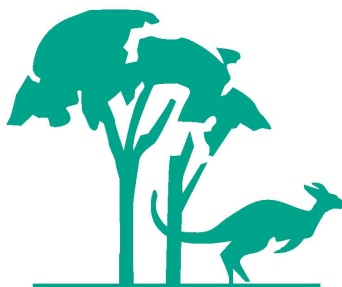# 2020 Annual Report

Ropes Crossing Public School

growth through learning

ROPES CROSSING PUBLIC SCHOOL
Est 2008

4645

Introduction

The Annual Report for 2020 is provided to the community of Ropes Crossing 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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School vision

Ropes Crossing Public School is committed to providing a safe and nurturing environment in which high expectations are reflected in our core values of being safe, responsible, respectful excellent learners for all stakeholders.

Our vision is for every child to be able to connect, succeed and thrive, with our students becoming active and informed citizens, confident and creative individuals who are versatile, future focussed learners.

Ropes Crossing Public School fosters authentic community partnerships which are underpinned by an embedded school culture of diversity being celebrated, embraced and respected by all.

Our staff are passionate life long learners and are skilled in providing high quality, differentiated learning experiences to all students.

School context

Ropes Crossing Public School is a Public Private Partnership (PPP) school which was established in 2008, providing quality teaching and learning programs to a student population of approximately 847 Kindergarten to Year 6 students.

Enrolments include 64% of students from language backgrounds other than English, with the largest representations from India and the Philippines. Our diverse student body is represented by over sixty language groups. Aboriginal and Torres Strait Islander student enrolments total 5%.

As a developing school, with additional families moving to the Ropes Crossing community, enrolment numbers are expected to continue to increase. Our permanent homebases are supplemented with demountable classrooms.

Ropes Crossing Public School strives to provide a well-balanced academic curriculum across all Key Learning Areas, promoting the highest of expectations for the very best in student learning outcomes.

Positive behaviour for positive learning is promoted with the provision of a safe, caring and happy environment where quality education is promoted for every child, ensuring growth through learning.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	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	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Our school has established structures for ongoing evaluation against the School Excellence Framework version 2. On an annual basis, evaluation occurs that involves all staff members, who engage deeply with each of the domains and themes presented in the SEF. Based on a shared understanding of these domains and themes, evidence is collected, analysed and evaluated against each theme. This collaborative effort determines the school's overall determination of Working Towards, Delivering, Sustaining and Growing or Excelling in each SEF component. Our school is committed to continue striving for excellence.

Strategic Direction 1

Engaged, future focussed, learners.

Purpose

To equip our students with academic, social and emotional skills to become motivated, creative and critical life-long learners who are able to adapt and thrive in a rapidly shifting and challenging world as global citizens.

Improvement Measures

Positive Behaviour for Learning is implemented consistently school-wide to monitor, record and promote positive student behaviour.

40% of students achieve results in the top 2 bands for reading and numeracy in NAPLAN.

All teaching and learning programs demonstrate evidence of future focused pedagogies.

Overall summary of progress

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic.

The school did however, participate in the Check-In assessment for Year 3 and Year 5.

Assessment data for Year 5, identified in Reading, students were performing well in interpreting visual imagery in poetry, and correctly interpreting and tracking meaning in a narrative text, using connectives. An area for future teaching and learning is making inferences in poetry, particularly identifying the main idea, as well as interpreting metaphorical language in a poem. In numeracy, students were performing well using knowledge of decimal place value in addition. An area for future teaching and learning, is identifying 3D objects, as well as recognising 2D shapes as polygons and identifying equivalent fractions.

Assessment data for Year 3, identified students in Reading were performing well in locating directly stated information in a simple text and were able to use pronoun references to track connections between people, places and events. An area for future teaching is in using contextual clues to interpret the meaning of a creative phrase and interpreting creative and figurative language in a poem. In numeracy, students performed well in using addition involving one and two-digit numbers to determine a total. An area for future teaching is in solving a problem using subtraction involving 2 two-digit numbers in some areas of measurement, including measuring the area of an object and mass.

