

2020 Annual Report

Wingham Public School



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Introduction

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

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

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School vision

Wingham Public School is a school of excellence that promotes a positive and respectful learning environment. Through a commitment to learning and high expectations, our passionate and inspired teachers work in collaboration with students and the community. We take a personal and collective responsibility for the growth of each individual.

School context

Wingham Public School is situated on the town's outskirts. It is distinguished by its well-equipped buildings, facilities and commanding rural views, encompassing an area of five hectares. There are 211 families with a total of 305 students. Of these 153 are male and 152 are female. 56 students identify as Aboriginal or Torres Strait Islander. The school Family Occupation and Educational Index (FOEI) is 130 with 78% of families falling within the lowest two Socio Economic bands. The school structure consists of 13 classes, seven are regular and six are composite. The Early Action for Success (EAfS) initiative is embedded in the school's core business with the ongoing employment of an Instructional Leader and Intervention teacher. The school has adopted the EAfS model to develop the capacity of staff in Stage 2 and 3. The school has developed a range of quality programs to meet the needs of the students including; Positive Behaviour for Learning (PBL), a comprehensive Aboriginal language and cultural program, a school wide health and physical education program, a structured social skills program and a Student Representative Council.

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

Strategic Direction 1

Excellence in Classroom Practice

Purpose

- deliver inspired and passionate teaching based on a clear understanding of what works best for raising student achievement.
- foster quality teaching through effective collaboration and professional development providing a curriculum which meets students' needs.

Improvement Measures

The school is able to evidence growth from *Delivering to Sustaining and Growing* in the theme of internal and external measures against syllabus standards in the Learning Domain of Student Performance Measures

The value added data in SCOUT demonstrates growth from *Delivering to Sustaining and Growing* in Literacy and Numeracy across K-3, 3-5, 5-7.

The school is able to evidence growth from Sustaining and Growing to Excelling in the theme of Data Skills and Use from the School Excellence Framework

Overall summary of progress

- Despite the rigorous implementation of programs to improve growth in the Learning domain of Student Performance Measures we were unable to achieve the target of Sustaining and Growing.
- Evidence clearly indicates that although the school has not reached Excelling in the theme of Data Skills and Use in the School Excellence Framework there has been strong growth in this area and we are close to achieving this target.
- The value added data in SCOUT does not demonstrate growth from *Delivering to Sustaining and Growing* in Literacy and Numeracy across K-3, 3-5, 5-7.

Progress towards achieving improvement measures

Process 1: Visible Learning Project

Implementation of evidence-based teaching practices to make learning "visible" and maximise student achievement.

Evaluation	Funds Expended (Resources)
<p>The school is currently in the third year of implementation. This year has been an evaluative year as we have needed to regroup and establish where our Visible Learning journey is up to. There has been staff changes but with the formation of a team this has had far less impact than may have been the case.</p> <p>Results of student surveys showed that they have an awareness of Visible Learning. Most students understand success criteria and learning intentions and can also define a goal. There has been limited success in embedding the learner dispositions across the school. The students need to develop their learner dispositions and their ability to know what to do when they don't know what to do.</p> <p>In contrast to 2017, the results of a staff survey were very positive as teachers have developed an understanding of learning intentions and success criteria and are using the Visible Learning philosophy/strategies. These results indicate that professional development in Visible Learning has been effective. We believe that this is because Visible Learning was implemented as a whole school approach, was sustained regular learning, was strategically delivered and was driven by a passionate and effective team.</p>	<ul style="list-style-type: none">• Operational Funds \$8432 utilised to support Visible Learning program.• Making Learning Visible : Learning Intentions & Success Criteria- (All teachers) 6 hours professional learning• Creating Effective Assessments for Teaching and Learning using SOLO Taxonomy- (All teachers) 6 hours professional learning• Resources \$208 <p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$360.00)

Process 2: Using Data with Confidence

Staff confidently interpret, analyse and use a variety of data to maximise student achievement.

