

2020 Annual Report

Snowy Valleys School



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Introduction

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

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

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School vision

We empower students to develop skills and strategies to become successful, independent citizens striving to reach their full potential in a supportive learning environment.

School context

Snowy Valleys School is part of the Department of Education schools in N.S.W. The school is located in Tumut and is part of the Gundagai Network of schools. The school provides an enthusiastic and specialised educational environment in which all students' access quality educational programs within a varied and balanced curriculum.

The school caters for students from Preschool to Year 12. The students present with a diverse range of disabilities, requiring individualised planning which is developed in consultation with parents and interagency groups. Students, parents and staff work as a team to create a positive school culture with high expectations. Education through collaboration is the cornerstone of Snowy Valleys School's philosophy.

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

Strategic Direction 1

Student learning and engagement

Purpose

To ensure a student-centred learning environment that nurtures and guides all students with quality programs so that every student reaches their full potential.

Improvement Measures

An improvement in the behaviour of all students across the school is evident through the data captured.

Teachers use reliable assessment to capture information about student learning especially in literacy and numeracy.

Progress towards achieving improvement measures

Process 1: Teaching and learning programs and delivery are developed in consultation with parents and other professionals.

Evaluation	Funds Expended (Resources)
All teachers are producing more detailed programs, particularly in literacy to meet the individual need of their students and achieve selected outcomes.	<p>Request the support of the Literacy and Numeracy Strategic Advisor to support the development of less experienced staff in literacy teaching during term 2/3.</p> <p>Use of SSP Supplementary funding provide casual teachers for release of identified teachers.</p> <p>Each teacher to receive a half day to work with the LNSA</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$4000.00)

Process 2: Parent information afternoons to develop understanding of Student Wellbeing programs implemented at the school.

Evaluation	Funds Expended (Resources)
<p>All parents received the PBL pamphlet.</p> <p>Has there been a change in the understanding of the parents and there relationship with the school - with information about PBL and photos of students receiving PBL rewards. Yes we do believe that there is more understanding of the PBL values within the school community. Reward days and draws also are publicized with letters home, newsletters and the schools Facebook page.</p> <p>What of the other wellbeing programs eg. peer support, Smiling Minds, therapy dog, Breakfast Club, SAKG program, Chaplain and access to the Wellbeing teacher.</p> <p>Wellbeing teacher and AP overseeing PDHPE to speak to the P&C about Wellbeing in the school, support provided and the programs that we implement at the school in 2021.</p>	<p>Wellbeing teacher - one day per week. Therapy dog - grooming, training, food PBL - reward day, canteen vouchers Smiling Minds - staff training Peer support training - staff/students</p> <p>SAKG program - staff training, food costs to supplement what is grown in the garden, each subject area given \$500 to buy resources for the garden, kitchen, science and HSIE., 5 days SLSO-Kitchen/Garden support - \$64000 SSP Supplementary funding</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$35000.00)

Process 3: Continue to develop whole school assessment procedures to track students' progress towards their

Progress towards achieving improvement measures

Process 3: identified priorities.

Evaluation	Funds Expended (Resources)
<p>Does the assessment schedule meet the needs of the school? Continue to work with staff as to what needs to be incorporated in this schedule - answering the following questions -</p> <p>Is there a need to adjust the amount of assessment; are the assessment tools providing 'good' data?</p> <p>What is the best assessment for the school to utilise, not just gathering data, but data to inform programming.</p>	<p>Assistant principal to be provided extra release time to follow up the school's assessment schedule for 2021 looking at formative assessment and how to implement this into the school.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$2000.00)

Strategic Direction 2

Strong and connected community partnerships

Purpose

The school engages in strong collaboration between parents, school and the local community to enhance student outcomes.

Improvement Measures

Increase in number of students attending work placement in the community, independently.

Parents and community members engage in a range of school-related activities which help build the school as a cohesive educational community.

Progress towards achieving improvement measures

Process 1: Evaluate and build on the current approaches of communication between the school and the community.

Evaluation	Funds Expended (Resources)
Increased number of parents and school community visiting the school's website and Facebook page who are engaging with these sites and providing positive feedback.	Staff member employed one day per week to complete above tasks. \$13000.00

Process 2: Parents and community members have the opportunity to engage in a wide range of school related activities.

Evaluation	Funds Expended (Resources)
<p>Due to COVID-19 most school activities involving parents and community members ceased for terms 2, 3 and most of term 4.</p> <p>However in Term 3 students returned to their work placements and so again were engaged in transition to work activities.</p> <p>The four Year 12 students were very successful, securing part-time paying jobs for two students, one student fulltime with an NDIS provider. The fourth student, before they moved to a large regional town had secured a part-time paying position and their own accommodation.</p>	<p>Transition to Work Program .1 teacher - entitlement plus .1 school funding- \$11000 Job coach - Link funding \$13000 SLSOs- School to Work funding \$5000 plus socio economic funding</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$10000.00)

Process 3: Prioritise meetings with families and allocate resources to support planning, both school based and transition programs.

