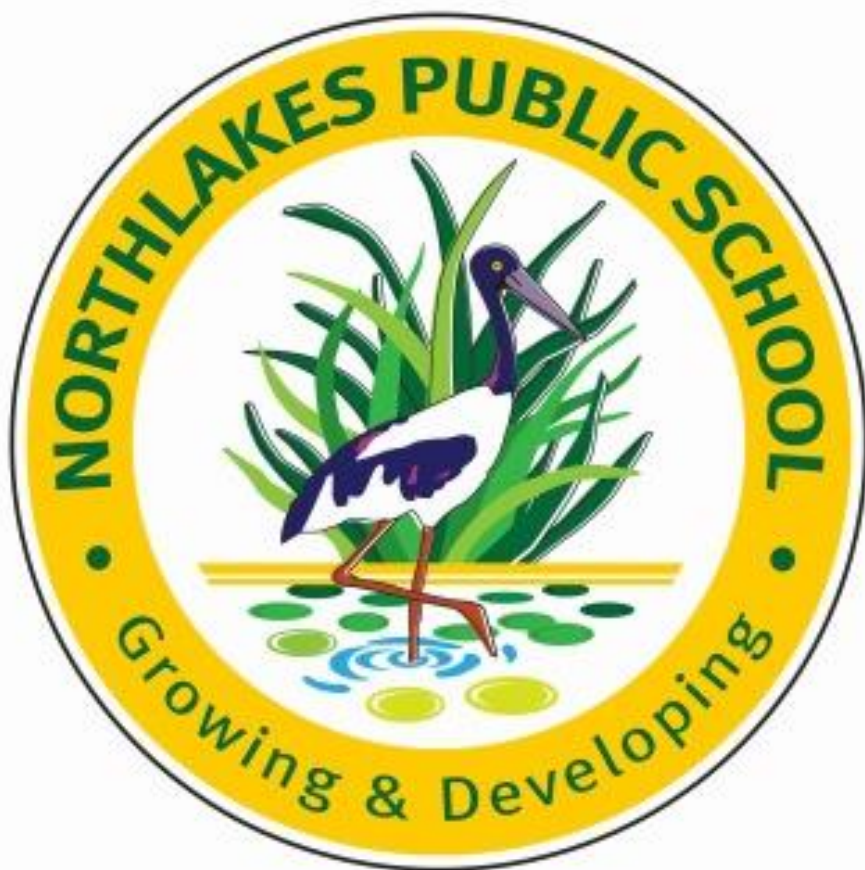


# 2020 Annual Report

## Northlakes Public School



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# Introduction

The Annual Report for 2020 is provided to the community of Northlakes 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

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## School vision

Our vision is to provide meaningful and relevant experiences in terms of teaching and learning in a safe, nurturing, motivating environment for every student at Northlakes Public School so that they can grow and develop into good citizens of our school community and the community in general.

We continually strive to develop literate, numerate students who can think creatively and critically and who will grow into successful, productive citizens and community leaders with highly developed skills in collaboration and strong values.

## School context

Northlakes Public School is located on the NSW Central Coast. We commenced 2020 with an enrolment of 372.

The school has a support unit with two IO/IS classes, supporting students with moderate to severe intellectual, emotional and/or physical disabilities and one multi-categorical class supporting students with a range of diagnosed disorders with one being autism.

There are also 15 mainstream classes with one of those being a Kindergarten and Year 1 composite for a total of 18.

The school has a proud tradition of inclusivity in education through regular, purposeful and two-directional integration at every opportunity for support unit and mainstream students based on their individual, academic, social and wellbeing needs.

The school community is also supported by Jabiru Cottage under the Central Coast Schools as Community Centres (CCSaCC) program and is located on the school grounds.

Aboriginal enrolments in 2020 are at 70, which equates to about 19% of the student population. The school has an Aboriginal SLSO 0.4FTE, and enjoys strong links with the local AECG Muru Bulbi and Darkinjung Lands Council.

In November the school participated in the External Validation process which will provide us with information on our the successes and opportunities for improvement as we wind up one planning cycle and help us to have the conversations in consultation for setting the directions for the next four year cycle beginning in 2021.

