

2020 Annual Report

Woongarra Public School



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Introduction

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

Woongarra Public School exists to support student learning and our students are at the centre of all decision-making.

At Woongarra PS, every student is known, valued and cared for through a rigorous and relentless focus on student wellbeing and academic achievement, realised by excellence in teaching and excellence in leading, in partnership with others.

Our vision is to work together as a school community to prepare our students for the opportunities and challenges arising in an ever changing world. We will equip students to achieve their personal best as successful learners, confident, connected and creative individuals and global citizens who are "Good at learning and good at life".

School context

Woongarra Public School is located on the Central Coast of NSW. The school pays respect and acknowledges that it is on Darkinjung land. The school opened in 2005 as one of the first nine schools in NSW constructed under the Public Private Partnership (PPP) whereby a private consortium provide facilities management for the school over a 30 year period.

In 2020, the enrolment is 455 students, with 56 acknowledging Aboriginality (12%) and 46 students with a language background other than English. 32% of students have a diagnosed or undiagnosed disability according to the Nationally Consistent Collection of Data. There are 33 full-time and part-time teaching staff and 13 non-teaching staff working as a team to provide educational excellence.

The school receives School Based Allocation Resource funds for Aboriginal Education, socio-economic background, English language proficiency and low level adjustment for disability. Funding is used for evidence-informed literacy and numeracy programs and student wellbeing initiatives to ensure that every student, every teacher, every leader and the school improves every year.

Woongarra Public School is renowned in the wider community for outstanding commitment to student wellbeing and inclusive education. Our core values of excellence, equity, accountability, care, integrity, trust and cooperation underpin a culture of respect, responsibility and high expectations. The school provides a range of academic, sporting, cultural and extra-curricular experiences.

Woongarra Public School has strong alliances with the Wadalba Schools Learning Community, the University of Newcastle and the Ngara Aboriginal Educational Consultative Group. Respectful and strong partnerships between the school, families and community deliver positive contributions to student learning in a happy, safe and tolerant learning environment.

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

Strategic Direction 1

Equity

Purpose

To ensure all students have a strong foundation in literacy and numeracy as a result of differentiated learning and high quality teaching practices.

Links to School Excellence Framework:

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

Improvement Measures

85% of students K-2 will be reading at or above the following levels: K Level 8; Year 1 Level 16; Year 2 Level 26.

By 2020, the percentage of Year 3 and 5 students in the top two NAPLAN bands for reading has increased by 10% from 2015-2017 averages to 55% and 34%. The percentage of Year 3 and 5 students in the top two bands for numeracy has increased by 10% from 2015-2017 averages to 46% and 31%.

The progress and achievement of equity groups within the school is comparable to the progress and achievement of all groups within the school in order to contribute to the state government target of 35% more Aboriginal students in the top 2 bands.

Progress towards achieving improvement measures

Process 1: Literacy and Numeracy Strategy

Implement the 2017-2020 Department of Education Literacy and Numeracy Strategy that will assist teachers to consistently identify (2018), implement (2019) and embed (2020) the most effective evidence-based teaching strategies in literacy and numeracy.

Evaluation	Funds Expended (Resources)
<p>Differentiated, evidence-based, data informed strategies being used to teach literacy and numeracy. Teaching and learning programs show evidence of revisions based on feedback, formative and summative assessment and continuous tracking of student understanding and progress.</p> <p>82% of Kindergarten reading above Level 8. 76% Year 1 at or above Level 16. 86% Year 2 at or above Level 26.</p> <p>Positive progress towards Reading and numeracy targets for top two bands in Check-In assessments:</p> <ul style="list-style-type: none">• Year 3 performance in Reading was better than similar school groups and 2% below state average.• Year 3 performance Numeracy was better than similar school groups and 2% below state average.• Year 5 performance in Reading was 5% better than similar school groups and equal to state average.• Year 5 performance in Numeracy was 5% better than similar school groups and 1% below state average.• 31% of Year 5 students in Top 2 bands for Reading and 19.7% for numeracy.• 49.3% of Year 3 students in Top 2 bands for Reading and 47.9% for numeracy. <p>Internal and external data was collated and analysed against school-determined benchmarks to determine:</p> <ul style="list-style-type: none">• students who are on track,• students to monitor closely	<p>Resources used to support this strategic process include:</p> <p>0.63 Literacy / Numeracy staffing entitlement</p> <p>ACER PAT resources</p> <p>Soundwaves spelling program</p> <p>Decodable texts</p> <p>Online subscriptions</p> <p>PL funds</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Literacy and numeracy (\$11800.00)• Professional learning (\$5208.00)

