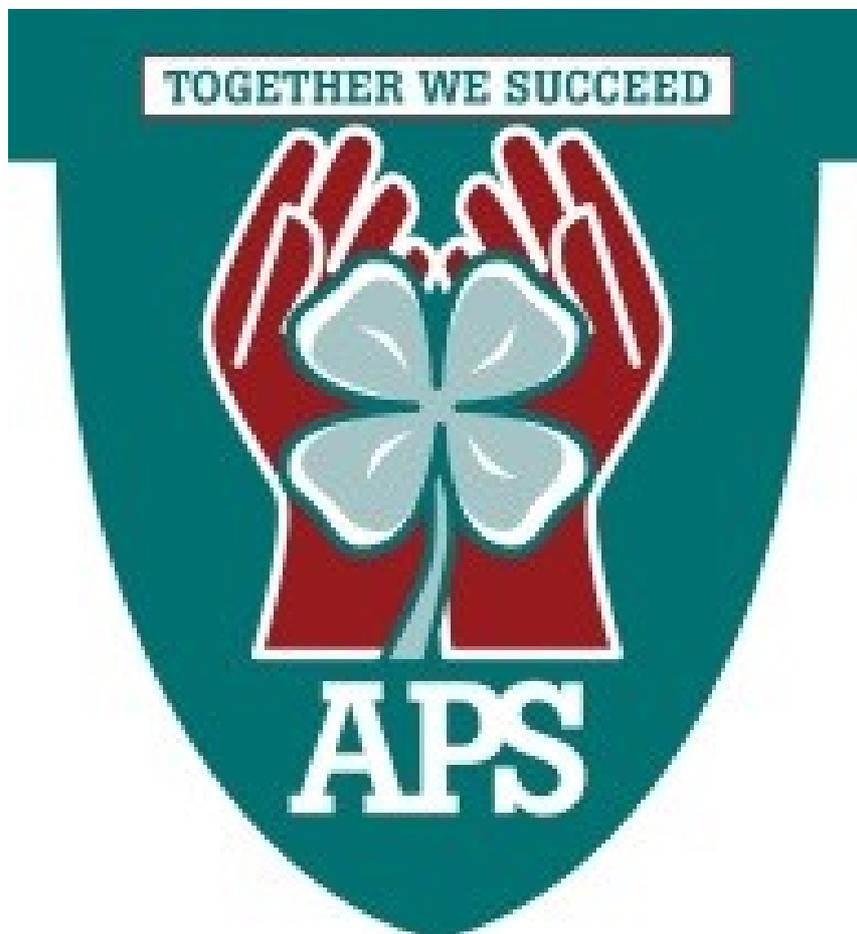


# 2020 Annual Report

## Ashtonfield Public School



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# Introduction

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

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

## School contact details

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Ashtonfield Public School

Norfolk St

Ashtonfield, 2323

[www.ashtonfield-p.schools.nsw.edu.au](http://www.ashtonfield-p.schools.nsw.edu.au)

[ashtonfield-p.school@det.nsw.edu.au](mailto:ashtonfield-p.school@det.nsw.edu.au)

4934 3584

## School vision

Ashtonfield Public School is committed to leading public education in the Hunter Valley in developing highly literate and numerate students. Our students are future focused innovators, embracing technology with creative and critical thinking approaches that utilise advanced, forward thinking practices.

Together we succeed; everyone, everywhere, everyday.

## School context

Ashtonfield Public School, with an enrolment of 512 students, is situated in the lower Hunter Valley. The school has a Family Occupation Education Index (FOEI) of 89, the student population includes forty-three Aboriginal students and sixty-two students with a Language Background Other Than English (LBOTE).

The school is held in high regard by its local community with an interested and active parent body working hard to support the school by providing opportunities for all students. Opening in 2007 and delivering a balanced curriculum with a clear focus on the academics, the arts and sport, the school looks forward to continuing a long tradition of quality education. The school embraces evidence-based approaches in teaching and learning and is committed to every child, every moment. School funding 2018-2020 initiated the 'Creative Critters' transition to school program and the Phoenix Park Farm initiative, and supported music programs including band, choir and Song Room, increased release time for the staff to better support student wellbeing initiatives, an identified Assistant Principal Wellbeing, opportunities for our Aboriginal students to connect with culture and enhanced academic support.

A project to upgrade Ashtonfield Public School is under construction. The project will deliver: a new permanent two storey building, which will provide innovative and flexible learning spaces for 12 classes, an upgrade to the staff and administration area, an upgrade to the canteen with works on the covered outdoor learning area (COLA). an upgrade to the hall and library, increase in staff parking with 14 additional spaces., landscaping and walkways.