Progress towards achieving improvement measures

Process 1:   Student Wellbeing

Implementation of positive Behaviour for Learning (PBL) to provide processes to support student wellbeing across all school settings.

Evaluation	Funds Expended (Resources)
Over the past three years the school based PBL team have undertaken training in the PBL Universal Systems and the PBL Classroom Systems. The school matrix for behaviour expectations was regularly reviewed and refined and resources were purchased, designed and implemented to support the implementation. The committee regularly reviewed data to adapt PBL directions, playground activities and organisation and signage. Ropes Crossing Public School has a school wide system to document, record and communicate behaviour and disciplinary incidents as they occur. The PBL committee has developed a school-wide Universal Matrix, awards systems and flow charts, student reflection sheets and behavioural risk assessments. Both positive and negative behaviours are recorded in the STARS data base. The PBL committee has had a sustained approach over a period of time, ensuring that each part is embedded authentically before	$2,500 **Funding Sources:** • ($0.00)

Progress towards achieving improvement measures	
moving onto the next part. The Kids Matter committee has implemented a range of interventions to support the Universal systems created through the introduction of PBL. The school has a very low suspension rate.	

Process 2:   Future Focused Learning

Draw on evidence-based practices to develop future focussed learning skills through the implementation of strategies such as STEM, Inquiry Based Learning, Problem Solving and ICT integration into daily practice.

Evaluation	Funds Expended (Resources)
The Future Focused committee over the last two years has had a significant focus on Robotics and STEM. PL has been provided to all staff in these areas, including an SDD on STEM, and employing a teacher two days per week to team teach with teachers in implementing robotics in their classrooms across all KLAs. We have also purchased a wide array of robotic equipment which is borrowed in class sets or used during Library team teaching lessons. We have made use of the resources available form the DoE, booking a range of STEMShare Kits on a regular basis, this has supported us in identifying which robotics and technology we would like to purchase for our school.	$10,000

Next Steps

Future directions have been identified in the areas of Reading, Numeracy and Assessment.

A shared vision will be created across K-6 for Ropes Crossing public School's Effective Reading Practice with 'Weekly Reading Expectations' for K-2 and 3-6 underpinning engaging and highly effective teaching and learning experiences in reading.

Staff capacity will be built through engaging in quality professional learning based on Department of Education NSW resources.

Staff capacity will be built in their learning and teaching through the co-construction of a school-wide scope and sequence based on syllabus content clusters that focuses on the integration of numeracy skills and knowledge through differentiated Numeracy programs.

Formative and Summative assessment will continue to be a focus and be practiced expertly by all teachers.

Strategic Direction 2

Quality, teaching & learning.

Purpose

To deliver quality, personalised teaching and learning underpinned by high expectations and excellence for all in a high challenge and high support environment, catering to the diverse nature of our school community embodied by a growth mindset.

Improvement Measures

All teaching and learning programs reflect a variety of data sources being utilised to drive differentiated learning experiences for students.

In all classrooms, there is evidence of formative assessment strategies such as 'Bump It Up' walls, explicit learning intentions and student feedback that feeds forward.

Personalised Learning Pathways for all Aboriginal students contribute to an increased percentage of Aboriginal students performing in the top 2 bands in NAPLAN Reading and Numeracy.

Overall summary of progress

During 2020 many planned activities needed to be modified due to COVID-19 pandemic restrictions.

Online learning packages where created for all grades K-6 and were provided in a variety of formats, including pen and paper copies, to ensure that all students could access the teaching and learning programs on offer during the period of time when students were learning from home.

Professional Learning activities needed to be modified for much of the year, but we still managed to fulfill most of our planned activities via online formats or in very small groups.

Three Rivers for Learning was a particular success for Ropes Crossing Public School, with seven staff members successfully completing the year long course, which was equivalent to half a Masters in Educational Leadership qualification.

The executive team undertook Professional Learning offered by the NSW Primary Principals' Association, titled 'Leading at the Speed of Trust'; a Stephen Covey course. This was very well received by the team and had lasting impact.

Progress towards achieving improvement measures

Process 1: Delivery of school wide professional learning to develop data literate teachers who implement informed and differentiated teaching and learning programs.

