2020 Annual Report

Bonnyrigg Heights Public School

4594

Introduction

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

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

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School vision

Bonnyrigg Heights Primary School seeks to create a challenging learning environment that encourages high expectations for success through development-appropriate instruction that allows for individual differences and learning styles. Our school promotes a safe, orderly, caring and supportive environment. Each student's self-esteem is fostered by positive relationships with students and staff. We strive to have our parents, teachers and the community members actively involved in our students' learning.

School context

Bonnyrigg Heights has a reputation for quality teaching and learning. We have a strong academic focus with programs that challenge our students. A major emphasis is on the development of literacy and numeracy to ensure all students are provided with the skills for future success.

We have excellent support programs for students with special needs. All students are provided with teaching and learning programs which encourage them to achieve their full potential. We are a welcoming and friendly school within a culturally diverse community.

Our staff is enthusiastic, dedicated and caring, providing a safe, supportive and innovative environment where each child is involved and inspired to learn. Students learn in comfortable and well-resourced classrooms. They use state of the art technology, to engage them in their learning. Our students enjoy participating in a range of extracurricular activities in performing arts, public speaking and sport to develop their confidence and talents.

Our staff and students enjoy a caring environment and a range of outstanding facilities and opportunities. At Bonnyrigg Heights, we are "Proud of All We Do.

Bonnyrigg Heights Public School 4594 (2020)

Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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

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

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

21st Century Literacy / Numeracy / Curriculum Engagement

Purpose

Literacy - To create a stimulating learning environment with a high level of engagement in Literacy through 21st Century teaching practices, underpinned by high expectations using effective mechanisms and strategies, in addition to a culture of reflection and continuous improvement, to meet the diverse needs of our students with a differentiated curriculum.

Numeracy - To create an engaging, student-centered learning environment that guides, challenges and motivates all students to become effective, skilled problem solvers who can confidently apply numeracy skills across all key learning areas and in their everyday lives. This will be underpinned by high expectations of teachers to deliver a curriculum that is differentiated, flexible, reflective and relevant to meet the needs of the students and community.

Curriculum - To engage all students in the curriculum in authentic and meaningful contexts with an emphasis on providing opportunities to develop understanding based on evidence, research and reason. Students will develop innovative ideas and solutions for personal, social and environmental issues to contribute to the world as active global citizens.

Improvement Measures

Literacy

Increase the percentage of students demonstrating expected achievement in literacy.

Increase the competence of all staff in the use of effective evidence-based teaching, optimising learning progress for all students, across the full range of abilities.

Target 2022

- 74% of students achieving expected growth in reading in NAPLAN

- 50.2% of students achieving in the top two bands in reading in NAPLAN

Numeracy

Increase the percentage of Year 3 and 5 students scoring in the top two skills bands of NAPLAN in numeracy.

85% of students achieving expected stage benchmarks in numeracy as evidenced by PLAN data.

Target 2022

- 70.9% of students achieving expected growth in numeracy in NAPLAN

- 49.4% of students achieving in the top two bands in numeracy in NAPLAN

Curriculum

Increase the percentage of students demonstrating expected achievement in the curriculum.

Department of Education Strategic Plan:

All young people have a strong foundation in literacy and numeracy, deep content knowledge and confidence in their ability to learn, adapt and be responsible citizens.

Overall summary of progress

LITERACY

2020 proved to be a year whereby plans were modified as a result of the new and emerging needs of the students and staff due to Covid-19. 2020 continued to be a year the Literacy Leaders built on the strong foundation established in 2019. The Home Reading program had to be supported through the newly introduced PM eReader program to ensure students were able to access appropriately levelled quality texts during the extended learning from home period. This

had the added impact of strengthening the home school learning partnership and elevating the importance and relevance of reading in the home environment. Well attended K - 2 and 3 - 6 parent workshops in Reading were delivered prior to Covid-19.

