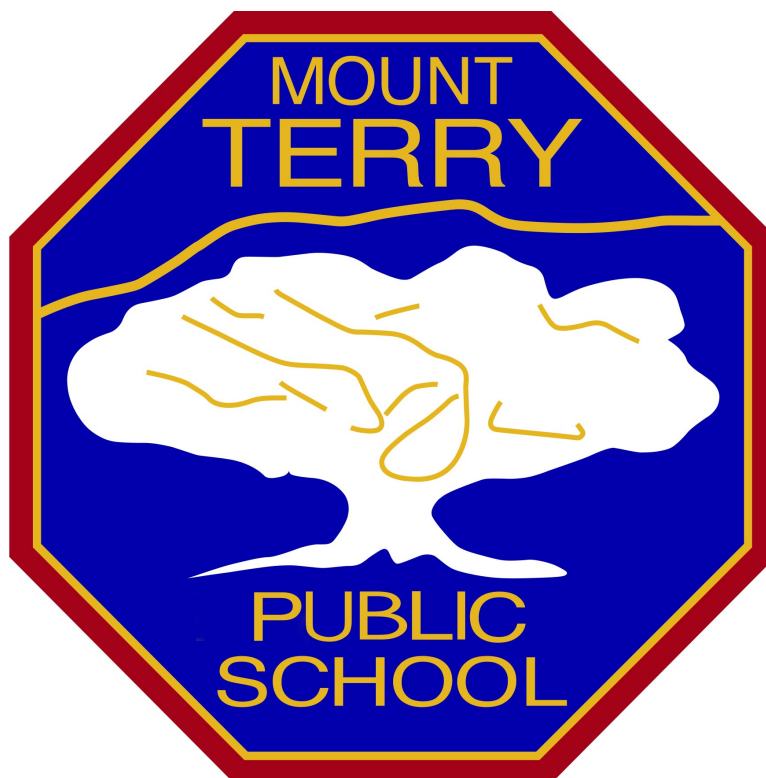


2020 Annual Report

Mount Terry Public School



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Introduction

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

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

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Message from the principal

2020 was certainly an interesting, and in many ways challenging, year for us all with COVID-19 significantly impacting the normal operations of the school. However, as is often the case when we are met with adversity, people rise up to the challenge and achieve amazing things. The way our whole school community rallied together was nothing short of extraordinary. What we were able to achieve throughout 2020, and in particular the period around when the students were engaged in home-learning, was truly outstanding. I was in awe at the dedication, motivation and innovation displayed by our staff as they rose to the challenge and found different ways to do our important work whilst always keeping the health and safety of our whole community at the forefront of everything we did. The support and encouragement we had from our parents and carers was wonderful and was critical to our success.

2020 was the final year of the 2018-2020 School Plan and I am so proud of the achievements we have made. Many of those are detailed in this report. In the second half of the year, a considerable amount of time and effort was dedicated to establishing our Situational Analysis, which informed the directions of our new 2021-2024 Strategic Improvement Plan. Following the now well-established annual school self-evaluation process, I am confident that we have identified the best way forward for our school to continue to grow and improve into the future.

David O'Connor

Principal

School vision

Our vision is for all students and staff to enjoy coming to school and that we provide a high quality, inclusive and holistic school experience for all members of the school community. We are dedicated to providing opportunities that support the development of confident and creative individuals, active and informed citizens and lifelong learners. All students will learn through a high quality, equitable education experience focused on high expectations, continual improvement and individual student needs. Our school is committed to providing a safe, happy, caring and inclusive environment.

School context

Mount Terry Public School is located in a fast growing area of Albion Park. It has an enrolment of 700 students, including 56 Aboriginal students and 67 students from non-English speaking backgrounds. Enrolments at the school have increased steadily since it opened in 1995. Enrolment numbers are now steady although future land releases may result in further increases to enrolments.