Progress towards achieving improvement measures

- student who are at risk
- high potential students

This data is summarised in the Situational Analysis used to inform the 2021-2024 Strategic Improvement Plan.

Evaluation against the evidence base - Reading

An evaluation of existing and observable classroom practice against the Big Six (Konza, 2010), rated vocabulary, fluency and phonological awareness as Developing. Phonics, comprehension and use of quality texts were self-rated as Sustaining and Growing.

Evaluation against the evidence base - Numeracy

Evaluation of existing and observable classroom practice against *The Big Ideas in Number* (Seimon, 2010) evidence base identified a need for a common pedagogical framework for teaching Maths and non-negotiable big ideas for the end of K,2,4,6. Teacher surveys also identified learning dispositions for mathematics as a professional learning priority.

Process 2: Instructional Leadership

Utilise available expertise to provide every teacher with the professional learning and support they need to help them plan, program and teach for continuous student improvement in literacy and numeracy.

Evaluation	Funds Expended (Resources)
<p>The Harvard University Data Wise approach has provided an effective step by step guide for working collaboratively to use data to make real and lasting improvements in teaching and learning. Teachers worked in teams to review evidence of student learning and to reflect deeply on the quality of current practice, in order to identify priority areas for instructional improvement in literacy and numeracy.</p> <p>Staff surveys and classroom observations indicate:</p> <ul style="list-style-type: none"> • Improved data literacy skills • Consistent analysis of student achievement data • Data-informed responses to trends in student achievement at individual, group and whole school levels • Collaborative, focused support for teaching and learning in the classroom • Improved student learning outcomes in identified focus areas in Spelling, Reading and Number. 	<p>Resources used for the strategic process included:</p> <p>0.8 QTSS staffing entitlement</p> <p>0.5 staff for leadership, coaching and mentoring</p> <p>Data Wise Teacher days - 2 X 1/2 day, per term, per class</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$89071.00) • Quality Teaching, Successful Students (QTSS) (\$87507.00)

Process 3: Individual Learning Needs

Cater for the range of equity issues in the school.

Evaluation	Funds Expended (Resources)
<p>The school maintained a successful approach to personalised learning in 2020 within a visibly inclusive culture.</p> <p>144 individualised learning plans were developed and implemented for students with cognitive, physical, social emotional, mental health or sensory disabilities, students requiring additional learning support, language disorders, dyslexia or low reading levels, health care needs and English as an additional language or dialect (EAL/D). Individualised learning plans cater for the range of equity issues in the school.</p> <p>Personalised Learning Pathways were developed and implemented for all 56 Aboriginal students.</p>	<p>1.0 LAST staffing entitlement</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$109384.00) • Integration funding support (\$281662.00) • Low level adjustment for disability (\$65310.00) • English language proficiency (\$27733.00) • Aboriginal background loading (\$21877.00)

Progress towards achieving improvement measures

Enrichment and Challenge programs were offered for High Potential students in Years 3-6 during Learning From Home.

Observation of teaching and learning programs provided strong evidence of data informed differentiation and adjustments for learning to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning, and a coordinated, data-informed approach to learning and support.