Evaluation	Funds Expended (Resources)
<p>The situational analysis conducted at the end of 2020 demonstrated how our school effectively uses data in the following areas.</p> <p>PLAN2, Lift and Shift intervention, Intervention Stage 1, EAfS K-2 impact of professional learning, L3, Close Reading, Analysing and Teaching Spelling in the Early Years, PAT tests, school culture, transition practices Preschool to Kindergarten and Years 6 to 7, Tell Them From Me (TTFM) surveys (students, parents and teachers), Visible Learning, wellbeing and behaviour, learning support, 2019 Employee Matters Survey, What Works Best teacher perceptions, Quicksmart, Multilit, focus groups for reading and mathematics, NAPLAN and Check in Assessments, enrolment data, attendance and human resources and finance.</p> <p>The school promotes and demonstrates professional learning in data concepts, data analysis and the use of student assessment data and related tools. Teachers use data effectively to evaluate student understanding of lesson content.</p> <p>The teacher TTFM survey results indicated the following- Data Informs Practice 7.7 (State Norm 7.8) Particularly high is " My assessments help me understand where students are having difficulty." (8.4) and "When students' formal assessment tasks or daily classroom tasks fail to meet expectations I give them an opportunity to improve." (8.3)</p>	<ul style="list-style-type: none"> • After hours teacher professional learning all teachers 2hrs -PLAN 2 workshop • 4 days teacher professional learning. • 13 days release for classroom teachers to analyse data for student reports • Data Literacy team released from class to analyse PAT test data x 4 days \$2000.00 <p>Funding Sources:</p> <ul style="list-style-type: none"> • Professional learning (\$4100.00)

Strategic Direction 2

Aspirational Learning Community

Purpose

- strengthen the school culture where leaders, teachers and students demonstrate a personal and collective responsibility to promote ongoing growth and best practice.
- ensure the school community is committed to the pursuit of excellence.
- ensure that school management and administrative processes, practices and systems facilitate student learning and are responsive to community feedback.

Improvement Measures

The school is able to evidence growth from *Sustaining and Growing* to *Excelling* in the Teaching domain element of Data Skills and Use, & Effective Classroom Practice, and in the Learning domain element of Assessment and Learning Culture.

An increase of staff and parents believing there is collective responsibility for student learning.

The Family School Partnership Framework "School Assessment Tool" indicates growth from *Developing* to *Sustaining*.

The school is able to evidence growth from *Sustaining and Growing* to *Excelling* in the Leading domain element of Educational Leadership.

Overall summary of progress

- Evidence indicates that the school has embedded practices to ensure that we are *Sustaining and Growing* in the Teaching domain element of Data Skills and Use, and Effective Classroom Practice, and in the Learning domain element of Assessment and Learning Culture. While we have not achieved *Excelling* in the School Excellence Framework, data indicates that we have achieved *Excelling* in some descriptors for these elements and this demonstrates that progress has been made towards the improvement measures.
- As a result of students experiencing learning from home during 2020 parents have indicated that they strongly believe there is collective responsibility for student learning. Staff have also indicated that this area had strengthened considerably as a result of developing parent/teacher relationships.
- Following consultation with parent and community groups it was clear the Family School Partnership Framework "School Assessment Tool" indicates growth from *Developing* to *Sustaining*. This growth was somewhat inhibited by restrictions caused from the Covid pandemic however, enough progress had been made to ensure success in this area.
- While the school has not achieved *Excelling* in the Leading domain of Educational Leadership there is strong evidence that significant progress has been made and we are close to achieving *Excelling* in all descriptors.

Progress towards achieving improvement measures

Process 1: Instructional Leadership

Provision of high quality instructional leadership which models and promotes excellence.