Literacy and numeracy are priorities for the school and there are several programs and initiatives aimed at maximising the number of students performing in the top two NAPLAN bands in both Yr 3 and Yr 5. Differentiated teaching and learning and quality teaching practices underpin educational delivery.

Our school is committed to providing a holistic education experience by balancing the core academics with a variety of extra-curricular activities. Students are provided with opportunities in leadership, sport and the arts both within and beyond the school. Our environmental education programs include recycling, composting, the chicken pen and our extensive Living Classroom and Outdoor Kitchen program, which all help to develop environmentally aware citizens.

We have strong links with the local community and enjoy the support of an active parent body that works collaboratively with the school to provide additional resources and opportunities for students.

Our school is a proud member of the Albion Park Community of Schools. Collaboration between the schools includes the sharing of resources, inter-school programs and activities, quality transition programs and combined professional learning. We are committed to the development of high quality leaders across all aspects of the school to ensure ongoing school improvement, a positive learning environment and student well-being in what is a diverse and dynamic learning community.

Mount Terry PS strives to live by its motto, "Growing Strong, Reaching Far".

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	Excelling
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	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1

Quality teaching for every student

Purpose

To ensure the ongoing development of highly skilled teachers who deliver quality teaching to every student in a safe and productive learning environment. Our teaching will be evidence informed, engaging, inclusive and differentiated to meet individual student learning needs.

Improvement Measures

By 2020, 90% of students will exit Kindergarten with a reading level above Level 5 (70% in 2018, 80% in 2019, 90% in 2020) and 90% of Yr 1 students will exit with a reading level above Level 14.

By the end of 2022, will will have increased the number of students in the proficiency bands for reading in NAPLAN by 7% to 40.9%. Our 2020 target is 36%.

By the end of 2022, will will have increased the number of students in the proficiency bands for numeracy in NAPLAN by 7% to 30.8%. Our 2020 target is 26%.

By the end of 2020, the new PD/H/PE Syllabus will be fully implemented K-6.

Overall summary of progress

The school has achieved its target of 90% of students exiting Kindergarten with a reading level of 90%. This target was achieved in 2019 and was maintained in 2020. In 2020, 91% of Yr 1 students achieved exit reading levels above Level 14, exceeding our target. Progress towards NAPLAN targets cannot be reported because NAPLAN was not conducted in 2020 due to COVID-19. The new PD/H/PE syllabus is now fully implemented from K-6 after significant staff professional learning and engagement with the new syllabus content.

Progress towards achieving improvement measures

Process 1: Develop and embed high quality teaching pedagogy based on the differentiated learning needs of every student eg L3, Focus on Reading and Targeting Early Numeracy.

Evaluation	Funds Expended (Resources)
<p>Language, Learning and Literacy (L3) implementation continued in Kindergarten, Year 1 and Year 2 classrooms during 2020. All teachers trained this year (Kindergarten OPL, Year 1 final year and Year 2 first year) have successfully completed their training. With changes being made to recognition of L3 training as accredited hours in 2021 and beyond, any further training will be recognised as teacher identified hours.</p> <p>Improvement Measure:</p> <p><i>By 2020, 90% of students will exit Kindergarten with a reading level above Level 5 (70% in 2018, 80% in 2019, 90% in 2020) and 90% of Yr 1 students will exit with a reading level above Level 14.</i></p> <p>At the end of 2020, 90% of Kindergarten students will exit with a reading level above Level 5, therefore achieving our improvement measure. The data analysis also identified that 92% of Year 1 students will exit with a reading level above Level 14. When considering the impacts of COVID19, in particular the loss of face to face teaching time during Semester 1, this is an impressive accomplishment.</p> <p>Targeted Early Numeracy (TEN) training and implementation continued across K-2 classrooms. Lesson observations and follow up coaching sessions were completed by the in-school coach as part of TEN training. All teachers in K-2 are now trained and this initiative is being implemented as part of regular mathematics lessons.</p>	\$100000 (L3)

Progress towards achieving improvement measures

It is noteworthy to mention, data from the 2020 Staff Survey indicated 100% of teaching staff who had completed L3 or TEN training see high value in this professional learning.