Next Steps

The priority to improve student performance in literacy and numeracy will continue in Strategic Direction 1 of the 2021-2024 Strategic Improvement Plan.

Explicit Teaching methods in literacy and numeracy is a focus initiative for teachers to engage with the Big Six in Reading and Big Ideas in Number.

The use of data to inform practice using the Data Wise protocol will continue in 2021 for teachers to collaborate to use data wisely.

These initiatives will support the school to address system negotiated targets for Reading, numeracy and growth.

Strategic Direction 2

Excellence

Purpose

So that every student, every teacher, every leader and the school improves every year.

Links to School Excellence Framework:

- Learning - Learning Culture, Assessment
- Teaching - Effective Classroom Practice, Professional Standards, Learning and Development
- Leading - Educational Leadership, School Planning

Improvement Measures

The Leadership and Collaboration aspects of Drivers of Student Learning meet or exceed the NSW Government norms in the TTFM teacher surveys (baseline data 7.1 and 7.8 respectively)

Increased percentage of teachers at preliminary stages of the higher level accreditation process.

The Data Informs Practice and Teaching Strategies aspects of Drivers of Student Learning meet or exceed the NSW Government norms in the TTFM teacher surveys (baseline data 7.8 and 7.9 respectively)

Progress towards achieving improvement measures

Process 1: Visible Learning

Research (2018), implement (2019) and embed (2020) the most powerful influences on teaching and learning in classrooms, the science of how we learn and the mind frames that have major impacts on student learning.

Evaluation	Funds Expended (Resources)
Teachers completed a series of nine workshops in professional learning communities throughout the year to improve skills to integrate formative assessment into teaching practice, using Dylan Wiliam's <i>Assessment For Learning Professional Development Program</i> . This built on work in Visible Learning in 2018 and effective feedback in 2019. As a result, formative assessment practices being used more frequently and effectively by teachers to elicit feedback, evaluate student understanding of lesson content, determine teaching directions, monitor impact and reflect on teaching effectiveness.	Funding Sources: <ul style="list-style-type: none">• Professional learning (\$5208.00)• Socio-economic background (\$21876.00)

Process 2: Leadership and Accreditation

Practices to encourage the pursuit and maintenance of higher levels of accreditation, distributed leadership and improvement of practice.

Evaluation	Funds Expended (Resources)
<p>A strong visible culture that promotes and supports all levels of accreditation exists, with four teachers working towards accreditation as Highly Accomplished Teachers, supported by a school-based HALT scholarship.</p> <p>Every staff member has improved - Teaching and non-teaching staff completed hundreds of hours of professional learning to navigate Learning at Home during COVID-19. Learning at Home also saw new opportunities to share expertise within and beyond the school using technology.</p> <p>There is a coordinated approach to professional learning, aligned to the school plan and differentiated to meet staff needs with clear evidence of</p>	<p>HALT scholarship \$5209</p> Funding Sources: <ul style="list-style-type: none">• Professional learning (\$3590.00)

Progress towards achieving improvement measures

positive impact for learners.

92% of staff indicate that school leaders are leading improvement and change. The Leadership aspect in TTFM surveys exceeded the state norm (7.1) with a score of 8.1.

Process 3: Collaborative Practice

Continually improve collaborative practices that facilitate professional dialogue, consistent teacher judgement, classroom observation, sharing of effective practice, feedback and self-reflection.