Evaluation	Funds Expended (Resources)
<p>Instructional leadership is an integral part of the continuous learning culture at Wingham Public School. Effective systems are in place to align professional learning with Professional Development Plans of staff, and the strategic directions of the school. This ultimately addresses the quality of teaching which improves learning for students. Staff have participated, modelled, observed and reflected on teaching practice through Instructional Rounds. Analysis of PLAN2 data indicated that the majority of students are achieving at the expected grade level in Additive Strategies and Creating Text. It also showed that those students who are not at this level are identified and intervention practices are introduced. Instructional Leadership has been implemented at the point of need. It was noted that the significant collaboration between experienced staff and beginning teachers, ranging</p>	<ul style="list-style-type: none">• Corwin Instructional Leadership - Creating Practice from Theory• Casual teachers to replace executive and teaching staff to participate in Close Reading training• Operational funds to purchase readers to support implementation of Close Reading \$400.00• 1x casual teacher to cover executive for 4 planning days \$2000.00 <p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$4000.00)

Progress towards achieving improvement measures

across all areas of teaching and learning, has positively impacted those teachers abilities to deliver the curriculum. They were also supported through robust induction mentoring systems. Instructional leadership has maintained a high profile within the school and has proven to be a benchmark of expected standards for student achievement and staff collaboration.

Process 2: Progressing Parent Engagement

Families and school work together to: share responsibility for learning and create positive attitudes to learning; understand how children learn and build on their capacity to support learning at home.

Evaluation	Funds Expended (Resources)
<p>Due to Covid 19 restrictions in 2020 many of the opportunities for parent engagement in school events were unable to proceed. However, strong relationships with parents were maintained by utilising Zoom and Teams to communicate and inform. This was also supported by regular phone conversations and Skoolbag updates.</p> <p>Seven measures were scored on a ten point scale in the Tell Them From Me parent survey conducted in Term 3. The mean scores in the 7 areas were as follows; Parents Support Learning at home 7.7 (State Norm 6.3), Parents are Informed 6.5 (State Norm 6.6), Parents feel Welcome 7.4 (State Norm 7.4), Inclusive School 6.9 (State Norm 6.7), Safety at School 7.2 (State Norm 7.4), School Supports Positive Behaviour 7.6 (State Norm 7.7) Overall the parent community are satisfied and happy with the Wingham Public Schools ability to cater to their children. This data was similar to the state trends.</p>	<ul style="list-style-type: none">• Skool bag licence• Sentral SMS credit• Paint supplies for school mural• Kindergarten orientation bags• Curtains• Tell Them From Me surveys• Learning from Home resources• Operational funds \$3000.00

Strategic Direction 3

Connect, Succeed, Thrive and Learn.

Purpose

- provide opportunities for students that are appropriate, rigorous, meaningful and dignified.
- encourage individual and shared responsibility for student wellbeing which is underpinned by positive and respectful relationships where students are connected to their learning and experience a sense of belonging to school and community.

Improvement Measures

PBL School Evaluation Tool (SET) indicates that PBL is embedded in all learning settings.

The school self evaluation against the SEF is able to evidence growth from *Sustaining and Growing* to *Excelling* in the Learning domain, Wellbeing element.

Overall summary of progress

- PBL School Evaluation Tool (SET) indicates that Wingham Public School achieved a mean score of 95%. While PBL lost some traction during 2020 the strong foundations ensured that this program continued to be a significant aspect of Wellbeing within the school.
- The school self evaluation against the SEF indicates growth from *Sustaining and Growing* to *Excelling* in the Learning domain, Wellbeing element. This is as a result of robust and diverse programs being delivered across the school and the continued investment and participation by all stakeholders.

Progress towards achieving improvement measures

Process 1: Positive Behaviour for Learning

Creating a safe, effective teaching and learning environment.

Evaluation	Funds Expended (Resources)
Positive Behaviour for Learning (PBL) is an embedded practice within the school. The school has streamlined systems for PBL in the playground and has developed a matrix for expected behaviours within the classroom setting. Signage across the school was updated to reflect clearer expectations for student behaviour. Weekly PBL lessons were taught when school resumed after learning from home. The NSW DoE's Covid-19 restrictions impacted the schools ability to use the current Lofty reward system and this limited the effectiveness of the PBL rewards but not the application of the PBL strategies. Planned training for staff was also impacted by Covid-19, as all Department training was cancelled however, the PBL team continued to lead professional learning within the school setting. The collected data proves that PBL has had a positive impact on student behaviour at Wingham Public School	<ul style="list-style-type: none">• PBL staff hi-viz vests• Student rewards• Paint and supplies for playground PBL prompts• Operational funds \$1200.00

Process 2: Wellbeing

School will be a supportive teaching and learning environment that enables the development of healthy, happy, successful and productive individuals.