Through our situational analysis, NAPLAN results for 2018-2019 demonstrated that students in Years 3 demonstrated initial growth towards state average in reading, writing and grammar & punctuation after previous inconsistent results. Inconsistencies remained in Year 5 with reading, writing, spelling, grammar & punctuation. Numeracy results in Year 5 indicate a significant decline from State average. However, an increase of students achieving the top 2 bands in NAPLAN reading 2018-2019 grew from 35.7% to 47.4%.

Mapping Year 5 students against the 'check-in' assessment and internal data sources, suggests that the school data system is often validated. Some variances can be explained based on student/teacher relationship, with students not having the confidence to perform their best on an external examination. Year 5 reading and numeracy data is as expected with the continued need to focus on the cohort's wellbeing and self-belief in learning. 60% of Aboriginal students performed in the top two band in NAPLAN 2019. Whilst 2020 NAPLAN data is not available, 58% of students in Year 3 are 'at and above' and 61% in Year 5 through internal measures.

We will continue to develop, through ongoing support for staff, the community and the students themselves a culture of high expectations and wellbeing for Ashtonfield Public School students.

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

## Strategic Direction 1

Evidenced - based practice

### Purpose

A whole school approach with a focus on explicit teaching to optimise learning progress for all students across the full range of abilities. Effective methods are identified, promoted and modelled and student's learning improvement is monitored, demonstrating growth. Collaboration underpins informed planning and the use of data to drive teaching.

### Improvement Measures

An improved percentage of students are working at school-measured benchmarks or above in reading, writing and mathematics.

100% of teachers use benchmark data to differentiate teaching and learning through Explicit Instruction.

### Progress towards achieving improvement measures

**Process 1:** All teachers undertake quality professional learning to improve their teaching and learning processes with a focus on Explicit Instruction.

Evaluation	Funds Expended (Resources)
<p><b>Mathematics</b></p> <p><b>Data collected:</b> Mathematics program documentation analysis, Maths warm-up teacher survey, evidence of mathematics learning goals in classrooms</p> <p><b>Analysis:</b> From the analysis, maths programming documents and lesson structures are working and differentiation to support or extend learners is evident. Teachers utilise corporate mathematics programming to support consistency across the grade/stage and tailor it to suit the needs of their class.. It was identified that the maths warm-up document be reviewed at the beginning of 2021 and streamlined for ease of use. Teachers identified through surveys that they implemented maths warm-ups in their class on a daily basis or at least three times a week.</p> <p><b>Future recommendations:</b> Support with mathematics programming and maths warm-ups continue in 2021, with teachers provided with opportunities to collaborate and plan effective and relevant mathematics teaching and learning. The maths warm-up program document to be reviewed by the numeracy committee in early 2021 as recommended in the surveys from staff.</p> <p><b>Explicit Instruction - Literacy</b></p> <p><b>Data collected:</b> Reading and Writing data analysis, daily writing and genre writing program samples, evidence of learning goals and scaffolds to support student development, NAPLAN data - reading</p> <p><b>Analysis:</b> Reading warm-up program documentation shows reading warm-ups occur in each class daily. These warm-ups provide students exposure to each element of the reading hierarchy and provide students with regular revision of key concepts in reading each day. Assessment data shows that student results in literacy are rapidly improving, supported by NAPLAN data, showing that prior to EI, only 54.5% of students in Year 5 achieved at or above expected growth in reading, which was below the state average. In 2019, the effectiveness of EI was evidenced through increasing NAPLAN</p>	<p>SeeSaw for Schools subscription</p> <p>Half Day PL - Review Meeting team planning</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• (\$4143.00)</li><li>• (\$1000.00)</li></ul>

## Progress towards achieving improvement measures

results, with 62.7% of Year 5 student achieving at or above expected growth in reading, being above state average. Writing programs follow the gradual release model and incorporate the "I do, We do, You do" structure where students are exposed to best practice models and exemplars throughout the learning process. Differentiation is evident in learning programs by providing scaffolds and displays for students to refer to. Visual representations of learning goals aligned to specific writing focus areas were evident in some classrooms, with goal setting support documents used to assist in the development of SMART learning goals based on the APS marking rubric.