Evaluation	Funds Expended (Resources)
<p>Stage 2 and 3 teachers participated in Quality Teaching Rounds in partnership with the University of Newcastle. This program has empowered teachers to enrich student learning through collaborative, teacher-driven analysis and refinement of practice. Research from UoN has shown a 25% improvement in student outcomes and increased teacher morale.</p> <p>TTFM teacher survey results have met improvement measures and remain above state norms with:</p> <ul style="list-style-type: none">• Collaboration 8.5, above state norm of 7.8.• Data Informs Practice 8.3, state norm 7.8• Teaching Strategies 8.3, state norm 7.9 <p>Learning at Home provided new ways to collaborate with students, families and staff. Significant and effective teacher collaboration occurred in an online environment via Teams and Google Classroom. New and improved partnerships between home and school were necessary. Families commented on the strength of these partnerships, an increase in knowing what their children were learning, and an appreciation of the ongoing communication and care from staff. Student surveys pointed to choice over the time and place for learning, the use of technology and spending time with family as benefits of learning at home. Being back at school with teachers and friends was the best thing.</p> <p>141 parents contributed a comment for the Semester 1 report, with the most commonly used word being 'proud'.</p>	<p>Quality Teaching Rounds X 24 days</p> <p>Collaborative planning X 1 per teacher per semester</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$32240.00)

Next Steps

Continue Quality Teaching Rounds and scale up to include 75-100% of staff by 2024.

Ongoing participation in University of Newcastle QTR research.

Staff professional learning for NSW Curriculum reform.

Strategic Direction 3

Engagement

Purpose

To ensure that every student is known, valued and cared for as an individual who is prepared for the opportunities and challenges of the future.

Links to School Excellence Framework:

- Learning - Learning Culture, Wellbeing, Curriculum
- Teaching - Effective Classroom Practice
- Leading - Educational Leadership, School Resources

Improvement Measures

The eight Drivers of Student Outcomes continue to meet or exceed the NSW Government norms in TTFM student surveys (Baseline data = 2017 means)

The proportion of students reporting high skills / high challenge / active engagement with their learning meets or exceeds NSW norm (2017 baseline: 44% school, 53% NSW).

The Technology aspect of Eight Drivers of Student Learning increases to meet or exceed the NSW Government norm in TTFM teacher surveys (2017 state baseline 6.7, school 7.1)

Progress towards achieving improvement measures

Process 1: Wellbeing

Maintain a strategic and planned approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling.

Evaluation	Funds Expended (Resources)
<p>A school culture exists that encompasses wellbeing processes to support students to connect, succeed, thrive and learn. This was evident during COVID-19 with wellbeing as a priority throughout the year and a visible collective responsibility for student learning and success.</p> <p>A revised PDHPE scope and sequence has been developed for implementation in 2021. This aligns with the new PDHPE syllabus.</p> <p>A trial of restorative justice practices was introduced with positive effect in Stage 2 and 3, involving 46 students.</p> <p>74% of staff indicate Wellbeing as a strength in their current practice against the What Works Best evidence-base.</p> <p>TTFM results have remained consistently high since 2015. The three drivers of student learning outcomes - effective learning time, advocacy and expectations for success are consistently above state norm. 74% of students report a positive sense of belonging (2020 survey) and 83% positive behaviour. Stage 3 interest and motivation declined in 2020, the year that COVID-19 impacted many Stage 3 activities.</p> <p>See also - Student Satisfaction for other TTFM survey results.</p> <p>Students are well-behaved. Suspension rates are low at 0.22% (short) and 0.44% (long) over the past 5 years. 316 (70%) of students achieved Super Gold awards for demonstrating expected behaviour throughout 2020.</p> <p>94.1% attendance rate, above state percentage of 92%.</p>	<p>0.4 Wellbeing coordinator</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$43753.00)

Progress towards achieving improvement measures

Process 2: Education for a Changing World

Implement a future-focused curriculum that meets requirements of DoE and NESA, while embracing advancing cultures of innovation, a growing focus on measuring learning, redesigning learning spaces, coding as a literacy and the rise of STEAM learning.