All staff were provided with a hard copy of updated BHPS English Guidelines in order to guide programming and practice in a consistent manner. Resources such as decodable texts were strategically purchased and distributed on the basis of data collected to reinforce the teaching of phonics lessons. Targeted professional learning was provided for both new, returning staff and staff moving from one stage of learning to a less familiar stage to support emerging and continuing identified professional learning needs.

Class teachers used rollover 2019 data to inform and differentiate their teaching and learning by tracking student progress on the Literacy Learning Progression through PLAN2 and a range of internal tracking mechanisms. This further enabled the monitoring of consistency of judgement. All class teachers were provided with BHPS 2020 Literacy Learning Progression documents, 2020 Phonics/Phonological Awareness proformas in addition to master lessons to support the consistent understanding of high expectations in the teaching of Phonics at BHPS.

Staff continued to review data in a systematic and explicit manner during scheduled Literacy Progression Data Talks with the Literacy Progression Leader twice per term. This data was used (i.e. BHPS assessments, PLAN2, Green Folder literacy data) as the basis for differentiating teaching and learning programs to better support the increasingly varied learning needs of students K - 6. Professional learning was provided for all staff for the introduction to Creating Texts via online Modules 1 and 2 in addition to team based professional learning. Due to Covid-19 the introduction to the remaining sub-elements was postponed.

NUMERACY

In 2020, Bonnyrigg Heights PS embarked on the implementation of the National Numeracy Progressions. Quality professional learning, additional resources and needs based teacher support enabled staff to familiarise themselves with the quantifying numbers sub element of the National Numeracy Progressions. All staff understood the significance of the role the progressions in informing the teaching and learning of mathematics to more purposefully address the diverse learning needs of all our students in a supportive manner. A grade specific assessment was developed to identify areas of needs for focus students in each class. SPRINTS lessons targeting the improvement of students' numeral identification, counting and place value skills were embedded into everyday teaching practice. Throughout the year all teams participated in targeted professional learning and frequent, ongoing data talks with the Numeracy Progression Team to support the teachers' developing understanding and implementation of the Numeracy Learning Progression in a contextual manner.

Teachers continued to deliver quality, explicit teaching and learning programs, which catered for the individual needs of the students in their class. Programs were collaboratively designed with a clear focus on modelled, guided and independent learning with differentiated activities to ensure improvements in numeracy. Programs clearly stated learning intentions, success criteria and key mathematical vocabulary which enabled students to gain a deeper understanding of the intended outcome of the lesson.

In order to develop the students' ability to read, interpret and answer multi-step problem solving questions, the "Problem of the Week" initiative was introduced. Students were provided with the opportunity to be actively involved in explaining and justifying their thinking when answering problem solving questions.

CURRICULUM

During 2020, the 21st Century Curriculum Engagement team created opportunities for all students to engage in authentic and meaningful learning. Emphasis has been on ensuring the use of digital technology across the whole school and that teachers had the resources to be able to do this effectively. We delivered whole-school professional learning on unpacking and implementing the PDHPE Syllabus, developed and implemented a new proforma and scope and sequence in this area.

We have purchased numerous engaging resources to ensure the whole staff can implement Digital Technology and are able to meet syllabus requirements in this area. The curriculum Team members have developed the scope and sequence for Digital Technologies which is ready to be implemented in 2021.

Progress towards achieving improvement measures

Process 1: Literacy - Explicit use of data analysis to collaboratively design teaching and learning programs accommodating the full range of student abilities whilst providing continuous improvement for all students.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures	
Class teachers continued to use the BHPS Phonological Awareness and Phonics assessments to better inform their understanding of teaching from the point of need in a differentiated classroom model. Literacy Data Talks and use of BHPS PLAN2 Cohort Analysis have supported teachers' improved understanding of effective use of pre and post data in the teaching and learning cycle. Class teacher's understanding of expected benchmarks in reading and the use of running records to inform the teaching of reading has continued to develop. Check-in Assessment in Reading Yr 3 58.5 % of the questions in reading were answered correctly by Yr 3 BHPS students compared to 55.9 % of students across SSSG and 58.6 % for participating students across the State. Check-in Assessment in Reading Yr5 58.1 % of the questions in reading were answered correctly by Yr 5 BHPS students compared to 58.3 % of students across SSSG and 60.7 % for participating students across the State. 100% of staff using data (BHPS tracking sheets, PLAN2, internal tracking mechanisms) to inform and differentiate teaching and learning programs. Reading benchmarks- end of week 8 TBA Kinder - Hearing and recording sounds w30	Lesson observation notes, BHPS Class Cohort Tracking All class Cohort Tracking documents collected