**Future recommendations:** Visible learning goals displayed in all classrooms with review and update every 5 weeks, extension opportunities in writing focused on in differentiation models,

### Instructional Coaching

**Data collected:** Observations of identified target areas, instructional coaching process, teacher and coach feedback

**Analysis:** Instructional Coaching and continued development of pedagogical practices were a focus this year. Through the development of the APS instructional coaching cycle, teachers worked closely with their Assistant Principal Teaching and Learning to develop achievable goals linked to the professional development and identified focus areas. Effective planning processes were developed in collaboration with each teacher and a learning map was developed. Throughout the instructional coaching process, teachers were provided with opportunities to observe demonstration lessons, engage in co-teaching and conduct a lesson to receive feedback on. Whilst this process took numerous weeks to achieve adequate buy-in from staff, at the end of Term 4 2020, 65% of teaching staff had engaged in instructional coaching and received feedback on self-identified learning areas.

**Future recommendations:** Instructional coaching processes be strengthened through short, intensive learning sprints, AP Teaching and Learning continues to support teachers with pedagogical development and coaching conversations occur regularly.

**Process 2:** Planning reflects teacher collection, analysis and implementation of benchmark data to inform teaching and learning.

Evaluation	Funds Expended (Resources)
<p><b>Reading</b></p> <p><b>Data collected:</b> Class reading assessment data, AP reading assessment data analysis. Reading data is tracked across all classes K-6 every 5 weeks. Teachers conduct reading assessments gather information on fluency, accuracy and comprehension. Class data is analysed by the Assistant Principal Teaching and Learning and teachers are provided with an overall snapshot of that assessment period, with focus areas and suggestions for potential class learning goals.</p> <p><b>Analysis:</b> After reviewing assessment data from the 2019 reading data, NAPLAN data, Tell them from Me (TTFM) survey data as well as anecdotal evidence from previous teachers and conversations with parents, Year 5 teachers collaboratively worked to develop a plan to ensure these students achieved growth throughout the year and the identified gaps would lessen. Three main areas were identified as a target focus: Reading, self-confidence and fundamental understanding of reading concepts. At the beginning of 2020, 90% of students in Year 5 were reading below the expected level. As this was a significant issue, teachers worked closely and collaboratively to</p>	<p>Essential Assessment Subscription</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• (\$3173.00)</li> </ul>

## Progress towards achieving improvement measures

develop effective practices to support the development of reading and engaged in instructional coaching with the Teaching and Learning AP. By developing the confidence of teaching reading, effective differentiation and the development of high expectations, Year 5 were catered for at their point of need. In Term 4, 2020, 45% of students in Year 5 were achieving below expected level and 55% of students reading at or above the expected level for Year 5.

**Future recommendations:** The analysis of reading data continues throughout each term and teachers differentiate their teaching of reading at the student point of need. Assessment data is used to drive teaching and learning programs and create the basis for reading learning goals for each student. Continual refinement of teaching practices based on assessment data is promoted through the continuation of instructional coaching.

### Writing

**Data collected:** Class writing assessment data (5-weekly cycle), AP writing assessment data analysis. Writing data is tracked across all classes K-6 every 5 weeks. Teachers conduct a pre, mid and post assessment in Week 2, 6 and 9 of term. Assessments are marked using a universal writing rubric against 13 criteria: structure, audience, ideas, devices, vocabulary, cohesion, paragraphing, sentence structure, punctuation and spelling.. Assessment samples are shared during stage meetings in Week 3,6 and 9 to ensure consistent teacher judgement. Class data is analysed by the Assistant Principal Teaching and Learning and teachers are provided a snapshot of class achievement in comparison to the stage and school averages and are given recommendations on focus areas for future learning.

**Analysis:** In Term 3, Year 1 students experienced exponential growth in the area of writing (Imaginative texts). Analysis of the pre assessment data in Week 2 revealed that only 29% of students were achieving at grade level. Text structure and punctuation were identified as immediate areas of focus. Year 1 teachers planned and taught writing lessons using the I do, We do, you do structure with text structure and punctuation to be targeted specifically. The cohort of Year 1 students saw consistent improvement throughout the term with the mid assessment revealing 35% of students to be working at grade level and 12% working above. The post assessment again revealed improvement with 49% of students working at grade level and 22% working above.

**Future recommendations:** The analysis supported the evidence of utilising data in driving future teaching and explicitly teaching concepts, using the I do, we do, you do structure of lessons contributed to the overall improvement of student achievement. The tracking of writing data through pre, mid and post assessments continues. Collaboration with colleagues and AP Teaching and Learning in setting student goals in writing is promoted through CTJ meetings and the Instructional Coaching process.

**Process 3:** A culture of inquiry and innovation is promoted, where real-world learning opportunities are provided to promote understanding.