Improvement Measure:

By the end of 2020, the new PD/H/PE Syllabus will be fully implemented K-6.

The new PD/H/PE syllabus has been implemented this year. Teachers have worked collaboratively in stage teams to develop units that meet the syllabus requirements and the needs of their students. Early Stage 1 and Stage 1 teachers have integrated English and PD/H/PE syllabus content through the use of rich texts to facilitate high quality engaging lesson delivery.

Process 2: Establish scheduled opportunities for teachers to collaborate, share, plan, evaluate and monitor student progress.

Evaluation	Funds Expended (Resources)
<p>Quality teaching for every student is a key strategic direction for us at Mt Terry Public School. To work towards achieving this direction, we have built collaborative cycles of inquiry via our Progressions and Planning days. These days have provided numerous opportunities for teachers to collaborate, share, plan, evaluate and monitor student progress.</p> <p>Progression and planning days were completed twice per Term, 5 weeks apart except for Term 4, where there was only one day scheduled. They were led by our two Deputy Principals who acted as Instructional Leaders. The focus of the sessions was centered on writing and teachers were supported to identify a focus group of students, select specific goals for the identified students based on detailed assessment of recent writing and collaboratively plan lessons to move these students.</p> <p>ALAN/ PLAN 2 was utilised to monitor and track student achievement in Creating Texts and Reading. Feedback from the planning days indicate positive support from staff. Data in the 2020 Staff Survey indicates 92% of staff value the opportunity to collaborate with other teachers.</p> <p>Stage Team meetings continued on a fortnightly basis throughout 2020. These meetings have a professional learning focus that is driven by each team and the relevant Assistant Principal. Strategic Directions meetings and Curriculum meetings were held week 6 and week 8 of each term. These meetings were driven by relevant school leaders and aspiring leaders.</p> <p>Implementation and monitoring of PLPs and ILPs occurred at two points, midway through the year and at the end of the year. At the end of Term 3, teachers were released to meet with parents to discuss progress of respective students.</p> <p>Due to COVID19 NAPLAN 2020 did not occur and therefore is not possible to address the Improvement Measures. Year 3 and Year 5 students completed the 'Check In Assessment', a new online assessment tool created by the DoE and implemented for the first time in late Term 3 and early Term 4. Staff received professional learning to support implementation and analysis of the Check in Assessment. Data from these assessments was accessed by relevant teachers and used to refine teaching programs.</p>	<p>\$129,000.00 (Collegial Planning Days)</p> <p>\$7000 (Release PLPs)</p>

Process 3: Strengthen Learning and Support Team processes for identifying student need and monitoring targeted interventions.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

Employment of an extra School Counsellor to meet caseload demands has continued throughout 2020. This has enabled student need to be met more efficiently. The Learning Support Team (LST) continues to meet each Monday. Streamlining of procedures for accessing the LST has occurred this year. Referrals are now accessed via Google drive and further refinements to processes and procedures will occur in 2021. The Welfare team is evaluating the welfare and discipline policy school wide and this will continue next year. After consultation with staff and external stakeholders, a decision was made to move to PBL (Positive Behaviour for Learning) in 2021.

\$22000 (Additional School Counsellor)

\$110000 (School Targets Interventionalist)

Our Target Intervention Group (TIG) has continued to receive high quality lessons delivered in a small group setting for ten weeks. Students and parents have responded positively to this initiative. Students who had the potential to achieve more highly were targeted for Reading and Numeracy. During Term 3, students from Year 3 and Year 5 were targeted and in Term 4, students from Year 2 and Year 4. Data collected indicates an average improvement of 19% in Year 3, 12% in Year 5, a 6 % improvement in Year 2 and 5% in Year 4.