Evaluation	Funds Expended (Resources)
Teachers are using technology with greater confidence as a result of COVID-19 disruptions. All students Years 3-6 participated in weekly STEM lessons, achieving Digital Technology outcomes in Science and Technology. A modernised library upgrade has occurred based on a National award winning maths competition entry from Year 5 high potential students. All classrooms and library equipped with new interactive smartboards. Hall technology upgrade with replacement projector and screens. The technology aspect on the TTFM survey (7.0) met the improvement target to exceed the state norm (6.7).	Library upgrade \$45 000 New Smartboards \$105 000 Hall upgrade \$15 000

Process 3: Staff Wellbeing

Maintain a strategic approach to staff wellbeing to ensure a safe and healthy workplace

Evaluation	Funds Expended (Resources)
Staff wellbeing was paramount during 2020 COVID-19. Wellbeing trees were established to ensure that all staff were supported, valued and cared for.	

Next Steps

Strategic Direction 3 of the 2021-2024 Strategic Improvement Plan encompasses Student and Family Engagement in Learning.

Address system negotiated targets for attendance and wellbeing.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Aboriginal equity loading was fully expended to provide:</p> <p>SLSO support 1 dpw</p> <p>PLP release</p> <p>Teaching resources</p> <p>Cultural classes</p> <p>Aboriginal garden</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$57 810.00) 	<p>Personalised learning pathways for all 56 Aboriginal students to articulate SMART goals and aspirations, including literacy and numeracy components for students who are at risk of falling behind.</p> <p>Teacher release to plan, develop, consult, review and evaluate PLPs in partnership with students and families.</p> <p>Additional learning support from SLSO for Aboriginal students in Stage 1 classes.</p> <p>Weekly cultural classes for all Aboriginal students K-6.</p>
English language proficiency	<p>ELP Equity funds were fully expended to provide:</p> <p>SLSO support 1 day per week</p> <p>EAL/D teacher 1 day per week</p> <p>EAL/D coordinator release</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> English language proficiency (\$27 733.00) 	<p>EAL/D support to meet the English language learning needs of 5 Beginning, 4 Emerging, 9 Developing and 23 Consolidating students, as identified using the EAL/D Learning Progression.</p> <p>Additional support in learning English from SLSO 1 day per week.</p> <p>Targeted support by class teacher 1 day per week for staff to gather, analyse and plan using EAL/D student data to inform student adjustments and individual plans.</p> <p>A school EAL/D coordinator to oversee whole school planning and effective EAL/D program organisation to meet the needs of EAL/D students.</p> <p>The <i>EAL/D School Evaluation Framework</i> was used to evaluate how well the school is working towards achieving a sustained whole school EAL/D student support strategy. The findings from this evaluation indicate that the school is Sustaining and Growing in learning, teaching and leading elements. Mapping our impact against this matrix has informed plans for 2021.</p>
Low level adjustment for disability	<p>The school has a 1.0 LAST staffing entitlement.</p> <p>Flexible funding was fully expended to provide:</p> <p>SLSO support 5 days per week</p> <p>Release for IEP preparation and review</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$109 384.00) Low level adjustment for disability (\$65 310.00) 	<p>Implementation of MultiLit program for students at risk in Reading.</p> <p>Implementation of Boehm language assessment and program for all Kindergarten students.</p> <p>IEPs for 144 students (32%) on NCCD database:</p> <ul style="list-style-type: none"> 39 students requiring adjustments to meet physical needs 57 for cognitive ability 47 social / emotional needs 1 sensory