Evaluation	Funds Expended (Resources)
<p><b>Innovative Learning Environments and Co-Teaching</b></p> <p><b>Data collected:</b> Behaviour management plan (Stage 2 class), Behaviour agreement (Stage 1 class), Planning and programming responsibilities (Stage 1 class)</p> <p><b>Analysis:</b> There is a need for teachers to collaborate and develop an</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• (\$1000.00)</li> </ul>

## Progress towards achieving improvement measures

agreement around programming expectations and responsibilities to ensure equity in terms of workload. Teachers need to explicitly teach the expectations for the students using a learning space and be accountable for maintaining the level, especially in the absence of a teacher. Teachers also feel that they would benefit from professional learning in regards to using Innovative Learning Environments effectively in order to allow their students to engage in the curriculum.

**Future recommendations:** Teachers to undertake professional learning in Collaborative Teaching Practices and spend time together as a team to develop a shared understanding of expectations around staff responsibilities, planning, behaviour and learning opportunities.

### **Inquiry based Learning (MAPPEN and Inquisitive Units)**

**Data collected:** Teaching and Learning Programs, Verbal feedback from a random selection of staff.

**Analysis:** Feedback from staff revealed MAPPEN units to be unnecessarily convoluted, with concepts being repeated across several Key Learning Areas. Feedback around Inquisitive units revealed that the concepts covered in units were suitable for the Key Learning Area, however, units were extremely content heavy. Teachers recommended that units needed to be reviewed an certain activities could be removed/added to better suit the needs of the class.

**Future recommendations:** Inquisitive Units met the Syllabus requirements, however needed to be reviewed before teaching to ensure that the appropriate content was able to be covered within the timeframe and Key Inquiry Questions were able to be addressed. It was recommended that Inquisitive units are used in 2021.

### **STEM and Technology**

**Data collected:** STEM Overview 2018-2020, Robotics Club Planning, Teaching Staff surveyed around the schools technology.

**Analysis:** STEM overview 2018-2020 revealed high levels of engagement of students in 3-6. The introduction of STEMShare in 2019 allowed the school to access to a wide range of equipment and students were provided a greater range of learning opportunities. This level of student engagement and desire to build on concepts taught in STEM lessons were reflected in the extremely high uptake of a robotics club organised by the STEM teacher. The teacher had originally planned for one robotics session per week, however was required to plan 2 additional sessions per week (3 total) in order to meet the demands of students wishing to participate. The school survey around availability of technology revealed that staff were less likely to utilise available technology due to convenience. Having devices in classrooms is much easier for staff to access, rather than borrowing from a central location. The I pads available to borrow from the library are outdated and less practical for use with learning applications.. K-2 staff said that they would like lessons focused specifically on teaching technology skills in a dedicated space (computer lab). K-2 teachers also felt that students would benefit from having laptop computers in classrooms rather than desktops as they are more comfortable using a touch screen and touch pad than a mouse.

**Future recommendations:** Due to the overwhelming popularity of STEM lessons, the program should continue and be further integrated into classrooms. Technology resources are to be reviewed and updated as per

## Progress towards achieving improvement measures

recommendations. K-2 teachers are recommended to utilise available technology in classrooms to address learning needs and explicitly teach login processes early in the school year. The school has developed a Digital Technologies Scope and Sequence to guide staff in meeting the learning needs of students.

## Strategic Direction 2

### Personalised Learning

#### Purpose

The whole school community demonstrates aspirational expectations of learning progress with a collective responsibility for student learning and success. Feedback from students on their learning is used to drive personal goal setting. Student wellbeing is promoted to ensure optimum conditions for student learning across the whole school.

#### Improvement Measures

An increased percentage of students achieve one year of learning or more for one year of teaching, identified through school wide benchmarks.

100% of EALD students, Aboriginal students and students with additional needs have personalised learning goals, responsive to need.

An increased percentage of identified students are regularly monitored, receiving intervention and reviewed through learning support referrals.

#### Progress towards achieving improvement measures

**Process 1:** A culture of collaborative feedback and regular consultation is developed and maintained between stakeholders in order to develop one year of learning for one year of teaching for every student.