Evaluation	Funds Expended (Resources)
The school reviewed it's attendance monitoring procedures throughout the year to support improved student attendance. All staff undertook professional learning and engaged in 5 weekly monitoring of attendance rates. Enhanced	<ul style="list-style-type: none">• Student wellbeing journals• Canteen purchases to support student wellbeing- food, uniforms

Progress towards achieving improvement measures

procedures for addressing non-attendance issues with individual students were refined. Attendance rates across the school have improved by 8%. There will be a continued focus on improving partial attendance in 2021.

Tell Them From Me student surveys indicate the following;

School Pride- 74% of students agree or strongly agree they have pride in their school.

Social Engagement- 77% of students indicated they have positive relationships at school.

Institutional Engagement- 92% students value schooling outcomes.

Intellectually Engaged- 80% of students indicated they are interested and motivated (2% above NSW norm), 91% put in effort (3% above NSW norm), 91% believe they receive quality instruction (no NSW norm)

The development of the Student Behaviour Discipline Guidelines and PBL helped to support a consistent approach to behavioural management.

The school has a dedicated Wellbeing team, who develop an action plan each year to ensure practices and processes meet the needs of students and staff. The team used the Wellbeing Self-Assessment Tool for schools to determine effective current practices and to develop the future approaches needed to support wellbeing within the school. The school provides each student with a Wellbeing Journal which is completed in class as part of the Personal Development component of the curriculum. Data collected includes TTFM surveys, class check-ins, sharing circles, anecdotal teacher records, LST minutes, feedback from Aboriginal elders and cultural group, lunch club feedback and Sentral.

71 students have a Personalised Learning Plans and 17 students have an Individual Education Plan. 8 students have health care plans. These plans are developed with the support and co-operation of the Learning Support Co-ordinator and parents. There were 126 referrals to the Learning Support Team (LST) in Term 1,2,3, 4 2020 which is 41% of the students. The LST meets weekly and if required at special requests of key stakeholders. There are 5 core team members but referring teachers also attend

Due to our robust wellbeing programs suspension data indicates there has been a 70% decrease in suspensions in the last 3 years.

- Parent breakfast
- Playground beautification resources
- Resources to support staff wellbeing
- Motivational speaker Dr Adam Fraser- Overcoming Struggle and Uncertainty
- Quicksmart rewards lunch
- Operational funds \$6200