Quality Teaching, Successful Students (QTSS)	0.833 staffing Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$87 835.00) 	Shoulder-to-shoulder support in classrooms to build teacher capacity in teaching English and Maths Support for data analysis and targeted intervention in Years 3-6. QTSS teachers worked with approximately 40% of all students in Years 3,4,5. Enrichment and challenge programs for High Potential and Gifted students. Introduction and use of ACER PAT tests for Reading and Maths, used as a source of data for targeted intervention. A High Potential Maths investigation with Year 5 students that was successful in winning 1st place in the NSW competition and 1st place in the subsequent National event. This investigation to re-design the library space was adopted by the school and the upgrade of the library is now complete.
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$159 733.00) 	Funds were used to support processes across all strategic directions to: Coordinate student wellbeing initiatives, programs, practices, including strengthening attendance monitoring procedures; Build capacity of teachers to target improvement in literacy and numeracy as part of the Data Wise initiative; Coach and mentor teachers and provide support in classrooms; Continue the Digital Technologies Program for students in Years 3-6; Ensure regular consultation and engagement with families; Provide financial assistance as required; and Implement transition programs. The impact of these programs, practices and initiatives is described in Strategic Directions 1,2 and 3.
Support for beginning teachers		One beginning teacher commenced the year at WPS before receiving a targeted graduate appointment to another school early in Term 1. Funds were transferred to the new school.
Targeted student support for refugees and new arrivals	Funding Sources: <ul style="list-style-type: none"> Targeted support for refugees and new arrivals (\$20 670.00) 	Intensive English language support for one student, focusing on language development for social purposes and language required to participate successfully in schooling, including school routines, structures and key learning concepts. A personalised learning profile identified the student level of English needs using the EAL/D learning progression. Student has progressed from beginning phase to emerging as a result.

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	259	249	238	227
Girls	249	260	249	228

Student attendance profile

School				
Year	2017	2018	2019	2020
K	93.6	94.8	95.4	95.2
1	92.9	93.1	92.3	94.1
2	92.6	91.8	93.2	94
3	94	91.9	92.1	94.2
4	92.6	93.1	91.6	94.3
5	93.2	91.9	91.7	93
6	93.9	92.4	90.9	94.3
All Years	93.3	92.6	92.3	94.1
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	17.4
Literacy and Numeracy Intervention	0.63
Learning and Support Teacher(s)	1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	3.78

*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.

What Works Best Reflections

Teaching staff completed in excess of 300 hours of Professional Learning to engage with the *What Works Best 2020 update* and toolkit. Teachers reflected on current practice in each of the eight themes to identify areas for improvement using a 1-5 rating scale where 1= minimum practice and 5 = best practice. The percentage of teachers self-reporting as a 4 or 5 for each theme is as follows:

- High expectations 94% - Family engagement, goal setting and asking challenging questions are areas to strengthen
- Explicit teaching 94% - strengthening student reflection, wait time and the use of exemplars were common improvements noted as a result of PL in 2020.
- Effective Feedback 74% - teachers continue to cultivate a learning environment for students to reflect on their learning and develop self-regulation skills
- Use of data 63%, with continual improvement in what data is being collected, how it is recorded and opportunity to analyse collaboratively in teams.
- Assessment 74%
- Classroom management 89%
- Wellbeing 74%
- Collaboration 89% - teachers would like to continue successful collaborative practices and further strengthen partnerships between home and school.

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	632,560
Revenue	4,433,850
Appropriation	4,420,998
Sale of Goods and Services	4,744
Grants and contributions	6,527
Investment income	1,481
Other revenue	100
Expenses	-4,501,682
Employee related	-4,112,279
Operating expenses	-389,403
Surplus / deficit for the year	-67,832
Closing Balance	564,728

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	281,662
Equity Total	419,971
Equity - Aboriginal	57,810
Equity - Socio-economic	159,733
Equity - Language	27,733
Equity - Disability	174,694
Base Total	3,273,475
Base - Per Capita	117,126
Base - Location	0
Base - Other	3,156,349
Other Total	352,172
Grand Total	4,327,280

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.

Student Engagement - Perspectives of Students: *Tell Them From Me* Survey

189 students in Years 4, 5 and 6 participated in the *Tell Them From Me* surveys around student engagement and wellbeing. The surveys provide information on a range of areas, such as teaching practices, student aspirations and leadership, from the perspectives of students. Students have completed the surveys since 2015.