Evaluation	Funds Expended (Resources)
Staff collaboratively collate and analyse student data to create dynamic, differentiated personalised teaching and learning programs by working in collegial, data focused teams. Teaching and learning programs are initiated, adjusted and personalised through the use of a variety of authentic data sources Teachers have a deep understanding of how data is used to drive the teaching and learning cycle	$2,500

Process 2: Building capacity of current, future and teacher leaders through providing access to a range of professional learning and opportunities such as mentoring, action research projects and leading school wide initiatives.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

The school provides resources and professional learning funds to support teachers to build their capacity in teaching literacy and numeracy. Professional learning is aligned to the school plan and there are school wide structures in place to support this. There is a system embedded in school wide structures that supports teachers through the PDP and accreditation process. Beginning teachers are supported with mentors and provided time weekly within the timetable to meet with and be supported by their mentor. A compressive induction program is implemented to support new teachers and staff to the school. The work of Lyn Sharratt has been a focus of the executive team over the past three years. 3 members of the executive attended her workshop in 2019 and her book 'Clarity' was used during executive reading circles. In 2020 school leaders and teacher leaders took part in a research to practice project " Three Rivers For Learning'. The process included a workshop each term with in between tasks and readings to complete as a group. At Ropes Crossing the focus for this project was on collaboration.	**Funding Sources:** • Professional learning ($50312.00)

Process 3: Utilise systems to collect, track and monitor evidence from teaching and learning programs and student work samples that K-6 scope and sequences for each Key Learning Area are current, relevant and accurately reflect NSW syllabus documents.

Evaluation	Funds Expended (Resources)
K-6 Assessment Schedule accurately reflects and guides data that is used to individualise and differentiate teaching and learning programs. Formative and Summative assessment is integrated into teaching practice in most classrooms, confirming that students learn what is taught. Assessment is used flexibly and responsively as teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students. The school analyses selected data sets. eg. NAPLAN, and L3 and uses assessments as a tool to support learning across the school. All teaching and learning programs reflect the teaching of content from mandated NSW syllabus documents. K-6 scope and sequences for all Key Learning Areas are updated and reflect mandated NSW syllabus documents.	

Next Steps

Future directions will include ownership of learning and development of students built via connectedness, engagement and sharing of knowledge across the families of Ropes Crossing PS, in order to enhance student learning and well being.

Students with additional needs will be catered for and supported through programs provided to meet their specific needs. Learning programs will be differentiated to enable all students to access the curriculum at their level.

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Strategic Direction 3

Connected, collaborative partnerships.

Purpose

Increased opportunities to develop authentic partnerships acknowledging and celebrating our diversity so that our students can connect, succeed and thrive.

Improvement Measures

Increased and varied opportunities exist for parents, carers and community members to work as collaborative partners with students and staff, as evidenced by a 20% increase in opportunities from 2017 baseline data.

At least 80% of students indicate that they feel connected, engaged and have a sense of belonging at school, as evidenced by Tell Them From Me survey data.

All Aboriginal and Torres Strait Islander students feel connected to their culture at school, as evidenced by Tell Them From Me survey data.

Overall summary of progress

The following key elements have driven our focus and come from the BeYou framework. They are that relationships at all levels are essential, that a whole learning community approach is encouraged, enabling reflecting on policies and supporting change.

To achieve these goals we have:

Aimed to create a mentally healthy learning community. This has been achieved through the whole school implementation of iPLAY and the rezoning of the playground. The new student induction has also been a successful initiative. The resource is evident in all classrooms and is easily accessible when a new student arrives at the school.

The Student Representative Council began well with the students participating in an incursion. Students collectively worked on their leadership skills and their goals for the year. The students had great ideas and high expectations for the year, however COVID -19 restrictions made many of the plans impossible to implement.

Progress towards achieving improvement measures

Process 1: KidsMatter

Through the implementation of the KidsMatter framework, positive partnerships between all school stakeholders are enhanced so that all students thrive and have a sense of belonging.