Process 2: Literacy - Delivery of targeted, best practice whole school Professional Learning Plan based on explicit analysis of school needs.

Evaluation	Funds Expended (Resources)
Literacy Progression Team facilitated targeted professional learning based on identified team/individual needs leading to sustainable changes in pedagogy. BHPS student assessments aligned to the Literacy Learning Progression ensuring teachers were strategically aware of focus student learning needs, (e.g. LeST, BHPS Phonics assessment, Phonemic Awareness assessment) and were provided with best practice lesson proformas and individual lessons for each progression indicator to address student needs in addition to guiding teachers to more accurately to collect evidence, identify observable behaviours and enter these observations via PLAN2. - 100% staff participated in targeted, evidence-based professional learning that explicitly aimed to improve teacher practice and student learning outcomes -100% staff participated in team based Literacy Data Talks at least twice per term resulting in the strengthening of their understanding of the teaching and learning cycle in addition to promoting a culture of collaboration, reflection and evaluation.	Collect, collate BHPS Class Cohort Tracking documents, PLAN2 data

Process 3: Numeracy - Provide ongoing professional learning to staff on quality numeracy practices and pedagogy.

Evaluation	Funds Expended (Resources)
Staff have been well supported with the implementation of the Numeracy Progression and the sub element of Quantifying Numbers. All staff were provided with quality professional learning on the Numeracy Progressions, sub element of Quantifying Number, the importance of counting and place value, numbers talks and problem of the week, SPRINTS lessons and analysis of the Year 3 and 5 Check In Assessments.	

Progress towards achieving improvement measures

Process 4:   Numeracy - All staff evaluate and reflect on data such as rubrics, SENA, PLAN2/ Numeracy progressions, Best Start and NAPLAN to inform the development of high quality teaching and learning programs that significantly improve student outcomes.

Evaluation	Funds Expended (Resources)
All class teachers updated SENA data based on the topics taught during the course of the term. Numeracy leaders conducted analysis of the Year 3 and 5 Check In assessments and lead discussions with the Year 3 and 5 teachers about areas of strength and areas for improvement. These areas were reflected in the school's situational analysis. Numeracy leaders have analysed all numeracy NAPLAN questions from 2008 to 2019 and classified them based on content areas for teachers to include in their weekly programs. All past NAPLAN tests and question analysis file has been saved on the server for all staff to access. During data talks, discussions were had with all class teachers about the types of questions we should be asking students and using NAPLAN style questions as a stimulus for writing good quality questions. Suggestions for implementation for 2021: number talks to be continued for all grades twice a week; problem of the week to continue; next sub element of the Numeracy Progressions - Additive strategies; targeted professional learning of staff on content areas which they need to refine and refresh; writing quality problem solving questions for all ability levels within the class.	

Process 5:   Numeracy - Increase student ability to understand and use mathematical language so that they can read, interpret and answer problem solving and multi-step questions accurately.

Evaluation	Funds Expended (Resources)
From a recent teacher and student survey about Problem of the Week, 96% of K-2 students and 94% of 3-6 who completed the survey complete the Problem of the Week each week. 85% of all students enjoy completing this activity. 63% of K-2 students and 72% of 3-6 students find these problems challenging enough for their ability level. 100% of classrooms have the Problem Solving posters displayed and students can explain the strategy used to solve these problems. All Problem of the Week posters and term overviews are on the school server. This new initiative will continue in 2021.	

Process 6:   Curriculum - Implement the new PDHPE syllabus, continue to develop and improve staff knowledge and understanding/use of the History and Geography, Science and Technology and Creative Arts syllabus documents.