Findings include:

- A score of 8.1 for advocacy at school, above state norm of 7.7. Students feel they have someone at school who consistently provides encouragement and can be turned to for advice.
- A score of 8.4 for effective learning time, above state norm of 8.2, which includes that concepts are taught well and class time is used effectively.
- A score of 8.6, slightly below state mean of 8.7 for expectations for success.
- 89% of students report high or medium levels of perseverance to pursue their goals to completion, even when faced with obstacles
- Students report that everything works (95%), is clean and well looked after (94%), and fits (86%) in their classrooms
- 85% have positive behaviour at school (NSW 83%).
- 81% of students know where to seek help if bullied
- 74% report a strong sense of belonging.

Although results are slightly lower in 2020 due to COVID-19 disruption, our results have remained consistently positive across the years, with most scores above NSW Norms.

Experiences of learning from home - The extent to which students agree or strongly agree about the quality of their experiences when learning from home was measured in 2020, with the following results:

- Student learning 66%
- Resources 78%
- Receive feedback 67%
- Feel connected 50%
- Clear instructions 67%

Parents and Carers Values Survey

Families were surveyed to identify the things they value most for our school. 160 surveys were completed with the following values identified, ranked in order from most valued to least valued:

- Academic Growth and Achievement
- Respect and Responsibility
- Care and Compassion
- Honesty and Integrity
- Family and Community Relationships
- Wellbeing
- Consistency and Fairness
- Creativity and Curiosity
- Inclusiveness and Advocacy
- Resilience
- Excellence and Quality
- Collaboration and Team Work
- Accountability

Families were asked to provide feedback about the **Learning from Home experience**. The strengths were identified as:

- Improved understanding of what their children are learning at school
- Improved home-school partnerships and collaboration
- Appreciation of the personal contact, technological and wellbeing support from teaching and non-teaching staff
- Strengthened communication

Evaluation of Family Engagement practices

Reflections on the *Family-School Partnerships matrix* highlighted 'Connecting learning at home and at school' and 'Recognising the role of the family' as focus dimensions to improve the way that the school supports families to

participate in their child's learning and to understand learning programs and expected learning outcomes. The school aims to become a partnership school where families are empowered partners in improving educational outcomes. Improving learning connections with families also featured in What Works Best reflections for staff.

Teacher *Focus on Learning* Survey

All teaching staff participated in the *Focus on Learning* Survey which is a self-evaluation tool for schools, related to dimensions of classroom and school practice. Key findings on a ten point scale were above state norms for all drivers of student learning that include:

- Leadership 8.1 (NSW norm 7.1)
- Collaboration 8.5 (NSW norm 7.8)
- Learning Culture 8.3 (NSW norm 8.0)
- Data Informs Practice 8.3 (NSW norm 7.8)
- Teaching Strategies 8.3 (NSW norm 7.9)
- Technology 7.0 (NSW norm 6.7)
- Inclusive school 8.5 (NSW norm 8.2)
- Parent involvement 6.7 (NSW norm 6.8)
- Challenging and visible goals 7.8 (NSW norm 7.5)
- Planned learning opportunities 8.2 (NSW norm 7.6)
- Quality feedback 7.6 (NSW norm 7.3)
- Overcoming obstacles 8.2 (NSW norm 7.7)
- 88% of staff agree that leaders clearly communicate the vision and values of the school.

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.

Walking Together, Working Together

Evaluation of current practice against the 2020 *Walking Together, Working Together* AECG Agreement provided directions for the 2021-2024 school plan. Practices will ensure that:

- Parents and carers of Aboriginal children find the school welcoming and respectful
- Aboriginal students find school engaging and a culturally safe place to learn. Currently, 88% of students in Years 4-6 report that they feel good about their culture at school and that teachers have a good understanding of their culture.
- Every student understands the heritage and culture of the Darkinjung Aboriginal Peoples on whose land they live.
- All teachers complete Aboriginal cultural awareness training, with refresher courses every three years.
- The school demonstrates that we value the identity, culture, heritage and languages of our Aboriginal students.
- Staff demonstrate that they respect the identity, culture, heritage and aspirations of our Aboriginal students and families.

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.