

2020 Annual Report

William Bayldon Public School



4602

Introduction

The Annual Report for 2020 is provided to the community of William Bayldon 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

At William Bayldon Public School:

our commitment is to lead and engage our school community in quality learning and teaching opportunities that challenge, nurture, guide and inspire.

School context

The school is staffed on a P2 entitlement with our enrolment figures for 2020 at 186, with 40% of our student population being Aboriginal students.

The school has four small Special Education Classes that cater for students with complex needs.

A strong Performing Arts focus across the school ensures students have the opportunity to learn an instrument, engage in whole school performances and productions, and enjoy drama and music as part of their classroom learning.

William Bayldon is a PBL school and has a strong focus on developing the whole child through embedded practices that support our students to connect, succeed and thrive.

The NSW measure of Family Occupation and Education Index (FOIE) for 2020 is 160 compared with the NSW average of 100. Higher FOEI values indicates greater disadvantage.

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>

Strategic Direction 1

Quality Learning

Purpose

Teachers, parents, students and the broader community are committed to implementing evidence-based change to whole school practices that result in improved student learning outcomes and wellbeing.

Improvement Measures

Student wellbeing improves from baseline data, as indicated by increased attendance, engagement feedback and student voice via Tell Them from Me Survey.

In 3 years the school's value add is similar to or above the value added average school, K-3 and 3-5 (SEF from Working Towards in Student performance to Delivering).

Average of 90% of students attend school every day.

Progress towards achieving improvement measures

Process 1: LEARNING IS VISIBLE

Leaders lead sustained professional learning on evidenced based strategies to improve student learning outcomes.

Teachers are skilled at explicit teaching techniques and use Learning Intentions, Success Criteria, effective questioning and feedback to meet student learning needs.

Evaluation	Funds Expended (Resources)
In 2020, there was improvement in the use of questioning and the types of questions posed in all classrooms through Project Based Learning. Overall, visible learning across the school indicates a need for teachers to further support students to articulate their learning goals and act on feedback to achieve their goals.	STEM resources- \$3600 PL release for teams- x 4 casuals for K-2 \$2048 x 4 casuals for 3-6 \$2048 PL - feedback with Cam Brooks- \$1500 Funding allocated for classroom resources for PBL 'hooks' \$2000 Syllabus documents- English, Mathematics and Science for stage planning Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$5600.00)• Professional learning (\$5500.00)

Process 2: BELONGING

Leaders and staff develop whole school holistic, responsive and intentional practices to ensure every students' well being.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

The Tell Them from Me Survey shows that we are consistently above state and like school groups. We are trending upwards in all areas of wellbeing. However, Sense of Belonging is the lowest rating area. In 2021, there will be a focus on student voice, self regulation and resilience through a whole school planned approach using the PDHPE curriculum.

Survey results from parents indicate that 90% are well informed about the importance of attendance. This not reflected in the percentage of students attending 90% of the time. A personalised and whole school approach to improving attendance, including extracurricular and high interest activities, will be implemented in 2021.

A copy of the book 'When the adults change' available to all staff \$1000

Release for team- x 2 teacher days for student focus group and data analysis

PDHPE syllabus for each teacher

Funding Sources:

- Socio-economic background (\$3000.00)

Strategic Direction 2

Quality Teaching

Purpose

Teachers use data effectively to reflect on quality teaching practices that meet the needs of all students.

Improvement Measures

100% of teachers have quality syllabus driven, differentiated, sequenced teaching and learning programs (SEF from Delivering in Curriculum to Sustaining and Growing).

80% of students are meeting EAFS growth targets, K-2. (SEF Student Performance Measures from Working Towards to Delivering).

23.6% of Yr 5 students achieve NAPLAN top 2 bands in reading.

16% of Yr 5 students achieve top 2 bands in numeracy.

23.7% of Aboriginal students achieve in the top 3 bands in numeracy (3 and 5).

30% of Aboriginal students achieve in the top 3 bands in reading (3 and 5).

50% of Yr 5 students achieve at or above expected growth in NAPLAN reading.

45% of Yr 5 students achieve at or above expected growth in NAPLAN numeracy.

Progress towards achieving improvement measures

Process 1: WHAT WORKS

Teachers plan learning experiences that engage and challenge students by selecting the most effective quality strategies. (Transference of skills across all learning areas is a focus).

Evaluation	Funds Expended (Resources)
In 2020, NAPLAN was cancelled due to the pandemic situation. The school undertook school assessments, and the Department of Education 'Check In' assessment, which indicated we are on track to improve literacy and numeracy targets by 2022. A range of intervention processes will be implemented in 2021 to target identified needs of all students in literacy and numeracy.	2.5 casual days \$512.00 = \$1280.00 3 casual days \$450.00 = \$1350.00 3 casual days \$512.00 = \$1536.00 Casual teacher for extra RFF= \$3000
There is evidence of teachers implementing quality practices as a result of comprehension professional learning. There is some evidence of this transferring to numeracy. Student survey data indicates a need to ensure that students enjoy and feel challenged in their learning. A focus on data informed teaching, to monitor impact, is required alongside the practice of explicit teaching.	Learning pack resources \$2000 3 casual days \$512.00 = \$1536.00 3 casual days \$450.00 = \$1350.00

Process 2: LITERACY AND NUMERACY MATTERS

Teachers create individual student profiles and differentiate their literacy and numeracy instruction through deep knowledge of syllabus documents and learning progressions. (A focus on assessment of, as and for learning).