Next Steps

The next steps will be focusing on how pedagogy for the teaching and learning of reading and writing can be embedded into the future without DoE support of L3 and Focus on Reading. Internal measures and structures will be put in place to ensure that successful pedagogies are maintained into the future. Collaborative Planning Days are now part of business as usual and will be embedded into school operations into the future due to the highly successful nature of these collaborations and the positive feedback received from staff. Further development of the Learning and Support Team will be achieved with a new Learning and Support Assistant Principal position in 2021, as well as initiatives and programs implemented through the 2020-2024 Strategic Improvement Plan.

Strategic Direction 2

Creating a high performing learning culture

Purpose

To create a learning culture where high but achievable expectations and standards are set and met by teachers and students alike. We aim to create successful, engaged life-long learners who are well-equipped to become active, informed and productive citizens.

Improvement Measures

All teachers demonstrate the use of learning intentions, success criteria and high quality feedback as part of embedded practice.

Formative assessment practices are used by every teacher to inform planning, teaching and learning.

Data and evidence reflects positive growth for every student in literacy and numeracy.

Improved feedback on the way the school caters for the needs of gifted and talented students with evidence to quantify higher order skill development through targeted interventions.

Overall summary of progress

School survey results strongly indicate that we have been successful in the implementation and use of learning intentions, success criteria and high quality feedback. This was confirmed through Tell Them From Me data. Teachers are using a range of formative assessment practices as part of daily practice which are clearly evident in classrooms across the school. School-based data on student growth in Literacy and Numeracy is strong. There was unanimous support from students, parents and staff for the school's FIERCE initiative to assist in catering for the needs of high performing students. All key stakeholders want to see this program continue to operate at the school into the future.

Progress towards achieving improvement measures

Process 1: Implement a whole school coordinated approach to the application of Visible Learning strategies that support the individual learning needs of every student.

Evaluation	Funds Expended (Resources)
<p>Staff completed the Visible Learning (VL) suite of professional learning and evidence of implementation within classrooms was observed. Staff reported that VL had improved their confidence to create and utilise learning intentions and success criteria within lessons. Staff are using formative assessment strategies to differentiate learning experiences and to inform their learning intentions and success criteria.</p> <p>Two professional learning sessions were completed on Embedding Formative Assessment. Staff created Personal Action Plans for embedding formative assessment and completed peer observations linked to personal action plans. Feedback to students was evident in teaching and learning programs and in classrooms.</p> <p>Staff became proficient at entering data into specific Literacy elements of the PLAN 2 software following a much more comprehensive understanding of how to use the Literacy Progressions. Staff used the data collected as an integral part of planning for future learning as they worked collaboratively in Planning Days. Teacher feedback was used to determine future directions around professional learning in the progressions. Progression tracker books were used to track student progress in the Reading and Viewing sub-elements of Fluency, Phonological awareness, Phonic knowledge and word recognition and Understanding Texts.</p> <p>Student survey feedback on the FIERCE program was extremely positive. Post program data was used to determine the future direction of the FIERCE</p>	\$22500 (FIERCE program)

Progress towards achieving improvement measures

Program. Students from FIERCE participated in the statewide Game Changer Challenge and were NSW State finalists.

Process 2: Provide structures for staff to identify areas for professional development and facilitate high quality professional learning opportunities.

Evaluation	Funds Expended (Resources)
<p>Staff Professional Development Plans reflected alignment to professional standards and an individualised focus on professional learning to meet the individual needs of staff. Feedback from staff on the implementation of the Science syllabus was extremely positive. All teachers reported feeling confident in the use of the new syllabus. Significant professional learning took place to prepare teachers for the implementation of the new PD/H/PE Syllabus in 2020. L3 Data collected from Kindergarten and Yr 1 students evidenced outstanding results with school targets being exceeded for both Kindergarten and Yr 1. The L3 program was extended into Yr 2 in 2020. Progression Tracker books were in use in all classrooms K-6 to monitor student progress in literacy and numeracy. Feedback from beginning teachers regarding the early career mentoring program was extremely positive. All teachers completed mandatory accreditation requirements.</p>	\$20330 (Staff Professional Learning)

Process 3: Collaboratively collect and analyse school based and external data and use this information to inform planning and teaching in Literacy and Numeracy.