Evaluation	Funds Expended (Resources)
<p>1. PLPs- 59% said that they don't feel confident in forming them. 54% would like assistance. Overall preference was to go through the process and communication with parents over the phone. Future directions, look to gain access from SMART goal training, revise Sentral process for completing a PLP through professional development.</p> <p>2. Lunch time activities- Overall data number of sentral entries has reduced across K-6. Looking at different activities, some are certainly more popular than others. Moving forward with the build and reduced playground it's valued by staff and can see more opportunities for this in the future.</p> <p>3. Attendance- COVID guidelines requiring students to get tested if showing any signs or symptoms and delay in receiving results may have reduced our data. Students loved the ready to learn awards and came up with some new rewards. Students loved the ClassMonopoly and enjoyed the prizes. Discussion around how the class awards work. Revising consistency across the school and possibility of changing from class 100% to 95%.</p> <p>4. Learning goals- 5 surveys were returned across K-2. 80% had learning goals set up in the classroom. All teachers valued the rich discussions with the goals and found time the major factor in creating their goals. Overall they found the goals worthwhile for their students. Teachers 3-6, 7 responses, stated that time was the most contributing factor when creating these goals. Most class display their learning goals for writing, then less for reading and a couple for numeracy. Staff found having the rich discussions with students in forming and also celebrating when achieving their goals.</p>	<p>Professional Learning on Learning Intentions and Success Criteria</p> <p>APLaS to support Professional Learning and present to staff</p>

**Process 2:** Learning support systems are underpinned by early identification through five-weekly data analysis cycles and clear learning support processes support student learning.

Evaluation	Funds Expended (Resources)
Reviewed and streamlined Learning & Support Handbook	Learning & Support Handbook

## Progress towards achieving improvement measures

Added additional detail around attendance strategy, strategies for supporting students in their learning, raising students for learning and support meetings, what to bring to Learning and Support team meetings, attaching a learning and support referral to Sentral, when to consider a learning adjustment for a student, when to consider a personalised learning support plan for a student, goal setting and visible learning, Sentral expectation (data records)

Staff to be made aware of changes and additions

Tiered triangles completed by executive team reading, intervention, learning and support and maths as a tool to support and assist staff in making decisions to identify next steps to support students. Staff to be presented with tiered triangles

School staff

Student Learning Support Officers

Social skills program

**Process 3:** PBL is promoted throughout the local community to develop consistent understanding of school and community values and expectations.

Evaluation	Funds Expended (Resources)
<p>PBL Co-Ordinator in process of analysing PBL data for comparison between 2018-2020</p> <p>Subway Thornton sent Pebble Co-Ordinator an invoice</p> <p>.</p>	<p>Subway for 470 students - \$3794.65</p> <p>School Staff</p> <p>Student Learning Support Officers</p> <p>Social Skills Program (TBC)</p> <p>Perforated sheets - \$615.19</p>

## Strategic Direction 3

### Strong Connections

#### Purpose

The school is recognised as being responsive by its community, effectively creating a sense of belonging. Positive and respectful relationships are evident, promoting community wellbeing to ensure optimum conditions for student learning across the whole school.

#### Improvement Measures

Increased proportion of students, teachers and community reporting a sense of belonging, expectations for success and advocacy at school.

The school moves from Participation Level 2 to Partnership Level 3 as measured by the Strands in Community Partnerships Reflection and Planning Matrix in the areas of 'School and classroom practice' and 'Parents learning about children's learning'.

An increased percentage of students attend school every day.

Improved staff engagement percentage as measured in the 'People Matters' Survey.

#### Progress towards achieving improvement measures

**Process 1:** The school embraces community projects including local community groups, liaison with high value-add and similar schools and engagement of parent expertise to ignite community and staff partnerships.

Evaluation	Funds Expended (Resources)
<p><b>COVID response</b></p> <p>Data collected -</p> <p>Seesaw data, COVID information, staff survey on COVID planning.</p> <p>Analysis -</p> <p>The analysis of Seesaw data showed an increase in student engagement after the initial few days of implementation. There was a dip on either side of the school holidays, when engagement in tasks was decreased. Overall, the data showed a number of tasks were completed each day by students during remote learning.</p> <p>COVID-19 booklet of information was produced for staff and altered as needed, with the change in restrictions. This information was helpful to staff to know their responsibilities, timetables and guidelines.</p> <p>The staff survey analysis recognised the strengths and weaknesses of the original plan. RFF was recognised as an area of issue with teacher equity in work load. Many aspects were related to the equity of teacher workload.</p> <p>Further recommendations -</p> <p>After the analysis of data it is recommended that if we were required to return to online learning, the staff and community have an understanding of Seesaw. That if we were to go into a lock down again we would need to consider teacher workload.</p>	<p>Funding grant - teacher release to team teach across schools</p> <p>Teacher Release</p> <p>Training Peer Support</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• (\$6000.00)</li><li>• (\$1200.00)</li><li>• (\$2000.00)</li></ul>

**Process 2:** Mental health and wellbeing underpins all student activities in the classroom, playground and throughout the community and is supported through professional learning.