Evaluation	Funds Expended (Resources)
The new PDHPE syllabus has been implemented across the whole school. All teachers are using the provided pro-forma and following the scope and sequence devised by the Curriculum team. Teachers are using provided documents and resources presented on SDD early in the year to support programming. All grades are using the new syllabus, and embedding the physical activity requirements. Through the implementation of the syllabus, students have developed skills to research, apply, appraise and analyse health and movement concepts in order to improve their health, safety and participation in physical activity.	

Process 7:   Curriculum - Revise and implement digital technology practices across the grades and the key learning areas.

Progress towards achieving improvement measures	
Evaluation	**Funds Expended (Resources)**
To ensure all students are meeting requirements for Digital Technology, particularly in the area of 'coding' we have purchased numerous engaging resources for all stages (WeDo 2.0. EV3 robotics, Dash Bots, Micro Bits, Makey Makey, Ozobots, Osmo, My First Coding Robot). All staff have received training in at least one of these resources and surveys of staff have told us that all teachers have implemented this effectively back in their classrooms. To support teachers to deliver engaging lessons in history and geography, we have purchased a subscription to Inquisitive. All grades have reported that this was used effectively and that the programmed experiences are more engaging and interactive, which has helped the teachers achieve syllabus outcomes.	

Next Steps

LITERACY

- continue to address professional learning (Phonological Awareness, Phonics, Understanding Texts) needs of new staff and catering for staff movement in whole school, team meeting and on a 1:1 basis
- continue staff professional learning in Creating Texts, specifically the annotating of writing work samples for targeted students
- build in planned discussion for the moderation of writing samples as part of regular practice in team meetings to better guide teaching practice
- build in opportunities for students to write and practise what they have learnt, the teacher provides prompts and timely feedback linked with individualised student learning goals
- continue to guide staff in the programming and planning of quality, purposeful independent reading activities through the provision of commercially purchased activities in addition to the development of open-ended, differentiated activities
- introduction of BHPS handwriting guidelines to better support the fine motor skill development of students K-6
- plan parent workshops in reading and writing in addition to established Meet the Teacher and Open Classrooms mornings
- implement a support program for students who participated in 2019 Phonics Screening Assessment requiring close monitoring in Year 2
- implement a support program for students who participated in 2019 Year 3 and Year 5 Check-in Assessment in Reading requiring close monitoring in Year 4 and Year 6

NUMERACY

- Progressions professional learning - content of specific Numeracy sub-element (Additive Strategies)
- plotting all students in the class on PLAN2 for Quantifying Numbers sub elements
- professional learning on writing quality problem solving questions and real-life images as a stimulus for mathematics lessons and activities.
- continuing numbers talks and problem of the week
- parent showcase with 'Number Talks' as a focus

- CURRICULUM
- targeting training in using the Digital Technology resources
- in-class support from our 'expert' staff members and from STEM SHARE
- subscription for digital technology - CODING- to ensure whole class activities are possible and students have access to resources in this area
- virtual reality headsets for STEM SHARE has been organised for Term 2, 2021
- full implementation of the new PDHPE syllabus

Strategic Direction 2

Innovative Assessment, Reporting and Reflective Practices for 21st Century Teaching and Learning

Purpose

To establish innovative processes in the areas of assessment, reporting and reflection to create a culture of consistent school-wide assessment and reporting practices that are streamlined, timely and student-centered to exceed the diverse needs of the students, staff and the community.

Improvement Measures

100% of staff analyse authentic data to inform their teaching and learning practices and guide specific feedback to students.

80% of students and community members actively involved in ongoing assessment, reporting and reflective initiatives.

100% of staff engaged in reflective teaching practices using the Quality Teaching Framework and Teaching Standards.

Department of Education Strategic Plan:

Increase proportion of schools that self-assess as excelling on elements of the School Excellence Framework.