Evaluation	Funds Expended (Resources)
There has been teacher identified improvement in their knowledge and ability to differentiate literacy and numeracy teaching. However, there are inconsistencies across the school in the use of assessment to differentiate teaching and learning. Teachers indicated they would like support with	x 9 casual release days for co-planning, co-teaching and co-reflecting in working mathematically

Progress towards achieving improvement measures

programming, assessment, evaluation and reflection. This will occur with professional learning to ensure there is a deep understanding and application of curriculum.

Strategic Direction 3

Quality Leading

Purpose

A culture of evidenced based teaching and learning, as well as quality systems and processes for school excellence, lead to measurable improvement in learning for all students.

Improvement Measures

Teachers demonstrate enhanced teaching capacity by implementing quality systems and processes in their daily practices.

Teacher PDPs and GROWTH plans provide evidence of enhanced quality teaching as a result of differentiated professional learning.

Progress towards achieving improvement measures

Process 1: Culture of Instructional Leadership

The leadership team identifies and delivers professional learning and support for continuous improvement and high performance.

Evaluation	Funds Expended (Resources)
A culture of continuous improvement for all was identified by all staff when they analysed the data. More specifically a culture where feedback is given and acted upon needs to be part of the Performance Development Plan schedule. In addition, teachers identified collaboration, high expectations and feedback as priority areas for improving student learning outcomes.	Release for 2 APs 2 days \$2048 Release for 2 APs 1 day \$1024 Funding Sources: <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$3072.00)

Process 2: Leaders systematically implement, monitor and evaluate Professional Learning through timely dialogue and mentoring that enhances teacher capacity to improve the educational outcomes of students.

Evaluation	Funds Expended (Resources)
The consideration of all the evidence highlighted 3 clear strategic improvement areas - growth & attainment, attendance & wellbeing and a culture of continuous improvement. All staff were involved in the collection, analysis and identification of the future strategic directions. In addition, teaching staff have all contributed to the development of initiatives, improvement measures and success criteria. All staff are committed to the actioning of the new strategic improvement plan as they have been involved in the development of each section.	Casual release - 2 APs 2 days = 2,084.00 Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$2084.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Early action for success	Total Staffing Costs for EAfS \$100,401	<p>Teachers have gained a deeper understanding of the learning progressions with all K-6 teachers utilising the progressions to track student achievement in numeracy and literacy.</p> <p>In 2021, a continued focus on reading will be required, with extensive professional learning in vocabulary as well as effective and timely assessment in comprehension where data is used for the where to next in teaching and learning.</p>
Integration funding support	Total SLSO spending \$71,224	Students receiving integration funding were able to improve in their learning as SLSOs and teachers successfully implemented support plans for building positive relationships with their peers in social situations as well as classroom activities.
Literacy and numeracy	Total Staffing Expenditure - \$5,288	Successful intervention programs were developed and implemented in collaboration with class teachers for identified students in K-2.
Professional learning	Total Resources and staffing Expenditure include allocation of \$25,262 2020. An additional amount of \$31,732 from equity was added to support best outcomes. Total allocation \$56,994.00.	Due to COVID, the majority of professional learning experiences, with the major focus areas in feedback and collaboration, including external experts, John Hattie and Cam Brooks, were done online. Other professional learning included CPR and anaphylaxis and stage team collaboration were completed through online platforms at school. Effective professional learning was embedded in classroom practices with evidence in teacher programs, PDPs and team meeting minutes.
Aboriginal background loading	Total Expenditure flexible and non flexible, staffing and resources \$141587.00	<p>Intensive literacy and numeracy support for Aboriginal students, particularly in stage 3, was implemented using Student Learning Support Officers. Programs were developed based on NAPLAN results and in-school assessments to ensure identified students were targeted at point of need learning.</p> <p>Successful implementation of Multi-lit has ensured growth for students completing this program. Students engaging in reading with the Aboriginal Education Officer have shown eagerness to attend, greater confidence and improved fluency.</p> <p>Stronger connections with Aboriginal Elders through the Rise and Shine program were established.</p>
English language proficiency	Casual teacher costs \$2576.00	Funding was utilised for teacher release to complete online learning for EALD and resource embedded practices in the Kindergarten classroom for one student. The success was evident in a term with English language development for the student.
Low level adjustment for disability	Projected spending included \$22000 Speech Therapy intervention	SLSOs employed to support low level needs in K-6 has enabled class teachers to implement specific support programs to