Evaluation	Funds Expended (Resources)
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## Progress towards achieving improvement measures

### Staff wellbeing events

Data collected -

survey of staff, timetables of events and photos showing staff participation

Analysis -

Overall wellbeing week and activities were enjoyed by majority of staff. Some staff expressed concerns over organisation and that some were on afternoons they were unable to attend due to family commitments after school. Many staff were appreciative of the staff that organised the events. The Professional Development half day was well received by staff, although some found having to complete their playground duty disruptive.

Future recommendations -

Wellbeing week and activities to be included as part of the plan for 2021-2024. A budget to be arranged with staff contributing a set amount of money towards the events.

### Connect time

Data collected -

Analysis of the connect wall, student survey, staff survey

Analysis -

The wall analysis showed that some students did not receive one connection per term. Data showed that we did not meet the aim of connection time. Senior students were the students with the least amount of connections.

Survey results of students showed that student it was a positive experience for majority of students. Students did not always see past teachers, however made connections with new teachers. Majority of students said they would like connect time to continue into the future. Overall connect time was positively received from students and they seem to value the time and cards.

Staff survey found that half of the staff surveyed liked connect time. Some felt that it was forced and that there was not enough time to make a proper connection.

Further recommendations -

Revisiting students again if the teacher feels that they need to make more of a connection. More playground activities to support connect times. Five week sprint to connect with students. You have a set group of students for the week and sign them off. Connections with students from previous years. After a robust discussion, it was decide to give connection time another go for 2021 with some different approaches.

Connect Time

Wellbeing Week

COVID Casuals

#### Funding Sources:

- (\$40000.00)
- (\$7000.00)
- (\$5000.00)

**Process 3:** Communication across the whole school community is transparent, purposeful and clear.

### Evaluation

### Funds Expended (Resources)

#### Split playground and activities

Data collected -

Survey of students form Term 3, Sentral data and count of students at each activity.

Analysis -

Laptops

iPads

Seesaw Licence

## Progress towards achieving improvement measures

The survey that was conducted at the end of Term 3 was to discuss activities the students enjoyed and seek different options for activities. The data showed that some activities were not valued by students and these were replaced with popular suggestions by students.

The central data of incidents from Lunch 2 showed a decrease in Term 3 and an even further decrease for Term 4. There was no significant change for Lunch 1. Discussion of the data revealed that the students are engaged in the activities and by giving students structured activities incidents on the playground decreased.

The count of students at each activity showed that each had students attend, while some activities were better attended than others. These numbers will need to be reviewed closely to decide which activities will be kept in 2021.

Further recommendations -

After analysis of data and discussion with staff it was decided that the activities should be continued into 2021 where possible. It was suggested that some activities be placed into Lunch 1 to also assist in providing structured activities for students both breaks and potentially reduce the behaviour incidents on the playground.

### Community engagement

Data collected -

Facebook analysis, Calendar of events, Tell Them From Me data.

Analysis -

Facebook analysis for a four week period showed a decline in community engagement due to the number of posts on the page. During a different four week period from October to November, there was an increase of positive interaction and followers.

The calendar of events was altered for 2020 due to Covid-19, however, this was discussed in-depth by the group at the events that would normally be held to engage the community. The calendar was modified and presented for 2021.

Tell Them From Me data showed a decrease in parent engagement in activities from 2019 to 2020 due to Covid-19. Parent contact remained unchanged from 2019 to 2020, even though parents were not allowed onsite for majority of the year.

Further recommendations -

Events to engage the community should recommence in line with restrictions and regulations for Covid.

### Home school communication

Data collected -

See saw analysis, Central data for parent conference, Parent survey.

Analysis -

The Seesaw data showed large parent engagement during March-May when students were working from home. This included communications via the application, as well as the tasks being completed by students. After students returned to school full time, there was a dramatic decrease in parent and student engagement on the application, however some classes still interacted

### Funding Sources:

- (\$60000.00)
- (\$70000.00)

## Progress towards achieving improvement measures

with parents and students by setting tasks and homework.

Sentral data showed a dramatic increase in parents phone calls from 2018 to 2020, with an additional 1300 parent calls made in 2020 to 2018. These calls were made for a range of reasons, including attendance check ins, academic concerns, reports of behaviour and positive phone calls as part of our connect time.

The parent survey was completed by 100 parent/carers. The data showed that Skoolbag was the most popular form of communication used by parents. Many parents (78%) said that they review Facebook for pictures and celebrations. The comments focused on the schools communication methods, with many parents wanting individual teacher email addresses.