Overall summary of progress

During 2020, the assessment and reporting team delivered whole school professional learning which was built on previous work on student goal setting. This learning was aimed at our teaching staff running successful three-way interviews with both parents and students. Unfortunately due to COVID, the three-way interviews were not able to take place. However, teachers were still able to hold phone interviews with parents where student progress on their individual learning goals was discussed. The way staff showcased work samples to parents was modified during the year with the teachers using digital platforms like Seesaw and Dojo. We continued our work on teacher reflective practices for our staff. Staff members were filmed using Swivl cameras and were provided with reflection questions after watching themselves teach. Teachers then reflected upon their lessons in grade teams using the focus questions to guide discussions.

Progress towards achieving improvement measures

Process 1: Implement a whole school integrated approach to how to best analyse data to inform assessment and feedback.

Evaluation	Funds Expended (Resources)
Staff continue to engage in more purposeful and direct conversations with students about their learning goals. This has been made possible due to students having clear goals to reflect upon. Within each lesson, staff and students consistently use the language of 'learning intention' and 'success criteria' to direct conversations about student progress, lesson reflection and future learning directions. Staff collaborate to develop report indicators to begin each semester and for each indicator, a rubric is developed to also guide staff in having a consistent teacher judgement of student learning outcomes.	

Process 2: Implement innovative practices to engage parents in the reporting process to enhance parental involvement in their child's learning.

Evaluation	Funds Expended (Resources)
Through goal setting in the classroom and making goals a priority throughout lessons, students are actively involved in setting learning goals for English and mathematics. Students use this language to decide their own future	

Progress towards achieving improvement measures	
directions and discuss their successes and evidence of achieving their goals. To drive these conversations and ensure consistency of language across the school, a series of posters with four reflection questions are displayed in every classroom. Student work samples are sent home using digital platforms (Seesaw/Dojo) and parents/carers have the opportunity to comment on their child's achievement.	

Process 3: Embed quality reflective practices for various stakeholders (exec, teachers, students and parents).

Evaluation	Funds Expended (Resources)
Covid protocols prevented all staff meeting as a whole as in previous years to reflect on teaching practice. Instead, discussions on reflective teaching practices took place during grade meetings. Teachers were provided with questions designed to promote reflection about formative assessment. Surveys were used to encourage staff to reflect on their teaching. All grade supervisors worked with their team members to establish PDPs guided by the Teaching Standards. Using executive release time, supervisors were able to go into classrooms to support team members in achieving the Performance and Development Plan goals.	

Next Steps

- develop a consistent language and conversation framework for students to be able to set, reflect and identify personal learning goals
- continue to grow the capacity of parental and community involvement to be able to have conversations with their children about learning goals
- refine staff practices in developing learning intentions and success criteria and then using these to direct student learning and encourage student self-assessment

Strategic Direction 3

Community Engagement and Wellbeing in the 21st Century School

Purpose

To ensure quality school wellbeing policies, plans, programs and procedures that effectively meet the needs of all students, staff and community. Actively connect students to their learning and empower them to succeed and thrive.

Improvement Measures

100% of staff effectively and consistently implement wellbeing policies, plans, programs and procedures.

Increase community engagement by developing and fostering positive learning partnerships between home and school.

Increase student success by promoting positive school attendance and access to quality differentiated and supportive learning environments (attendance target 88.2% by 2022).

Department of Education Strategic Plan:

Increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school (target 96.4% by 2022).

Overall summary of progress

Throughout 2020 we implemented a whole school integrated approach to wellbeing in which students could connect, succeed and thrive at school. This has been affirmed and communicated by all stakeholders of our school community through the Tell them From Me survey.

Students reported positive student-teacher relationships, a positive learning climate and quality instruction. Students indicated that they felt known, valued and cared for. 80% of students felt a sense of belonging to the school. 83% of students experience positive relationships within the school. 94% of students believe that they receive quality instruction and value school outcomes. 92% of students reported that they try hard to succeed in their learning and they display positive behaviour at school. 79% of students reported that they were interested and motivated in their learning.