Low level adjustment for disability	<p>however due to Covid 19 restrictions only Term 1 eventuated.</p> <p>Total Expenditure \$33547</p>	<p>improve student learning outcomes and engagement. A focus on social programs successfully engaged students in lunchtime activities and supported individual and groups with positive social interactions.</p> <p>Kid Steps Intervention Speech Pathologist supporting Early Stage 1 students with communication skills has supported students individually as well as providing class teachers with embedded strategies to improve each students' learning.</p>
Quality Teaching, Successful Students (QTSS)	Total expenditure \$49770	<p>Assistant principals were able to effectively implement planning time with stage teams, work collaboratively on programs, Project Based Learning (PBL) initiatives and do teacher observations throughout the year. This has ensured all middle leaders have had quality time to support their colleagues in quality teaching and learning practices to improve student engagement, feedback and reflective practices for teacher improvement.</p>
Socio-economic background	Total expenditure staffing and resources \$277,025.00	<p>Specific programs, requiring additional staff, for student learning, transition and social interactions were implemented during COVID.</p> <p>The increase of the relieving assistant principal position to 5 days per week, in K-2, has ensured consistent leadership within the team.</p>
Support for beginning teachers	<p>\$1354 PL for beginning teacher professional learning</p> <p>Residue of \$12646 to be credited back to DoE</p>	<p>Beginning teacher resigned in week 6 of Term 1.</p> <p>Residue recouped by the Department.</p>
Location (from base school allocation)	Bus Hire expenditure \$1800.00	Funds were utilised for bus travel to sporting events prior to COVID.

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	110	111	99	100
Girls	87	106	103	86

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.9	94.6	91.7	90.5
1	95.9	93.4	93.4	92.2
2	94.4	91.2	91.8	92.9
3	91	91.9	90.8	90.7
4	93.5	90.3	91.2	89.2
5	92.2	90.7	90.3	87.2
6	93.3	90.9	87.6	87.8
All Years	93.8	91.9	91.1	90.2
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	10.77
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.4
School Counsellor	1
School Administration and Support Staff	8.4
Other Positions	1

*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	946,944
Revenue	4,020,183
Appropriation	3,903,983
Sale of Goods and Services	35,806
Grants and contributions	16,728
Investment income	687
Other revenue	62,978
Expenses	-4,096,549
Employee related	-3,481,880
Operating expenses	-614,668
Surplus / deficit for the year	-76,366
Closing Balance	870,578

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	71,224
Equity Total	732,592
Equity - Aboriginal	171,067
Equity - Socio-economic	404,351
Equity - Language	2,576
Equity - Disability	154,598
Base Total	2,492,598
Base - Per Capita	53,753
Base - Location	1,831
Base - Other	2,437,015
Other Total	480,223
Grand Total	3,776,637

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/Carer Responses

68 parents responded to the survey.

- 48.5% indicated they receive regular feedback on the progress of their child's learning in literacy and numeracy. 44.1% said they sometimes receive feedback and 7.4% said they never receive this information about their child's progress in literacy and numeracy.
- 50% of respondents indicated they always know how their child is doing in their literacy and numeracy learning and 48.5% said they sometimes know about this learning.
- 75% indicated that they believe teachers always have high expectations and are improving student learning outcomes in literacy and numeracy. 23.5% said they sometimes believe teachers have high expectations.
- 66.2% of parents indicated that students, staff and parents work together to improve student learning outcomes. 29.4% said they sometimes work together to achieve improvement.
- 85.3% said that every child is always known, valued and cared for by staff. 13.2% said sometimes.
- 89.6% indicated that the school always provides them with information about the importance of regular attendance. 10.4% said this happens sometimes

Future Directions

The 2021 strategic direction '**student growth and attainment**' will reflect the identified needs for improve communication between home and school in regards to student learning progress in literacy and numeracy. Strategic direction 3 '**a culture of continuous improvement for all**' will have a community engagement focus with initiatives designed to improve partnerships within our community and encourage parents to hold high expectations of their children in their learning and aspirations for the future.

Students

In the 'Tell Them from Me,' survey advocacy at school has decreased by 8% compared to 2019. Expectations for success has decreased by 12% and sense of belonging by 17%. In all three areas of the survey our school was below state and like school groups. In previous years our school has usually performed either just below state and above like school groups or above state and like school groups.

Future Directions

Sense of belonging is our main concern and, in 2021, this will be a strong focus in our strategic direction '**Wellbeing and Attendance**.'

Staff

The majority of staff completed the 'People Matter' survey in 2020. The improvements from 2019- 2020 survey were as follows:

- People treat each other with respect from 87% to 100%
- Action on survey results from 64% to 82%
- Wellbeing, health and safety from 74% to 81%
- Inclusion and diversity from 78% to 85%
- feedback and performance management from 80% to 84%
- Risk and innovation from 90% to 93%
- Communication and change management from 73% to 75%
- Confidence in the way recruitment decisions are made from 64% to 78%

Future Directions

- Ensure communication to staff is timely and includes day to day changes, staff absences, new students and other daily information that impacts on organisation and the smooth running of the school.
- Senior managers allow time for active listening and staff voice for ideas as well as impromptu/informal feedback
- Improving collaboration for teams and across the school
- Improving access to technology across the school
- improve team planning days for better preparation time for teachers

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.