Evaluation	Funds Expended (Resources)
<p>Staff feedback on Progression and Planning days was extremely positive. All K-2 staff assessed students in the Additive Strategies sub-element as part of TEN and used data to inform TEN groups. Data was updated at 5-weekly intervals. All staff utilised Progression marker books to enter data in PLAN 2. Year 6 data was collected and analysed in readiness for high school. This was shared with APHS to support the transition to high school. Consistent teacher judgement sessions on Writing were undertaken during Progression and Planning days and evidence was used to create mini-programs. Annual School Report survey data was analysed and shared with all staff to determine future focus areas for the school. This information was shared with whole staff.</p>	

Next Steps

Measures will be put in place to ensure high quality visible learning practices are maintained across the school moving forward. Collaborative practices will continue across the school and Planning Days will be maintained into the future.

Strategic Direction 3

High quality leadership development

Purpose

To develop leadership at all levels that contributes to continual school improvement. We aim to deliver leadership that maintains a focus on the achievement of high academic standards, positive well-being for students and staff and engagement of the whole community in the life of the school.

Improvement Measures

School self-evaluation data reflects high levels of satisfaction around school leadership.

High quality, effective and sustainable leadership is evident across the school.

Teachers actively align their practice to the Quality Teaching Framework and the Australian Professional Standards for Teachers and School Leaders.

Overall summary of progress

School self-evaluation data reflected very high levels of satisfaction around school leadership in 2020. Over 90% of the school community indicated that the senior leadership team was strong and all staff believe the Assistant Principals provide effective leadership. Over 90% of the school community believe there are good leadership opportunities for students and over 95% of the school community believe the leaders of the school are continually looking at ways to improve. School-based data reflects a continual improvement in school community satisfaction in school leadership, which is attributed to the initiatives undertaken in the 2018-2020 School Plan.

Progress towards achieving improvement measures

Process 1: Targeted and deliberate leadership development for current and aspiring school leaders.

Evaluation	Funds Expended (Resources)
<p>The expanded leadership team have been heavily involved in the school planning process, data collection and analysis for both the school self-assessment and the situational analysis. The expanded leadership team had opportunities to liaise with executive and teaching staff to design and distribute surveys, analyse data and provide feedback to the whole staff on this analysis. Feedback from the extended leadership team has been overwhelmingly positive, with 92% of staff believing there are leadership opportunities and 94% of teachers are of the belief they have an opportunity to be a part of school planning. All members would like to see the initiative continue in 2021.</p> <p>There has been a change in the way communication between school to home has occurred this year. Processes have been streamlined throughout COVID-19 with an increase in the use of platforms such as Seesaw and Google Classroom. This not only allowed a greater level of communication with parents but gave classroom teachers leadership opportunities to implement these platforms across their stage. The feedback from parents has been overwhelmingly positive. 93% of parents believed they had an opportunity to be heard. This represents a 6% increase from the 2019 survey. Of the 268 parent respondents to the self-evaluation surveys, 96% report they are happy with the general communication and 92% believe they feel teachers are approachable. It was highlighted in parent comments that leadership and communication at all levels during COVID were exceptional.</p> <p>Following ongoing consultation, a school Facebook page has been established during 2020. This provided a platform for us to share a range of content to enhance the visibility and image of the school. Posts on the Facebook page regularly reach over 500 people with a high level of</p>	

Progress towards achieving improvement measures

engagement from the school community. Staff led the development of school policies, posting guidelines and a user code of conduct.