## 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	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
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	Delivering
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
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 Learning

#### Purpose

To support and nurture all students to be confident, creative, successful life-long learners by developing skills in: reflection, goal setting, growth mindset, resilience and persistence..

Major SEF links (not limited to this SD):

- Learning - Learning Culture, Curriculum, Assessment, Reporting, Student Performance Measures
- Teaching - Effective Classroom Practice, Data Skills and Use, Professional Standards, Learning and Development
- Leading - Educational Leadership, School Resources

#### Improvement Measures

85% K-2 will be reading at or above these levels: K-9, Yr1-18 and Yr2-22 by the end of 2020 (2017 K 60%, Yr1 80% and Yr2 82%). Top two bands in NAPLAN Reading for Yrs3, 5&7 increase by 10% to 39%, 25% & 10% respectively by the end of 2020.

85% of students K-1 and 90% in Yr2 are competent in Flexible strategies by the end of 2020 (baseline 2018). Top two bands in NAPLAN Numeracy for Yrs3,5&7 increase by 15% to 26%, 28% & 17% respectively by the end of 2020.

100% of students K-6 will make progress in Writing as indicated by the Creating Texts sub-element in the National Literacy Learning Progression.

#### Overall summary of progress

The impact of COVID-19 has meant that we do not have the NAPLAN data to rely on for the improvement measures and the school needs to refer to other assessment data namely observations, school based assessment data and PLAN data entries.

Teachers, students and parents/care providers demonstrated the power of collaboration when learning from home became the mode of operation for NSW schools. As changes in the COVID situation necessitated quick responses in delivery of learning, our staff and community worked collaboratively to ensure all students were supported throughout this very challenging time. Understandably, progress in student outcome is not where we would have hoped however, there has been invaluable learning and a greater focus on the importance of wellbeing of all stakeholders as an important key in supporting student learning.

#### Progress towards achieving improvement measures

**Process 1:** Implement high quality research based, future focused literacy teaching practices

Evaluation	Funds Expended (Resources)
<p><b>2020 Progress Towards School Improvement Measures:</b></p> <p><b>K-2 Literacy NLLP Data:</b></p> <p>Due to COVID, NAPLAN did not take place, so the 'Check-in Assessment' data replaces the NAPLAN data.</p> <p><b>Yr 3 &amp; 5 'Check-in Assessment' Reading Data:</b></p> <p>The 2020 Year 3 Check-in Assessment for reading revealed that students found the following indicators most challenging: answers inferential questions; identifies the purpose of the text; uses common signposting devices such as headings, subheadings, paragraphs; monitors the development of ideas using language and visual features; understands precise meanings of words; identifies connectives that develop coherence between ideas or events; identifies key words and the meaning they carry;</p>	<p>Intervention support for identified students via in-class, small group and/or individual withdrawal depending on student learning needs K-6.</p> <p>Instructional Leaders supporting teachers to monitor and reflect on student data to inform future teaching focus for the next five weeks.</p> <p>SLSO classroom support</p> <p>Aboriginal SLSO classroom support</p> <p><b>Funding Sources:</b></p>

## Progress towards achieving improvement measures

makes connections within and between texts.

The Year 5 Check-in Assessment for reading revealed that students found these indicators most challenging: cites text evidence to support inferences; identifies language features used to present opinions or points of view; understands precise meaning of words; accurately retells the most relevant details in a text; identifies the author's perspective.

### Final Evaluation

This year we have been working on building teacher capacity on assessing reading levels and building specific strategies into teaching based on a strong analysis of data. It included identifying specific texts, vocabulary work and inferential comprehension. Data was used to target intervention when more support was needed.

When evaluating our progress against our measures, our reading level data is showing 50% of Kindergarten students are reading at level 9, 69% of Year 1 students are reading at level 18 and 86% of Year 2 students are reading at a level of 22. This is showing improvement in Year 2 when compared to previous years by 4%. Our aspirations have not been achieved in Kindergarten and Year 1.

In PAT Comprehension assessment administered at the end of 2020; 33% of Year 3, 50% of Year 4 and 30% of Year 5 were ranked at or above the 50th percentile.

We are unable to report against our NAPLAN top two bands for 2020 as NAPLAN 2020 was not administered.