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<ul style="list-style-type: none"> • Employ Aboriginal SLSO 0.704 • Employ Aboriginal Elder 0.145 Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$64 612.00) 	<p>Students at Wingham Public School increased their understanding of and respect for the Aboriginal and Torres Strait Islanders' culture and heritage. This was achieved by identified students regularly working with Aboriginal SLSO and an in-house Aboriginal Elder to learn Gathang language. This also included cultural lessons comprising, dance, painting, gardening, music and art work. The Aboriginal SLSO and Elder worked with whole classes to introduce and consolidate Aboriginal perspectives as part of the curriculum requirements.</p>
Low level adjustment for disability	<ul style="list-style-type: none"> • Staffing component 1.3FTE \$142199.00 • Flexible Component \$62937.00 Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$205 136.00) 	<p>Funds were utilised to employ additional intervention teachers to support students with identified needs. PLP's were developed for all of these students. This, accompanied by intervention for Tier 2 and 3 students, as well as differentiation within all classroom programs, resulted in academic gains in Literacy and Numeracy.</p>
Quality Teaching, Successful Students (QTSS)	<ul style="list-style-type: none"> • Employ Temporary teacher to release executive staff member 0.522 Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$57 098.00) 	<p>QTSS funds have been used to release an executive from class. Their role was primarily to support teachers to strengthen their behaviour management, model exemplary teaching practices within the classroom and guide and support beginning teachers. They have also led professional learning across the school.</p>
Socio-economic background	<ul style="list-style-type: none"> • Staffing Component 0.3FTE • Flexible Component - Employ the following: temporary teacher 1.0FTE, temporary intervention teacher 0.8FTE, temporary classroom teacher to relieve executive 0.4FTE, SLSO 0.799FTE • Strategic Directions and general school operations Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$265 545.00) 	<p>The use of funds from the Priority School Funding Program has enabled an executive staff member to positively influence the classroom practice of teachers particularly in Stage 2 and 3. Teachers have indicated that the support provided has been beneficial and helped with explicit teaching practices within the classroom. It also allowed staff members to collaboratively develop professional skills and and participate in professional dialogue to improve their practice.</p> <p>Employment of a classroom teacher to form an additional class, above establishment, enabled more favourable class sizes and allowed for targeted teaching and flexible student grouping in K-2 and 3-6.</p> <p>The invaluable additional support provided by School Learning Support Officers within the classrooms has enabled individual learning programs and adjustments to curriculum to be implemented effectively to meet the needs of targeted students</p> <p>Intervention programs were implemented to support students in identified areas. One such program was the Lift and Shift group. Ten Year 4 students attended the Lift and Shift program with the intervention teacher for 10 weeks. The aim of the program was to take students who were already competent readers and increase their skills and</p>

Socio-economic background

- Staffing Component 0.3FTE
 - Flexible Component - Employ the following: temporary teacher 1.0FTE, temporary intervention teacher 0.8FTE, temporary classroom teacher to relieve executive 0.4FTE, SLSO 0.799FTE
 - Strategic Directions and general school operations
- Funding Sources:**
- Socio-economic background (\$265 545.00)

confidence in reading and comprehension. The data collected from the program indicates:

- All students demonstrated an increase in fluency - some up to 20 correct words per minute.
- 50% of students increased their accuracy reading PM Level 30 while 50% remained at the same level of accuracy. All students finished the program reading at 98-100% accuracy.
- 80% of students demonstrated an improvement in comprehension, one student stayed the same at 86% and one student had incomplete data as she was absent at the time of testing.

Survey results indicate all students felt the Lift and Shift program improved their confidence and skills they need in reading and comprehension.

Intervention in Stage 1:

Data from our intervention program indicates that students are showing growth with their knowledge of sight words and sounds and are able to apply this knowledge in their writing and reading.

We made changes to how we approach intervention. We found that our intervention teacher had limited time to assist all intervention students in their classrooms. To overcome this we created a 'class'. In the mornings the IL and intervention teacher took these students into another room to explicitly teach sounds and sight words to enhance their reading and writing skills.

After reflection and adjustments to this change in intervention, the intervention teacher now takes the class in two separate groups and runs two separate programs aimed at Year 1 and Year 2 ability level. This has led to less interrupted class time and fewer students in a group which allows for more individualised teaching.

The intervention class has allowed us to provide explicit teaching time to model, practise and complete independent work and assessments. We have noticed that the more students are saying and writing their sounds, the more confident they are becoming with reading. Data indicated less progress from Year 2 students, therefore we decided to revise the Year 2 program and introduce more complex sight words that align with their class work.

We were able to interpret these graphs as an indication of students who are excelling in their knowledge of sounds and sight words and those who still require support. From this data we took a few students off the morning group intervention and now see them as a Tier 2 intervention in their classroom. We can use this data as a guide to further support