The weekly communication sheet distributed prior to each teaching week is highly valued by staff. Communication is disseminated by senior executive with a focus on providing all staff with all current information for the upcoming week. The communication sheet was listed as a contributing factor in teacher comments, with 94% of teachers reporting they felt valued (up from 80% in 2019), and that senior executive know their staff.

Teaching and executive staff have utilised Sentral more efficiently and effectively to record and communicate information. Enhanced data and communication provide staff at all levels the ability to support each other and ensure we have processes in place to support our students.

PEX students are provided with a range of development opportunities as a part of their placements at Mount Terry, including CV writing sessions and mock interviews for students on their internship. PEX student exit surveys have been extremely positive, reporting a high level of satisfaction for the leadership and the opportunities provided during their placement.

Staff have been committed to maintaining and providing all extra curricula initiatives, however this has not been to the usual extent in 2020 due to COVID-19. Bookings have been made for programs for 2021, including GRIP leadership for students.

Three staff members were registered for and commenced the Art of Leadership program through the NSW Primary Principals Association. Two teachers are halfway through and this will continue next year.

Process 2: Whole school community involvement in the annual self-evaluation and planning process.

Evaluation

Funds Expended (Resources)

Data collected as a part of the School Self Evaluation and linked to the School Excellence Framework reflects high levels of satisfaction around school leadership. Respondents were asked to reflect on the leadership at senior executive (Principal and Deputy Principal) and Assistant Principal level. In 2019 75% of staff indicated satisfaction in school leadership, in 2020 88% of teachers reported satisfaction, an increase in 13% over the last twelve months. 100% of teachers reported satisfaction in the leadership of Assistant Principals in the last 12 months.

The PDP process was carried out as per usual despite disruptions throughout the year. Staff were able to readjust some personal goals given current teaching and learning needs during COVID-19.

Strategic Direction Teams continued to meet each term, recording activities and evaluating our processes. With the challenges of COVID, some of these meetings were held via electronic means, with 100% of team members still in attendance.

2020 was the first year that a separate non-teaching staff survey was conducted. This afforded the opportunity to create questions specific to non-teaching staff, giving them a greater chance to provide authentic feedback. 100% of teaching and non-teaching staff completed the survey in 2020.

Parent completion of the school self-evaluation survey was at a greater level in 2020. 268 responses were recorded compared with 212 in 2019. Anecdotal information was that parents felt that there was value in completing the survey, as feedback from previous surveys had been taken on board and changes implemented as a result.

There were some adjustments made to the ways in which our qualitative and

Progress towards achieving improvement measures

quantitative data was gathered in 2020. Surveys were collected through purely electronic means communicated via various platforms. Instead of holding focus groups, the members of the extended leadership team made phone calls to parents to ascertain the effectiveness of specific programs. 100% of parents feel that the Cultural Awareness Program and the Literacy and Numeracy Targets program were beneficial to their children.

We have focused on the situational analysis to develop new strategic directions for the new 2021-2024 Strategic Improvement Plan. The extended leadership team, the staff and the P&C were all presented the data from the situational analysis and offered the opportunity to develop the 2021-2024 strategic directions for the Strategic Improvement Plan.

The self-evaluation survey and the situational analysis were a really good opportunity for members of the Leadership Team to develop leadership capabilities and an understanding of the Department's situational analysis and Strategic Improvement Plan process. Many of the Data Collection and Analysis Team were classroom teachers and were responsible for a majority of the process.

Next Steps

Highly effective leadership development opportunities will be maintained and the expanded School Leadership Team will continue to operate into the future. A concerted effort around leadership succession planning will be part of our work into the future to ensure the sustainability of high quality leadership practices at the school. The comprehensive annual school self-evaluation process is now part of business as usual and will continue through the embedded evaluation practices that have been put in place.