- Early action for success (\$50201.00)
- Socio-economic background (\$67455.00)
- Aboriginal background loading (\$10215.00)
- Integration funding support (\$59426.00)

## Process 2: Implement high quality research based, future focused numeracy teaching practices

Evaluation	Funds Expended (Resources)
<p><b>2020 Progress Towards School Improvement Measures:</b></p> <p><b>K-2 Numeracy NNLP Data</b></p> <p>Due to COVID, NAPLAN did not take place, so the 'Check-in Assessment' data replaces the NAPLAN data.</p> <p><b>Year 3 &amp; 5 'Check-in Assessment' Numeracy</b></p> <p>The Year 3 Numeracy Check-in assessment revealed that students found following items most challenging:</p> <ul style="list-style-type: none"> <li>• Identifying missing elements in number sentences,</li> <li>• measurement and</li> <li>• multiplicative strategies.</li> </ul> <p>The Year 5 Numeracy Check-in assessment identified the following areas to be causing the most challenge:</p> <ul style="list-style-type: none"> <li>• number patterns with missing values,</li> <li>• reading and interpreting graphical displays and</li> <li>• operations involving fractions and decimals</li> </ul> <p><b>Final Evaluation</b></p> <p>This year the focus has been on building teacher capacity on assessing student needs in mathematics and building strategies to respond to those needs. Data was used to inform differentiation and target intervention support where and when it was needed.</p> <p>In PAT Mathematics assessment administered at the end of 2020; 12% of Year 3, 54% of Year 4 and 6% of Year 5 students were ranked at or above the 50th percentile.</p>	<p>Intervention support for identified students via in-class, small group and/or individual withdrawal depending on student learning needs K-6.</p> <p>Instructional Leaders supporting teachers to monitor and reflect on student data to inform future teaching focus for the next five weeks.</p> <p>SLSO classroom support</p> <p>Aboriginal SLSO classroom support</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Early action for success (\$50401.00)</li> <li>• Socio-economic background (\$67455.00)</li> <li>• Integration funding support (\$59426.00)</li> <li>• Aboriginal background loading (\$10215.00)</li> </ul>

## Next Steps

To date our K-3 programs and initiatives in literacy and numeracy are having a positive impact with the upward trends in data being maintained over a period of 4 years. However, our Year 5 NAPLAN data indicates that we will need to examine what support can be provided to staff and students in order to achieve our Year 5 targets.

In order to provide us with more information on teachers' current practice in reading we will implement the K-6 Reading: Self-evaluation tool.

In 2021 we will further investigate students' needs in reading and numeracy by implementing the DoE's Stage 2 and Stage 3 Reading Short Assessments, Language Conventions Short Assessments and Numeracy Short Assessment. Teachers will be provided with training in term one and the assessments will be implemented soon after to form our baseline data.

## Strategic Direction 2

### Quality Teaching

#### Purpose

Highly skilled, motivated staff who build capacity through collaboration and mentoring to create sustainability of delivering quality programs to students in a culture of continual improvement.

Major SEF links (not limited to this SD):

- Learning - Curriculum, Assessment, Reporting, Student Performance Measures
- Teaching - Effective Classroom Practice, Professional Standards, Data Skills and Use, Learning and Development
- Leading - Educational Leadership, School Resources, Management Practices and Processes

#### Improvement Measures

85% K-2 will be reading at or above these levels: K-9, Yr1-18 and Yr2-22 by the end of 2020 (2017 K 60%, Yr1 80% and Yr2 82%). Top two bands in NAPLAN Reading for Yrs3, 5&7 increase by 10% to 39%, 25% & 10% respectively by the end of 2020.

85% of students K-1 and 90% in Yr2 are competent in Flexible strategies by the end of 2020 (baseline 2018). Top two bands in NAPLAN Numeracy for Yrs3,5&7 increase by 15% to 26%, 28% & 17% respectively by the end of 2020.

By the end of 2020 increase the percentage of Year 5 and 7 students achieving expected growth in NAPLAN:

- reading to 69% and 55% respectively (baseline 55.2% and 45.7% in 2017)
- numeracy to 80% for both (baseline 76.6% and 75.6% in 2017)

#### Overall summary of progress

The impact of COVID-19 has meant that we do not have the NAPLAN data to rely on for the improvement measures and the school needs to refer to other assessment data namely observations, school based assessment data and PLAN data entries.