Further recommendations -

Seesaw should be reinstated to the original purpose to share and celebrate classroom events and learning with parents, although the message feature would not be included.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$2 500.00)</li> <li>• Aboriginal background loading (\$12 500.00)</li> <li>• Aboriginal background loading (\$1 000.00)</li> </ul>	<b>Cultural activities</b> Planned for whole school year, one quarter of allocated money spent due to restrictions onsite related to COVID-19.  <b>NAIDOC</b> Inclusive approach with whole school involved. Timing adjusted due to COVID-19. End of year celebration opportunity with 100% of students in attendance contributing.  <b>PLPs</b> - 59% said that they don't feel confident in forming them. 54% would like assistance. Overall preference was to go through the process and communication with parents over the phone. Future directions, look to gain access from SMART goal training, revise Sentral process for completing a PLP through professional development.
<b>English language proficiency</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• English language proficiency (\$42 036.00)</li> </ul>	The additional teacher was deployed during remote learning to support students as requested by teachers. 14 Students received ongoing support at Beginner and Emerging levels in Semester 2
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$70 613.00)</li> </ul>	Funding was used to provide additional students one on one and small group support in the classroom and in the playground.
<b>Quality Teaching, Successful Students (QTSS)</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$109 384.00)</li> </ul>	Funds were used to support the additional release of executive staff. One staff member supported the build process, two staff members work in the role of Learning and Support throughout the school and two staff members supported pedagogy development.
<b>Socio-economic background</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Socio-economic background (\$33 937.00)</li> <li>• Socio-economic background (\$38 036.37)</li> <li>• Socio-economic background (\$105 792.78)</li> </ul>	<b>Higher-duties Additional Assistant Principal Wellbeing</b> Assistant Principal was released full-time to support student and school wellbeing. Parent contacts increased, students had consistent point of contact  <b>Additional technology for teachers</b> 45 laptops for teachers together with staff tablets were purchased early in 2020 to support improved access to technology and improved communication with home. This was purchased before COVID-19 required remote learning. Teacher surveys reported high appreciation of initial set-up supplied by the school during remote learning.  <b>Student technology to support remote learning</b> 67 iPads and 66 laptops for students and remote learning during COVID. School infrastructure was adjusted to ensure that 10 working devices were available in every

<p><b>Socio-economic background</b></p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$33 937.00)</li> <li>• Socio-economic background (\$38 036.37)</li> <li>• Socio-economic background (\$105 792.78)</li> </ul>	<p>classroom for students. The laptops were deployed into Stage 2 and 3 to supplement current supply in classrooms. Ipads were utilised in Stage 1 to supplement technology. Tablets used to support staff in communicating with parents through Seesaw.</p>
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# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	301	313	298	267
Girls	322	305	302	271

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.8	94.3	93.9	87.9
1	94.9	93.6	94.5	90.7
2	95.4	94.4	92.2	88.9
3	94	95.3	94.3	88.4
4	93.4	93.2	94	89.2
5	92.3	92.7	92.7	92.3
6	92.5	91	91.9	89.4
All Years	93.9	93.5	93.3	89.6
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

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

## Management of non-attendance

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

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

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	19.64
Literacy and Numeracy Intervention	0.84
Learning and Support Teacher(s)	1.3
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	3.96

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

## Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

## Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and Departmental priorities.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
<b>Opening Balance</b>	712,392
<b>Revenue</b>	5,218,422
Appropriation	5,131,115
Sale of Goods and Services	2,714
Grants and contributions	83,328
Investment income	1,165
Other revenue	100
<b>Expenses</b>	-5,498,782
Employee related	-4,969,642
Operating expenses	-529,140
<b>Surplus / deficit for the year</b>	-280,359
<b>Closing Balance</b>	432,033

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## Financial summary - Equity loadings

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	344,102
<b>Equity Total</b>	429,051
Equity - Aboriginal	42,747
Equity - Socio-economic	124,637
Equity - Language	46,681
Equity - Disability	214,986
<b>Base Total</b>	3,634,263
Base - Per Capita	144,303
Base - Location	0
Base - Other	3,489,960
<b>Other Total</b>	518,133
<b>Grand Total</b>	4,925,548

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

# Parent/caregiver, student, teacher satisfaction

Parents, teachers and students completed the 'Tell Them From Me' survey throughout 2020 with students completing the survey twice. Regular feedback was sought through the P&C on the school situational assessment process and findings.