Key Initiatives	Resources (annual)	Impact achieved this year
Integration funding support	Funding Sources: <ul style="list-style-type: none"> Integration funding support (\$334 231.00) 	<p>Feedback from teachers and parents suggest that programs implemented to support student academic and social progress have been successful. Teachers value the level of support provided in the classroom and have been able to utilise the School Learning and Support Officers to support individual student achievement and wellbeing.</p> <p>There is demonstrated academic growth evidenced by pre and post intervention assessment data, with most students achieving Individual Learning Goals in 2020.</p>
Professional learning	Funding Sources: <ul style="list-style-type: none"> Professional learning (\$41 319.00) 	<p>End of year survey data indicated that teachers involved in the Language, Learning and Literacy (L3) and TEN professional learning highly valued these initiatives. Participating in scheduled professional learning sessions throughout the year and receiving in class shoulder to shoulder support were indicated as strengths of this professional learning. Data from the 2020 Staff Survey indicated 100% of teaching staff who had completed L3 or TEN training see high value in this professional learning.</p> <p>Visible Learning strategies are evident in classrooms throughout the school, including the use of learning intentions, success criteria and high quality feedback to support individual student learning needs.</p> <p>As a result of the PD/H/PE syllabus implementation collaborative planning time was scheduled to support stages with the creation of new units of work. The new syllabus has been implemented in all classrooms and use of rich texts to support content delivery has been evident.</p>
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$37 524.00) 	<p>Feedback from students, teachers and parents about the Aboriginal Support Program was very positive. Aboriginal student performance data continued to improve in 2020 school-based data. The school was represented at every AECG Meeting. The school has maintained a strong relationship with the Juborsay local AECG. All ATSI students took part in the Cultural Awareness program with Auntie Jodi Edwards and Uncle Richard Campbell from Gumaraa to learn about the Dharawal People, their history and culture in the local area. Staff awareness of and adherence to Aboriginal Education policies is strong. PLP processes were refined and all students completed their PLP goals. Indigenous resources were borrowed and used by staff in classrooms to support Aboriginal Education.</p>
English language proficiency	Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$15 530.00) 	<p>Students from an EAL/D background continued to perform well across the school. Many students were supported by the EAL/D teacher both within classrooms and in</p>

English language proficiency	Funding Sources: • English language proficiency (\$15 530.00)	targeted intervention programs.
Low level adjustment for disability	\$131 261 (staffing) \$73 168 (flexible funding) Funding Sources: • Low level adjustment for disability (\$204 429.00)	School Learning Support Officers were employed to support the needs of students in mainstream classes who have low levels of disability. This constituted the majority of low level adjustment for disability funding expenditure. Small amounts of funds were also used to release teachers so they could work on individual behaviour or learning plans and risk assessments as required throughout the year. All of this work contributed to meeting the learning needs of students who were not supported by integration funding. This allowed them to have a more equitable access to the curriculum.
Quality Teaching, Successful Students (QTSS)	Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$129 073.00)	Feedback from the end of year staff survey demonstrated overwhelming positive support for Progression and Planning days and for these to continue. Staff highly valued the time to work collaboratively and developed skills in analysing student data and using this data to inform their programming and planning. Staff became proficient at entering data into specific Literacy elements of the PLAN 2 software following a much more comprehensive understanding of how to use the Literacy Progressions. Staff used the data collected as an integral part of planning for future learning as they worked collaboratively in Planning Days
Socio-economic background	Funding Sources: • Socio-economic background (\$258 171.00)	Students from low socio-economic backgrounds were supported with the supply of materials that provided equitable access to the curriculum. Every child who wanted to attend an excursion or camp was able to do so with financial support provided by the school. The FIERCE program provided students with a school-based extension and enrichment opportunity at no cost to families. Almost 50 high performing students took part in small group activities twice each week as part of the FIERCE program. Feedback from students, parents and home-class teachers was extremely positive and the whole school community was in favour of continuing this program into the future. Families experiencing financial hardship were supported with the provision of new school uniforms.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	401	377	363	361
Girls	351	352	356	335

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.6	94.4	94.6	93
1	94.2	93.4	92.7	91.9
2	94	93.6	93.1	90.9
3	92.2	92.8	92.2	92.5
4	93.8	92.7	92.6	91.4
5	92.7	93.1	92.2	90.7
6	92.9	92.2	91.7	89.7
All Years	93.6	93.2	92.7	91.4
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
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	25.5
Literacy and Numeracy Intervention	1.05
Learning and Support Teacher(s)	1.2
Teacher Librarian	1.2
School Counsellor	1
School Administration and Support Staff	4.26

*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.