Teachers, students and parents/care providers demonstrated the power of collaboration when learning from home became the mode of operation for NSW schools. As changes in the COVID situation necessitated quick responses in delivery of learning, our staff and community worked collaboratively to ensure all students were supported throughout this very challenging time. Understandably, progress in student outcome is not where we would have hoped however, there has been invaluable learning and a greater focus on the importance of wellbeing of all stakeholders as an important key in supporting student learning.

The school's model of providing the vast majority of PL in-school by on staff experts will continue to be the PL model supporting staff in raising competence and confidence in assessing, monitoring and supporting student achievement.

#### Progress towards achieving improvement measures

**Process 1:** Implement a whole school approach to deliver needs-based, future focused teaching programs.

Evaluation	Funds Expended (Resources)
<b>K-2 Literacy/Numeracy Data:</b>  Due to COVID, NAPLAN did not take place, so the 'Check-in Assessment' data replaces the NAPLAN data.	Instructional Leader 1.2FTE  Myer Maths Coach 0.2FTE (50% funded under Myer Maths project)
<b>Yr 3 and 5 Check-in Assessment Literacy/Numeracy Data:</b>  The 2020 <b>Year 3 Check-in assessment for reading</b> revealed that students found the following indicators most challenging: answers inferential questions; identifies the purpose of the text; uses common signposting devices such as headings, subheadings, paragraphs; monitors the development of ideas using language and visual features; understands	AVID Coordinator 0.2 FTE  Technology Coordinator 0.2FTE  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Early action for success (\$50201.00)</li><li>• Socio-economic background</li></ul>

## Progress towards achieving improvement measures

precise meanings of words; identifies connectives that develop coherence between ideas or events; identifies key words and the meaning they carry; makes connections within and between texts.

The 2020 **Year 5 Check-in assessment for reading** revealed that students found these indicators most challenging: cites text evidence to support inferences; identifies language features used to present opinions or points of view; understands precise meaning of words; accurately retells the most relevant details in a text; identifies the author's perspective.

The **Year 3 Numeracy Check-in assessment** revealed that students found following items most challenging:

- Identifying missing elements in number sentences,
- measurement and
- multiplicative strategies.

The **Year 5 Numeracy Check-in assessment** identified the following areas to be causing the most challenge:

- number patterns with missing values,
- reading and interpreting graphical displays and
- operations involving fractions and decimals

### Final Evaluation

This year we have been working on building teacher capacity on assessing reading levels and building specific strategies into teaching based on a strong analysis of data. It included identifying specific texts, vocabulary work and inferential comprehension. Data was used to target intervention when more support was needed. We have also had a focus on building teacher capacity on assessing student needs in mathematics and building strategies to respond to those needs. Data was used to inform differentiation and target intervention support where and when it was needed.

Staff feedback was strongly in favour of the school's model of providing on-site relevant PL tailored to their stage and individual needs to build their confidence in monitoring student achievement and differentiating the curriculum to accommodate individual learning needs of students.

(\$67455.00)

- Professional learning (\$20000.00)

**Process 2:** A whole school approach to capacity building within a culture of continual improvement.

Evaluation	Funds Expended (Resources)
<p><b>2020 Progress towards School Improvement Measures:</b></p> <p><b>K-2 Literacy Numeracy Data:</b></p> <p>Due to COVID, NAPLAN did not take place, so the 'Check-in Assessment' data replaces the NAPLAN data.</p> <p><b>Yr 3 and 5 Check-in Assessment Literacy/Numeracy Data:</b></p> <p>The 2020 <b>Year 3 Check-in assessment for reading</b> revealed that students found the following indicators most challenging: answers inferential questions; identifies the purpose of the text; uses common signposting devices such as headings, subheadings, paragraphs; monitors the development of ideas using language and visual features; understands precise meanings of words; identifies connectives that develop coherence between ideas or events; identifies key words and the meaning they carry; makes connections within and between texts.</p> <p>The 2020 <b>Year 5 Check-in assessment for reading</b> revealed that students found these indicators most challenging: cites text evidence to support inferences; identifies language features used to present opinions or points of view; understands precise meaning of words; accurately retells the most relevant details in a text; identifies the author's perspective.</p>	<p>Instructional Leader 1.2FTE</p> <p>Myer Maths Coach 0.2FTE (50% funded under Myer Maths project)</p> <p>AVID Coordinator 0.2 FTE</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Early action for success (\$50201.00)</li> <li>• Socio-economic background (\$67455.00)</li> <li>• Professional learning (\$20000.00)</li> </ul>

## Progress towards achieving improvement measures

The **Year 3 Numeracy Check-in assessment** revealed that students found following items most challenging:

- Identifying missing elements in number sentences,
- measurement and
- multiplicative strategies.