Evaluation	Funds Expended (Resources)
All year 12 students have their NDIS plans and their work placements for the following year completed ready for the students to commence for their first post school year.	See resource allocation for Process 2.

Strategic Direction 3

Quality teaching

Purpose

To promote high quality educational practices with consistently high standards.

Improvement Measures

Teachers engage in professional learning targeted to school priorities, the needs of their students and the achievement of their professional goals.

Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement.

Progress towards achieving improvement measures

Process 1: Staff engage in professional learning that is in line with the School Plan and individual PDPs.

Evaluation	Funds Expended (Resources)
<p>The impact of training within the classroom and whole school resulted in staff being more skilled in managing students wellbeing, understanding the reasons behind behaviour of identified students and where to investigate and locate support for these students, in consultation with the families.</p> <p>Sharing of ideas from professional training - collaborative learning for staff.</p> <p>PDPs completed - looking towards the following year.</p>	<p>Due to COVID -19 many of the planned training did not occur as the events were cancelled.</p> <p>Any training occurred through Zoom.</p> <p>Funding was allocated to course fees and casual wages through out the year.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$6000.00)

Process 2: Utilise assessment information to evaluate programs and track student learning over time.

Evaluation	Funds Expended (Resources)
<p>This process was off track and as a whole school staff we will follow up assessment as an important element of the new school plan in 2021.</p>	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Training for Minilit and Spell it - one staff member</p> <p>Purchase of resources for the implementation of the program -\$4000</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Professional learning (\$2 000.00) 	<p>Students have show growth in their literacy skills. The data gathered shows evidence of this growth. The data gathered is from testing using the assessment tools that are provided with the Minilit program and also using the SWANs assessment tool. Both showed the growth from the first assessment in Term 1/2 and the next assessment in Term 3/4. Analysing these results all students have shown growth in their literacy,</p> <p>Students have responded exceptional well to the Minilit program with their literacy showing significant growth.</p>
Quality Teaching, Successful Students (QTSS)	<p>Extra SLSO support in the classroom - 2hrs x 2 days per week.</p> <p>Release for classroom teacher to work with a specialist speech pathologist from Sydney 1 day per term.</p> <p>AP release - 3 days</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$6 000.00) 	<p>This funding was used to increase the teacher's time working with the students 1:1. with significant literacy and communication needs</p> <p>To increase the students participation and engagement in literacy activities using hi tech and low tech supports..</p> <p>The teacher is able to put into practice strategies and program that she has established from attending previous AGOSCI training.</p> <p>Funding was also allocated to the AP to develop her knowledge of formative assessment so she was able to then train the staff on the use of formative assessment.</p>
Socio-economic background	<p>SLSOs to support students at work placement of students from Yr 9 to Yr 12 - eight students.</p> <p>Cost of resources for the garden and kitchen - consumables</p> <p>Each subject \$500 to purchase resources</p> <p>.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Socio-economic background (\$40 000.00) 	<p>Due to COVID -19 funding was not fully expended.</p> <p>Stephanie Alexander Kitchen Garden Program</p> <p>By the end of the year the students will have developed hands on skills in the garden and the kitchen and improved their knowledge in the subjects of science and history/geography.</p> <p>Transition to Work Program</p> <p>Some students attended one placement per week while the Yr 11 and Yr 12 students attend 3 to 4 placements per week. Some students needed intensive assistance while other students were independent. Transition to work students have improved their work skills and have a better understanding of work and the expectations of the employer when it comes to participating in a work place.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	17	18	17	17
Girls	9	8	6	9

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	3.74
Teacher Librarian	0.2
School Administration and Support Staff	6.64
Other Positions	0.1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

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

Workforce ATSI

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

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

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

Financial information

Financial summary

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

	2020 Actual (\$)
Opening Balance	210,131
Revenue	1,929,532
Appropriation	1,905,877
Sale of Goods and Services	259
Grants and contributions	23,033
Investment income	362
Expenses	-1,874,193
Employee related	-1,639,318
Operating expenses	-234,875
Surplus / deficit for the year	55,339
Closing Balance	265,469

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	0
Equity Total	63,166
Equity - Aboriginal	4,821
Equity - Socio-economic	58,345
Equity - Language	0
Equity - Disability	0
Base Total	1,487,277
Base - Per Capita	16,090
Base - Location	1,798
Base - Other	1,469,389
Other Total	285,765
Grand Total	1,836,208

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.

Parent/caregiver, student, teacher satisfaction

Parents were surveyed in November of 2020.

The survey asked parents/carers about their satisfaction with the school meeting the needs of their children.

The survey asked the parents/carers how satisfied they were with the school in the following focus areas:

1. the level of educational support their child received at school
2. the schools understanding of their child's strengths and needs
3. there were appropriate adjustments made for their child to access the curriculum
4. the level of communication between the school and families
5. the programs and services provided and implemented at the school.

The number of surveys returned represented 25% of the school families.

The respondents' answers to the questions pertaining to the focus areas were that they were extremely satisfied in all areas except communication where they were satisfied.

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.