All professional learning funds were expended in 2020, however additional funds were not required this year due to the limited opportunities staff had to engage in professional learning beyond the school due to COVID-19 restrictions.

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	807,253
Revenue	6,424,124
Appropriation	6,224,097
Sale of Goods and Services	2,012
Grants and contributions	196,329
Investment income	1,586
Other revenue	100
Expenses	-6,543,873
Employee related	-5,859,343
Operating expenses	-684,530
Surplus / deficit for the year	-119,749
Closing Balance	687,504

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	248,060
Equity Total	515,653
Equity - Aboriginal	37,524
Equity - Socio-economic	258,171
Equity - Language	15,530
Equity - Disability	204,429
Base Total	4,742,278
Base - Per Capita	172,923
Base - Location	0
Base - Other	4,569,355
Other Total	474,888
Grand Total	5,980,879

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

In 2020, the school undertook a comprehensive annual school self-valuation process. The process was led by the school's Leadership Team and included analysis of data and feedback collected through:

- a school-based annual survey for students, parents and staff;
- the Tell Them From Me survey;
- analysis of school-based data, check-in assessment data and NAPLAN data; and
- feedback from student and parent focus groups.

The data was analysed by the Leadership Team and the findings helped to inform the development of the Situational Analysis for the 2020-2024 Strategic Improvement Plan. Feedback from all aspects of the school community was overwhelmingly positive.

Some of the key aspects of feedback are detailed below.

Feedback from the student body indicated:

- 95% felt they were encouraged and challenged by their teachers
- 90% felt the quality of teaching was high
- 85% felt comfortable talking to their teachers
- 80% were happy with the feedback they received about their learning and the direction teachers gave to them about areas for improvement
- Teachers are highly valued by the students.

A key area that students feel needs improvement includes reviewing the welfare and discipline policy and procedures to improve effectiveness and consistency as well as the general well-being of all students.

Feedback from the parent body indicated:

- 94% are proud to be part of the Mount Terry Public School community and highly value the teaching staff
- 93% feel they have the opportunity to be heard and their views are listened to
- 90% feel that the individual needs of their children are being addressed and met
- The vast majority of Kindergarten and Yr 1 parents commented very positively about the effectiveness of the L3 program for literacy development.
- Over 97% indicated that they highly value teacher professional learning and development and strongly indicated their awareness of the school's emphasis on professional learning
- 85% believe the school is always looking at ways to improve
- 85% feel they have opportunities to be involved in the life of the school
- 95% are very happy with communication from the school
- 98% highly value the teachers at the school.

A key area that parents feel needs improvement is the fairness and effectiveness of the school's welfare system. There was also evidence to suggest that many parents weren't aware of the school's procedures and policies in this area.

Feedback from teachers and other school-based staff indicated:

- 100% of teachers in K-2 highly value L3 and TEN which has been a focus of their work over the course of the 2018-2020 School Plan
- 90% were very satisfied with the opportunities provided to Aboriginal students
- 92% were highly satisfied with the opportunities to collaborate and plan with their colleagues
- 92% appreciated the leadership opportunities that are available to them at the school
- 94% were very happy with their opportunity to be involved in school planning
- 100% feel they have developed strong visible learning strategies and techniques

Key areas that teachers and other staff feel need improvement include improving communication and understanding of Learning and Support Team practices, developing their capacity to collect and use data effectively and improving the well-being and discipline policies and practices.

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.