The **Year 5 Numeracy Check-in assessment** identified the following areas to be causing the most challenge:

- number patterns with missing values,
- reading and interpreting graphical displays and
- operations involving fractions and decimals

### Final Evaluation

This year we have been working on building teacher capacity on assessing reading levels and building specific strategies into teaching based on a strong analysis of data. It included identifying specific texts, vocabulary work and inferential comprehension. Data was used to target intervention when more support was needed. We have also had a focus on building teacher capacity on assessing student needs in mathematics and building strategies to respond to those needs. Data was used to inform differentiation and target intervention support where and when it was needed.

Even with the disruptions experienced in 2020 the staff have expressed that the PL that has been provided has put them in good stead to respond quickly and confidently to changing student needs and monitor the impact of changes.

## Next Steps

The Strong feedback from staff at the end of 2020 has demonstrated that the school's current model of PL has:

- provided materials and activities appropriate and helpful in understanding curriculum content,
- useful and will apply the new learning in their classroom and
- provided workshops of quality which met or exceeded their expectations.

Having completed the EV process late in Term 4 2020, the leadership team have identified opportunities for improvement in:

- Data skills and use - gather, agree upon and analyse essential baseline data and share this with staff. Our analysis needs to be school wide to identify student achievements and progress.
- Curriculum - we need to collect and maintain evidence of how teachers are implementing dynamic teaching and learning programs in response to student needs, differentiation strategies and evaluation of how teachers have changed their practice in response to the success of lessons.
- Management practices and processes - need to narrow our focus to the questions we would like to survey the community on and link to ongoing school improvement, professional effectiveness and the School Excellence Framework.

## Strategic Direction 3

### School Community Wellbeing

#### Purpose

Promote and support academic, physical, emotional and spiritual wellbeing of all students through a strong wellbeing framework and quality community partnerships.

Major SEF links (not limited to this SD):

- Learning - Learning Culture, Wellbeing, Reporting
- Teaching - Data Skills and Use
- Leading - Educational Leadership, School Planning Implementation and Reporting, Management Practices and Processes

#### Improvement Measures

Attendance improves to 91% or above by the end of 2020 (baseline 89.51% in 2017).

TTFM survey data indicates that students feel supported, respected and they belong in their school and will be at levels equal to or above state levels in these indicators (baseline data 2017 equal to in most indicators and 0.5% below state in 3 aspects).

TTFM survey data of parents/carers indicates they feel welcome and are respected as key stakeholders in their school community and the parents/carers satisfaction levels will be equal to or better than state on similar indicators (baseline 2017 parent/carer satisfaction was at 80%).

#### Overall summary of progress

Attendance data did not improve in 2020 and the decline appeared less significant due to the impact of COVID outside the learning from home period.

The TTFM data on Advocacy, Expectations and Belonging demonstrated our students' positive sense of belonging was substantially below the state.

In 2020 the school conducted a telephone survey of families and given that parents/care providers were not allowed on school grounds for most of the year, we took the opportunity to change the focus of the survey questions to be more on learning, planning and inclusion.

#### Progress towards achieving improvement measures

**Process 1:** Implement a whole school approach to wellbeing, so that the focus is on supporting students to succeed.

Evaluation	Funds Expended (Resources)
<p>Attendance data demonstrates additional 80 whole day absences in 2020 than 2019. But even more concerning when we look at the breakdown of the percentage of students who have an attendance of 90% or above, 85-90% and below 85%. There has also been a 35% increase in the unexplained/unjustified absences in 2020.</p> <p>There has been a greater focus on the issues driving behaviour as the number of classroom disruptions and SWT responses have increased in the time since school returned to on site delivery.</p> <p>In Term 4 PAX GBG was trialled in five classrooms to as we considered a move towards trauma informed practice.</p>	<p>SWT to support teaching/learning by removing disruptive behaviours and provide time to reset.</p> <p>SLSO support for identified students during break times to support transition back to class following break times.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$112424.00)</li><li>• Integration funding support (\$118851.00)</li></ul>

## Progress towards achieving improvement measures

**Process 2:** Develop partnerships to support a school wide approach to wellbeing for students, staff and families to ensure a strong focus on student success.