Evaluation	Funds Expended (Resources)
The Kids Matter Committee at Ropes Crossing PS have been working to improve student and staff wellbeing. A team of committee teachers have implemented a range of initiatives and the impact has been significant. The key changes have been the inclusion of iPLAY, the playground rezoning which included iPLAY elements and was created with students and the PBL team.	$2,500

The iPLAY initiative was led by a team of Kids Matter teachers. These teachers were trained by an external leader and then trained 37 staff members to be confident in delivering high quality physical education in all school settings.

We have rezoned the playground into coloured zones. These zones were set with student and teacher input. Each zone has specific rules and expectations and resources and signs have been created. The rezoning of the playground has allowed students to know what is expected of them in each area of the school and maximizes the playing area for students. The rezoning of the playground has reduced the number of playground incidents.

Progress towards achieving improvement measures

The SRC program began well with the students participating in an incursion. Students collectively worked on their leadership skills and their goals for the year. The students had great ideas and high hopes for what they would like to achieve, however with COVID -19 and the restrictions in place most of these became impossible.

Process 2: Parents in Partnership

Developing authentic learning partnerships with parents and carers by empowering them to be active and connected participants in their child's learning journey.

Evaluation	Funds Expended (Resources)
During 2020 the Parents in Partnership Committee was forced to find new and innovative ways to ensure that parents were engaged in the school community. On-line platforms were used to were utilized to ensure that parents had a voice and were informed about the school and what was happening. .	$2,500

Next Steps

Future directions will include maintaining a universal system for behaviour management in all school settings.

Whole school attendance initiatives modelled on a tiered framework of support and intervention and tailored to the school community.

Continue to implement initiatives that promote positive wellbeing and connectedness.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	**Funding Sources:** • Aboriginal background loading ($31 357.00)	A major achievement in 2020 was the completion of the Yarning Circle. A traditional ceremony was held with a local elder prior to work commencing. Due to COVID restrictions this ceremony was restricted to the Aboriginal students only, but was live streamed into all classrooms via zoom. During the ceremony the elder told a local story about the waratah. After the work was completed the students across the school had the opportunity to retell and role play the story heard and this was shared during weekly zoom assemblies. Two waratahs have been planted next to the yarning circle as a permanent reminder of the occasion. Other planned events were severely interrupted due to COVID restriction. The school did still recognise significant events such as Reconciliation Week and NAIDOC Week, but plans were modified. During Reconciliation Week the Aboriginal students came together for a yarn up and were presented with a gift and note to go home to all families as a recognition that, even though we could not come together in traditional ways that they were still in our thoughts. Each class celebrated NAIDOC Week with class based activities. Personalised Learning Pathways were developed for Aboriginal students. Once again due to COVID restrictions, the way in which the plans were developed had to be modified to comply with guidelines. Staff remain committed to closing the gap in achievement for Aboriginal and Torres Strait Islander students and are committed to providing an inclusive curriculum encompassing Aboriginal perspectives across all KLAs.
English language proficiency	Employ a teacher 1 day per week. $21, 879. Employ a SLSO $29,071 **Funding Sources:** • English language proficiency ($50 950.00)	EALD students are supported in a culturally inclusive learning environment which maximises student learning opportunities and potential for success. In 2020 the flexible funding was used to fund the employment of a teacher one day per week to increase the available support for students. It also funded the employment of and SLSO to support students with the English language proficiency. A collaborative approach between Class Teachers and EALD Teachers is taken to co-construct meaningful teaching and learning programs to cater for the specific needs of EALD students. Class Teachers and EALD teachers co-design teaching and learning programs that include scaffolds and adjustments for EALD students. With more than 60 language groups represented, our school recognises the