Parents strongly agree that they are made to feel welcome and are well informed. An increase in online communication has evolved due to COVID and parents agreed that there was a high level of school support throughout online learning. 64% felt that student learning was supported by the school. 84% of parents felt the school provided adequate resources and support through online learning. School contact during online learning was high with 81% of parents engaging regularly with school staff. Parents strongly agree that our school is inclusive, supports positive behaviour, learning and safety at school.

Teachers strongly agree that the school is inclusive, collaborative and has a positive learning culture. 72% of teachers felt they were well-resourced delivering online learning with 68% stated they were well supported during this time. 87% of staff agree that school leaders are effectively leading improvement and change. 89% of staff agree school leaders clearly communicate their strategic vision and values for our school.

80% of students from BHPS reported having a positive sense of belonging, 92% of students report that they try hard to succeed in their learning and 83% of students experience positive relationships at school. (TTFM survey, 2020)

Progress towards achieving improvement measures

Process 1: Implement a whole school integrated approach to wellbeing in which students can connect, succeed and thrive at school.

Evaluation	Funds Expended (Resources)
There was a continuation of the whole school Social and Emotional Learning program being implemented which included aspects of anti-bullying strategies which supported the school anti-bullying plan. New initiatives included The Drum Beat stage 2 program, the OT program targeting early stage 1 and stage 1 students and the Friends For Life whole school program.	

Progress towards achieving improvement measures	
The K-6 Buddy class program continued (up until COVID restrictions) and staff wellbeing continued to be a whole school priority. Each term staff were recognised during wellbeing week and World Teacher's Day was celebrated.	

Process 2:   Implement practices to develop and foster positive learning partnerships between home and school to increase community engagement.

Evaluation	Funds Expended (Resources)
We implemented innovative practices to develop and foster positive learning partnerships to increase community engagement throughout the year. This included a renewed approach to sharing information with parents through a variety of digital platforms. This new way of communicating was embraced by the community and stronger connections developed throughout the year.	

Process 3:   Develop and implement practices to ensure student success by providing quality, differentiated and supportive learning environments.

Evaluation	Funds Expended (Resources)
We developed and implemented practices to ensure student success by providing quality, differentiated and supportive learning environments. This was achieved through the revision of policies, plans and programs such as Attendance, Student Management (incorporating Zones of Regulation), Learning and Support, and Social and Emotional Learning. We made external links with Mission Australia and the Star4Kids program organising two groups for students, "Friends for Life" and "Drumbeat". An Occupational Therapy program was implemented to support a range of targeted students across the school.	

Next Steps

Our Key Focus areas for 2021:

- continued implementation of whole school integrated wellbeing practices in which students connect, succeed and thrive and feel known, valued and cared for
- professional learning for staff on the revised attendance policy and attendance procedures
- continued development of staff wellbeing practices
- continued monitoring of wellbeing policies and programs (including the Anti bullying Plan and School Nutrition Policy)
- continued communication and engagement with our culturally diverse school community
- continued professional learning for staff implementing the "BeYou" Wellbeing Framework (formerly known as Kids Matter) with an initial whole school focus on learning resilience
- continued links with Mission Australia to support targeted students
- relaunch of Zones of Regulation
- new and innovative ways to connect with parents and wider community
- student voice