Evaluation	Funds Expended (Resources)
<p>Due to COVID regulations it hasn't been possible to increase community attendance at school events. With Families, volunteers and NGOs such as Smith Family Australia, Samaritans, San Remo Neighbourhood Centre (Epicentre) and all the SACC (Jabiru Cottage) partnerships on hold for most of the year the school needed to find ways to brighten up the school year as staff, student and community mental health and wellbeing were a concern.</p> <p>Creative staff and students found innovative ways to inject some fun, variety and interest and still manage to have many of our events and celebrations and our very first event caught the attention one observer who felt she needed to let us know what an amazing thing the 'Northlakes Easter Hat Parade Convoy' was.</p> <p>Staff and student are looking forward to welcoming our families and community back onto school grounds.</p>	<p>SWT</p> <p>Aboriginal SLSO</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Aboriginal background loading (\$40860.00)</li></ul>

## Next Steps

Following the Term 4 trial of the PAX GBG in 5 classrooms and the early encouraging successes reported from all classrooms, the decision was made in consultation with staff to commit to training all staff in PAX GBG as early as possible in 2021 with a view to implementation in all classrooms some time in Term 2. PAX GBG seems to be the first and most easy to implement step towards the school wide implementation of trauma informed practice.

Staff were provided with a trauma awareness presentation by our OOHC teacher. The extremely positive feedback from staff has meant that school is committed to becoming a trauma informed practice school.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>Aboriginal SLSO 0.6 FTE</p> <p>Connecting to Country</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$50 982.00)</li> </ul>	<p>Connecting to Country attendance was not possible due to COVID. A number of other school based events with a cultural perspective did go ahead in slightly altered format.</p> <p>The SLSO -Aboriginal Students role has supported student in-class, and with a creative and cultural activities program aimed at increasing connection, engagement and pride in Aboriginal culture by encouraging Aboriginal students to invite a peer to join in. It's proving very popular and will continue into 2021.</p> <p>Our Aboriginal bush tucker garden has been finally completed and named Galang (Darkinjung for Rainbow) Garden and we had Uncle Gavi Duncan perform a smoking ceremony in Term 3. Unfortunately it was at a time where we had no community on school grounds. As always Uncle Gavi spoke so eloquently even in the open air with microphone mishaps he had our children mesmerised.</p> <p>We had six Aboriginal students filling leadership roles representing Northlakes PS as school councillors, sport captains and vice-captains.</p> <p>The percentage of Aboriginal students achieving the top two bands in reading and numeracy (baseline 2017 -2019) is above the non-Aboriginal students. So the challenge for the school will be to maintain this trend over the next year.</p>
<b>Low level adjustment for disability</b>	<p>1.0FTE Student Well being Teacher (SWT) 0.3FTE and flexible funds used for Intervention support and SLSO support.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$197 609.00)</li> </ul>	<p>SWT supports classrooms to intervene when classroom disruption occurs - students can be taken out to reset and return to on-task behaviour and resume learning once settled and calm.</p> <p>Student attendance, late arrivals and early departures are monitored and followed with communication when needed.</p> <p>New students are supported to settle into their new class, introduced to buddies and supported to learn routines in new setting.</p> <p>Support for students with special needs at play times e.g. board games, building blocks and passive play.</p> <p>SWT role has continued to evolve and has continued to be supported by positive staff feedback.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>APs supported with release to mentor, monitor and support teachers in their stage teams at teacher's level of need and support.</p>	<p>APs have time to work with teachers to support mutually agreed areas of need, mentoring, supporting and leading targeted PL.</p>