English language proficiency	Employ a teacher 1 day per week. $21, 879. Employ a SLSO $29,071 **Funding Sources:** • English language proficiency ($50 950.00)	importance of valuing and supporting the diversity of culture. Our teaching practices ensure that learning activities and programs have embedded multicultural perspectives and that the resources available cater to the school's diversity.
Low level adjustment for disability	Employ a LaST Teacher 0.7 $76, 569 Engage a Speech Therapist $24, 872 **Funding Sources:** • Low level adjustment for disability ($101 441.00)	In 2020 the Low Level Disability Funding for Disabilities was used to employ a teacher part time to increase the level of support for students with additional learning and support needs. A Speech Therapist was engaged to support students with additional needs in the areas of expressive and receptive language. Ropes Crossing Public School has a strong commitment to assisting students with learning and support needs. A collaborative effort from staff, executive, the Learning and Support Team, School Counsellor, School Learning and Support Officers and external providers ensures that there is an effective environment for learning for all students. Regular assessment, monitoring and review of each student's individual learning need is evident via Individual Learning Plans, Personalised Learning Pathways, Healthcare Plans and National Consistent Collection of Data. Students with healthcare plans are clearly displayed in the Sick Bay, documented and supported by regular communication between administrative staff and parents, with plans displayed and medications stored safely.
Quality Teaching, Successful Students (QTSS)	**Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($151 387.00)	In 2020, Quality Teaching, Successful Students (QTSS) funds were used to enable the executive team to provide instructional leadership, mentoring and support to their teams. At Ropes Crossing Public School, executive and aspiring executive staff have access to mentoring and coaching sessions with an external leadership mentor. Mentoring sessions are individually differentiated to meet the needs of the teacher and coaching conversations are built around evidence based research on leadership development. At Ropes Crossing Public School, there is a focus on developing a comprehensive professional learning plan and there are processes in place to build the capacity of all staff. All teachers participate in the development of a Performance and Development Plan. They discuss their goals with their supervisor and are provided with the resources and support to implement the plan and are provided with feedback on their progress. Regular opportunities for supported reflection on PDP goals between teachers and supervisors were provided within timetables for executive release.
Socio-economic background	SLSOs $41, 318	School Learning and Support Officers play an

Socio-economic background	Sports in Schools (part funding) $38, 107 **Funding Sources:** • Socio-economic background ($79 425.00)	important part in enabling the school to provide additional supports to students with additional learning needs. During 2020 this was partly funded through Low Socio-economic funding. Other funding was used to part fund an initiative where teams are provided time every three weeks to come together for discussions about student progress and data. They then plan for future teaching and learning activities to address identified areas of need. An external provider is contracted to deliver sporting and fundamental movement skills lessons to students during the times when teachers are meeting.
Support for beginning teachers	**Funding Sources:** • Support for beginning teachers ($86 886.00)	Beginning and Early Career Teachers at Ropes Crossing Public School are strongly supported at various levels throughout the school. Departmental Beginning Teacher Support funding is utilised according to Department guidelines to allow for Beginning Teachers to access an additional two hours of time off class to focus on building their capacity and professional learning. In a Beginning Teacher's first year of full-time teaching, one of these hours is spent working alongside an experienced mentor. To provide additional support and structure to the learning of Beginning Teachers, targeted programs addressing the self-identified needs of Beginning Teachers known as 'Learning The Ropes' (1st Year Beginning Teachers') and 'Climbing The Ropes' (2nd Year Beginning Teachers) run throughout the year. Learning The Ropes and Climbing The Ropes started as a series of workshops that are delivered by experienced staff to provide Beginning Teachers with workshops designed to build their skills and knowledge in their areas of need, following the Great Start, Strong Teachers model and resources. This has now evolved into a more embedded approach to ongoing professional learning, responsive to the reported needs of individual Beginning Teachers based on data and feedback collected directly from them prior to the start of the program. Beginning Teachers now have access to lesson observations as a part of Beginning Teacher PL team where they learn from workshops, have pre-observation discussions, observe a lesson based on theory learnt in the workshop, then undertake a post - observation reflection. Feedback from this new model for supporting Beginning Teachers is that it is a highly effective way of building their capacity, as well as that of teacher leaders within the school.
Bump It Up		Visible learning practices are embedded K - 6 and are part of every day teaching and learning at Ropes Crossing Public School. Learning Intentions and Success Criteria are used in all explicit teaching experiences. Bump It Up and Curriculum Implementation

Bump It Up		are one and the same throughout Ropes Crossing Public School. A culture of High Expectations for All Learners is reflected in improvement in every student's learning. Programming is collaborative and driven by collection and analysis of authentic data sources on an ongoing basis.