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	**Funding Sources:** • Aboriginal background loading ($12 735.00)	PLPs are developed in consultation with parents and carers and regularly assessed and evaluated for future learning goals. Teachers effectively utilise the Literacy and Numeracy Progressions to support student learning and achievement.
English language proficiency	**Funding Sources:** • English language proficiency ($32 201.00)	EaLD students have been identified on the framework and supported through quality teaching and learning programs. The EaLD survey has been completed and uploaded. EaLD framework reflects improvements in student learning outcomes.
Low level adjustment for disability	**Funding Sources:** • Low level adjustment for disability ($87 508.00)	Students have been supported through quality teaching and learning practices. Student learning outcomes have been assessed and reported on. Student learning outcomes have improved as evidenced in their placement on the Literacy and Numeracy Progressions.
Quality Teaching, Successful Students (QTSS)	**Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($246 060.00)	Quality teaching and learning practices in all classrooms have been observed through class visits - both formal and informal. All staff have a Performance and Development Plan which forms part of the QTSS program. Staff are highly reflective of their teaching and learning practices and they collaborate in teams to provide a quality education for every student. The QTSS program allows for ongoing support of teachers to ensure the delivery of quality learning outcomes.
Socio-economic background	**Funding Sources:** • Socio-economic background ($584 669.00)	Quality teaching and learning practices are embedded across the whole school. Teachers deliver quality teaching and learning programs to meet the needs of every student. Students have achieved quality learning outcomes as evidenced in the placement of students on the Literacy and Numeracy Progressions.
Support for beginning teachers	**Funding Sources:** • Support for beginning teachers ($65 000.00)	Beginning teachers were identified and supported by the Teacher Mentor. The Teacher Mentor worked with all beginning teachers to help develop their PDP. Quality teaching and learning practices are evident in beginning teacher programs. Professional learning has been provided at key times throughout the year on programs such as: behaviour management, effective feedback, report writing and effective communication with parents. Five beginning teachers achieved their Accreditation at Proficient level by the end of 2019.
Targeted student support for refugees and new arrivals	**Funding Sources:** • Targeted support for refugees and new arrivals ($13 691.00)	Students were identified on the framework and supported through quality teaching and learning programs. Structures were put in place to support the new arrivals and refugee students throughout the year. EaLD framework reflected improvements in student learning outcomes.
Principal Support	**Funding Sources:**	SAO supported the principal in managing

Principal Support	• ($59 684.00)	paper work, printing off documents, setting appointments, photocopying
HUB Program	$120000	The 'Setting up for Success' PL course was presented at the UTS Professional Experience Conference. This was attended by 30 professional experience coordinators from across the state. Feedback received was extremely positive with participants informed, excited and energised about their role. The website 'Successful PEX' was under construction. This is still being constructed. Key areas include; induction, mentoring skills, tips and tricks for the professional experience coordinator, reflexive practices, professional learning and surveys and data. The majority of the website will be finalised in the beginning of 2021. A three-week Internship Readiness program was implemented for our final year UTS students. The program involved daily meetings. Topics included the Teacher Performance Assessment, setting professional goals/PDP process, Code of Conduct, maintaining quality in the teaching profession, What Works Best document, accreditation and maintenance procedures, professional learning, preparing for casual teaching, resume writing and interview skills. Each pre-service teacher also met weekly with the professional experience coordinator to discuss professional learning goals for the placement and reflect on growth. Some sessions were co-hosted (via zoom) with the UTS tertiary advisor. Feedback from this intensive program was outstanding and pre-service teacher surveys revealed PSTs felt 'work ready' and informed about the many roles/responsibilities of a teacher.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	567	582	568	549
Girls	534	550	550	510

Student attendance profile

School				
Year	2017	2018	2019	2020
K	92.1	92.6	92.9	93.1
1	93.6	93.2	91.4	90.5
2	93.1	93.9	92.1	90.7
3	92.5	93.7	93.3	92.9
4	93.7	92.9	92.4	93.1
5	93.5	94.3	92.1	89.6
6	93.6	93.1	93.2	92.2
All Years	93.2	93.4	92.5	91.6
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	7
Classroom Teacher(s)	42.85
Literacy and Numeracy Intervention	1.05
Learning and Support Teacher(s)	1.2
Teacher Librarian	1.6
Teacher ESL	3.4
School Counsellor	1
School Administration and Support Staff	11.27
Other Positions	3.4

*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	1,448,428
Revenue	10,779,358
Appropriation	10,639,515
Sale of Goods and Services	47,574
Grants and contributions	89,957
Investment income	2,312
Expenses	-11,137,498
Employee related	-10,041,581
Operating expenses	-1,095,917
Surplus / deficit for the year	-358,139
Closing Balance	1,090,289