<b>Quality Teaching, Successful Students (QTSS)</b>	<p>Exec release provided for additional relief to support APs to carry out their executive responsibility.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$78 134.00)</li> </ul>	<p>Refinement of planning, evaluating, reviewing and assessing T/L tasks and the teaching cycle.</p> <p>Focused, sustained PL at individual point of need delivered by NPS expert staff when needed and targeted at the point of need</p> <p>Staff feedback continues to to be overwhelmingly positive in terms of building capacity and confidence in catering for students' individual learning needs.</p>
<b>Socio-economic background</b>	<p>Intervention teachers 2.6 FTE supporting L3, reading, writing and maths to support targeted student needs at the appropriate tier of intervention.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$522 572.00)</li> </ul>	<p>K-6 teachers entering data on PLAN 2 in 5 weekly cycle in numeracy and literacy using the NNLP and LNLP reporting on 2 sub-elements in each LP.</p> <p>Staff PL planned in response to teacher identified need, tailored and delivered to suit individual professional needs.</p> <p>Student achievement data is positive and sustained in consecutive years.</p> <p>The level of staff and student support is intensive and effective.</p>
<b>Support for beginning teachers</b>	<p>ILs, AVID Coordinator, Myer Maths Coach (AVID maths project), Seven Steps to Writing Success trainers</p> <p>Technology team</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$0.00)</li> </ul>	<p>ILs, AVID Coordinator, Myer Maths Coach (AVID maths project), Seven Steps to Writing Success trainers and all provided quality PL throughout the year sustained and at the point of need.</p> <p>Much of the planned PL was delivered as planned but, the onset of COVID necessitated a change to mode of delivery so in a very short period of time all staff were training in zoom, Chrome Classrooms and making of hard copy resources in preparation for Learning from home.</p>

## Student information

### Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	208	213	210	210
Girls	177	169	169	167

### Student attendance profile

School				
Year	2017	2018	2019	2020
K	92.8	93.1	92.3	92.7
1	92.5	92.2	91	92.3
2	88.2	92.3	91.1	92.1
3	88.9	88	93.5	92.9
4	91.8	90.2	89.2	92.9
5	90.7	92.1	92.4	90.8
6	91	89.9	91	93.6
All Years	90.8	91.1	91.4	92.4
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)	4
Classroom Teacher(s)	16.78
Literacy and Numeracy Intervention	0.74
Learning and Support Teacher(s)	1.3
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	6.52

\*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 <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	430,401
<b>Revenue</b>	5,220,383
Appropriation	5,191,440
Sale of Goods and Services	18,663
Grants and contributions	9,375
Investment income	905
<b>Expenses</b>	-5,192,338
Employee related	-4,873,286
Operating expenses	-319,052
<b>Surplus / deficit for the year</b>	28,046
<b>Closing Balance</b>	458,447

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	237,702
<b>Equity Total</b>	811,760
Equity - Aboriginal	91,179
Equity - Socio-economic	522,572
Equity - Language	400
Equity - Disability	197,609
<b>Base Total</b>	3,194,613
Base - Per Capita	95,908
Base - Location	0
Base - Other	3,098,704
<b>Other Total</b>	731,300
<b>Grand Total</b>	4,975,375

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](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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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

43 families of participated in a phone survey. This was a random cross section from Kindergarten to Year 6 and included Support Unit, LBOTE and Aboriginal students' families. The results were:

- 33% did not know what their child was learning at school each term,
- 95% thought the school was welcoming and they felt part of the school community,
- 95% felt that their child's learning needs were being catered for,
- 45% believed there were opportunities for them to be involved in the school's big decisions and,
- 19% like our current student reports.

## Student

The TTFM survey focuses on three aspects of school life - Advocacy at School, Expectations for Success and Sense of Belonging. Over the four years leading up to 2020 percentage of students reporting positive outcomes when compared to State and SSSG have been equal to or above both groups in all three aspects. In 2020 the comparison between school, state and SSSG were:

- Advocacy - School 74%, State 73%, SSSG 85%
- Expectations - School 88%, State 87%, SSSG 94%
- Belonging - School 55%, State 68%, SSSG 73%

## Teacher

100% of teachers agreed that that the PL provided at school by our leaders in 2020:

- provided materials and activities appropriate and helpful in understanding the curriculum content,
- they would apply the new learning in their classroom and
- the overall quality of workshops met or exceeded their expectations.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.