Student information

Student enrolment profile

Students	Enrolments			
	2017	**2018**	**2019**	**2020**
Boys	325	362	399	435
Girls	361	406	433	412

Student attendance profile

School				
Year	**2017**	**2018**	**2019**	**2020**
K	93.2	92.7	91.1	85.4
1	93	92.3	90.8	85.2
2	92.3	92.9	90.5	86.5
3	91.1	92.3	91.8	85.1
4	93.4	91.5	91.9	88.4
5	92	93.8	91.2	87.5
6	91.7	93.1	91.4	84.9
All Years	92.5	92.6	91.2	86.2
State DoE				
Year	**2017**	**2018**	**2019**	**2020**
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	34.44
Literacy and Numeracy Intervention	0.6
Learning and Support Teacher(s)	1.3
Teacher Librarian	1.4
Teacher ESL	2
School Administration and Support Staff	5.17

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

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

Workforce ATSI

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

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

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

Financial information

Financial summary

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

	2020 **Actual** ($)
Opening Balance	623,203
Revenue	7,043,259
Appropriation	6,995,255
Sale of Goods and Services	20,318
Grants and contributions	26,662
Investment income	824
Other revenue	200
Expenses	-7,161,848
Employee related	-6,581,916
Operating expenses	-579,932
Surplus / deficit for the year	-118,589
Closing Balance	504,613

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	80,205
Equity Total	624,136
Equity - Aboriginal	31,357
Equity - Socio-economic	79,425
Equity - Language	269,715
Equity - Disability	243,640
Base Total	5,776,882
Base - Per Capita	200,099
Base - Location	0
Base - Other	5,576,783
Other Total	366,162
Grand Total	6,847,386

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

School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

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

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

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

In 2020 the school used the 'Tell Them From Me' surveys to help guide school planning and to identify improvement measures. The highest participation rate is from students. There is a relatively low rate of participation from the parent group.

40% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge. The NSW Government norm for this category is 53%.

30% of students were confident of their skills but did not find classes challenging. The NSW Government norm for this category is 26%.

23% of students were not confident of their skills and found English and Maths challenging. The NSW Government norm for this category is 14%.

7% of students lacked confidence in their skills and did not feel they were challenged. The NSW Government norm for this category is 7%.

Parents were also invited to participate in the Tell Them From Me survey. In the domain of 'Two-way Communication with Parents', two sub-elements were examined: 'Parents feel welcome' and 'Parents are informed'. Parents and carers reported that they are well informed about school activities, that written communication is in clear, plain language and that administrative staff are helpful with parent's problems or questions. Some areas to address based on parental feedback were informing parents about their child's social and emotional development and informing parents about opportunities concerning their child's future.

Two staff focus groups were conducted to gather the opinions of Executive and teaching staff across K-6 in the areas of Collaboration, Evaluative Practice and Resource Allocation. The data gathered from the focus groups was analysed thematically to determine consistencies and inconsistencies between each groups opinion on each of the three areas.

Teachers suggested efforts should be directed towards building cohesive collaboration across K-6 and shared decision making to enhance existing embedded systems within the school. Executive staff responses suggest that professional learning initiatives undertaken by Executive to shift staff mindsets towards collaboration and building staff confidence in explicit teaching pedagogies are not yet having the desired effect in terms of 'shift'.

Both teachers and Executive were able to identify a number of examples of how evaluative practice is used in teaching and learning. They could identify systems in place for regular data collection and / or analysis. Feedback indicated that there were some areas for improvement. When staff forum responses were compared to What Works Best survey data, it is evident that staff acknowledge that whole school systems for evaluative practice exist but that capacity and confidence of teachers as individual practitioners is an area that requires focus and development. Although it is acknowledged that whole school systems and structures exist for evaluative practice, staff indicted that these systems need refinement and closer monitoring in order to strengthen the impact they have on student outcomes.

Staff acknowledge that time and space for engaging in evaluative and collaborative practice is part of the resource allocation model from the school. They also acknowledge that there has been an increase in the resourcing available for teaching and learning materials from where it was.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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