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	178,930
Equity Total	1,336,103
Equity - Aboriginal	15,432
Equity - Socio-economic	687,571
Equity - Language	405,315
Equity - Disability	227,785
Base Total	7,806,243
Base - Per Capita	276,743
Base - Location	0
Base - Other	7,529,500
Other Total	1,065,105
Grand Total	10,386,382

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

Number Talks

The Numeracy Team identified the need to implement number talks into mathematics lessons from kindergarten to Year 6. Number talks are short discussions among a teacher and students about how to solve a particular mental maths problem. Number talks focus on preparing students to be mathematically proficient and compute accurately, efficiently and flexibly.
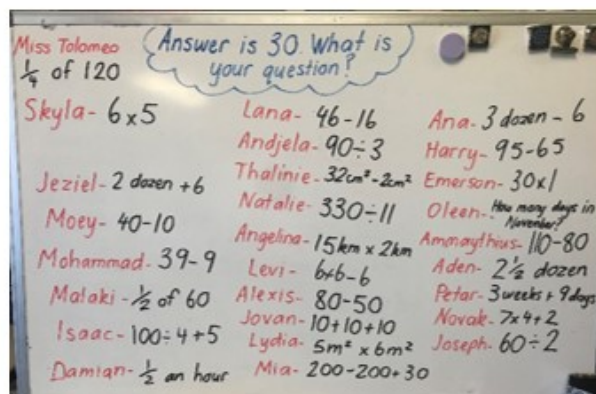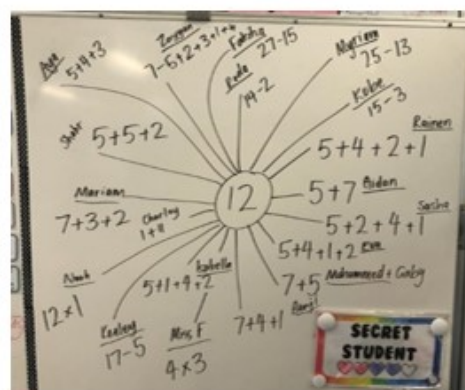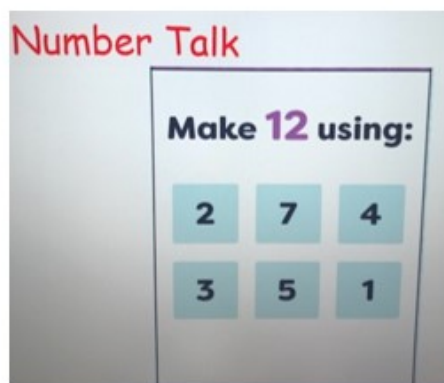
Staff

All staff were provided professional learning about how to embed number talks into their mathematics lessons. The school mathematics program template was amended to include a section for staff to document their number talks. Staff have been provided with posters to support the consistent use of hand signal and sentence prompts from kindergarten to Year 6. The school purchased resources to support the implementation of number talks at least twice a week into lessons. A recent staff survey indicated that 70.6% of teachers are conducting two or more Number Talks per week. 97% of teachers stated that Number Talks have made a positive impact on student learning. The areas in which staff what seen improvement are; students justifying their mathematically thinking, clearer reasoning skills, strengthened number fluency, vocabulary development and improved mental computation skills. 88.2% of teachers stated that students are extremely or relatively engaged during Number Talks.

Students

A recent student survey indicated that 100% of students enjoyed participating in Number Talks. Students enjoy participating in them because it provides them with the opportunity to share all the possible ways to solve questions, they can learn new strategies and techniques from the other students in the class, that everyone is included in the discussion and they are challenged to think outside of the box with answers. 92.6% of students believe that Number Talks have helped improve their mathematics skills and knowledge. Students stated that the hand signals were helpful and easy to use during Number Talks.

Parents and Carers

Due to COVID 19, the planned Number Talk workshop for parents was cancelled. A small percentage of the teachers have shared examples of Number Talks with parents via Class Dojo or Seesaw. The majority of parents and carers liked the photo which was shared and some have commented positively and were impressed with the strategies the students were using.

Effective data talks in action

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.