On average, the school performed slightly lower than state average in parents and student responses. Specifically the survey indicated a decline in student belonging at school. This will be a major focus of Strategic Direction 3 for the School Improvement Cycle. Teacher responses improved in many areas though the People Matters survey.

A snap shot of teachers, parents and student responses are pictured.

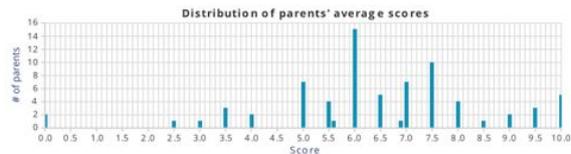


## Student Feedback

Inclusive school

School Mean (NSW Govt Norm) **6.4 (6.7)**

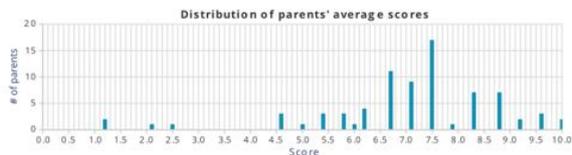
Teachers help students who need extra support.	6.4
School staff create opportunities for students who are learning at a slower pace.	6.2
Teachers try to understand the learning needs of students with special needs.	6.2
School staff take an active role in making sure all students are included in school activities.	6.6
Teachers help students develop positive friendships.	6.8



School supports learning

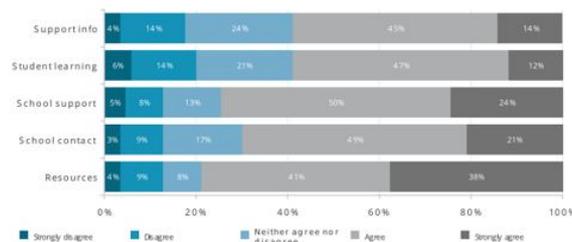
School Mean (NSW Govt Norm) **7.1 (7.3)**

Teachers have high expectations for my child to succeed.	7.1
Teachers show an interest in my child's learning.	7.5
My child is encouraged to do his or her best work.	7.8
Teachers take account of my child's needs, abilities, and interests.	6.9
Teachers expect homework to be done on time.	5.9
Teachers expect my child to work hard.	7.2



Experiences of learning from home

How strongly do you agree with each of the statements:

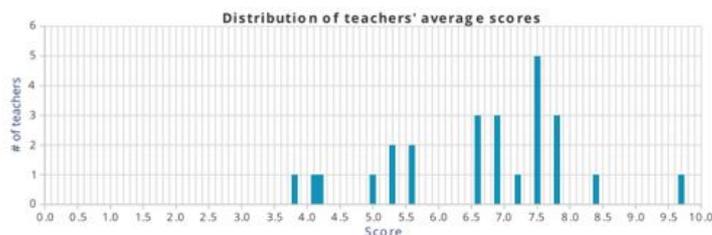


Parent Feedback

Collaboration

School Mean (NSW Govt Norm) **6.6 (7.8)**

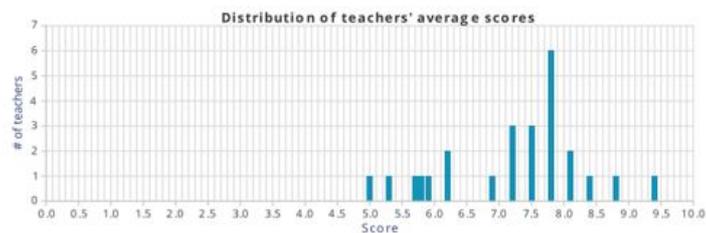
I work with other teachers in developing cross-curricular or common learning opportunities.	5.9
Teachers have given me helpful feedback about my teaching.	5.7
I talk with other teachers about strategies that increase student engagement.	7.5
Other teachers have shared their learning goals for students with me.	5.6
Teachers in our school share their lesson plans and other materials with me.	6.7
I discuss my assessment strategies with other teachers.	7.4
I discuss learning problems of particular students with other teachers.	8.4
I discuss my learning goals with other teachers.	6.2



Learning Culture

School Mean (NSW Govt Norm) **7.2 (8.0)**

I give students written feedback on their work.	6.4
I talk with students about the barriers to learning.	7.1
In most of my classes I discuss the learning goals for the lesson.	6.9
Students become fully engaged in class activities.	7.1
I monitor the progress of individual students.	8.1
I am effective in working with students who have behavioural problems.	7.5
I set high expectations for student learning.	8.1
Students find class lessons relevant to their own experiences.	7.1



Teacher Feedback

# Policy requirements

## Aboriginal Education Policy

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The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

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All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

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Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.