<p>Socio-economic background</p>	<ul style="list-style-type: none"> • Staffing Component 0.3FTE • Flexible Component - Employ the following: temporary teacher 1.0FTE, temporary intervention teacher 0.8FTE, temporary classroom teacher to relieve executive 0.4FTE, SLSO 0.799FTE • Strategic Directions and general school operations <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$265 545.00) 	<p>particular students during Tier 2 intervention. For example, we identified a student who we will provide additional sight word practise and discussion before reading.</p> <p>QuickSmart</p> <p>Data was collected from 13 students who participated in the QuickSmart program from Term 2 2019 through to Term 2 2020. All students showed a significant increase with both speed and accuracy from the beginning of the program to the final session. In the area of Division only 3 students at the start date could attempt the activity, all other students were aborted due to limited understanding. However, the concluding assessment indicated that all students attempted this activity and recorded a mark for speed and accuracy in the area of Division.</p> <p>MultiLit</p> <p>Three students in Year 3 have completed MultiLit this Semester, with more students currently on the program. Since the commencement of MultiLit these 3 students have shown significant increased skills in word attack, sight word knowledge and reading levels. (graph provided).</p> <p>4 students in Year 5 have completed or still continuing the program, showing significant increase in their knowledge of word attack skills and sight words. 2 students have completed the program, reaching the highest level in these targeted areas in a term, whilst 2 students are still continuing as they work towards meeting the levels of 13.2 for word attack skills and list 20 of sight word knowledge to complete MultiLit. Other Year 5 students have since started MultiLit.</p>
<p>Support for beginning teachers</p>	<ul style="list-style-type: none"> • Employ casual teacher to release beginning Teachers and Supervisors 0.160FTE <p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$18 856.00) 	<p>In 2020 Wingham Public School supported 1 full time Temporary Beginning teacher and continued to support a permanent beginning teacher in their second year. A comprehensive weekly induction program was completed by the temporary beginning teacher. This included elements of school organisation, systems, programming, classroom observations, modelling of best practice whilst building collegiality and friendship. Funds provided extra release for the two beginning teachers which allowed them time to program, attend and evaluate professional learning and liaise with their supervisor. This time also allowed for the supervisor to observe and give feedback of classroom practice and to model best practice within the classroom.</p>
<p>Early Action for Success</p>	<ul style="list-style-type: none"> • Staffing component 1.0FTE Instructional Leader <p>Funding Sources:</p> <ul style="list-style-type: none"> • Early action for success (\$167 336.00) 	<p>EAFS K-2: Impact of Professional Learning</p> <p>All staff in K-2 have actively participated in Professional Learning to enhance their teaching practice and improve student</p>

<p>Early Action for Success</p>	<ul style="list-style-type: none"> • Staffing component 1.0FTE Instructional Leader <p>Funding Sources:</p> <ul style="list-style-type: none"> • Early action for success (\$167 336.00) 	<p>outcomes. Teachers constantly reflect on their teaching practice after professional learning. They have made adjustments to their programs to better cater for all students in their class and to increase student achievements.</p> <p>L3:</p> <p>Text reading data indicates that at end of Term 4 2020;</p> <p>78% of Year 2 students have already reached EAfS end of year target and 8% are just below expected target. 78% of Year 1 students have reached EAfS end of year target, with 14% of students just below expected target. 80% of Kindergarten students have achieved EAfS end of year targets and 11% are just below expected target. . During Term 4, 18 students in Year 1 and 2 were receiving either Tier 2 or Tier 3 intervention for reading.</p> <p>Data shows that with explicit teaching of the writing process, students include high vocabulary, compound sentences and paragraphs in their independent writing. During completion of L3 training teachers have included more structured and explicit teaching strategies. L3 has encouraged rich language and extended vocabulary derived from the quality texts.</p> <p>Close Reading: K-2</p> <p>Feedback from teachers and formative assessments indicate that students use critical thinking skills and higher order vocabulary. Students give detailed comprehension responses and are able to analyse information in texts. Students have gained independence to read and question the text and develop research skills. Students who are reading at a higher level are more engaged with reading and responsive to text tasks.</p> <p>Analysing and Teaching Spelling in the Early Years:</p> <p>Whilst undertaking this training, teachers have become more confident to teach spelling as they have developed a greater understanding of spelling rules, word forms, and expected student knowledge. Students are always taught the spelling and language forms and features of the syllabus such as base-words, syllabification, prefixes and suffixes. However, teachers now ensure that they explicitly teach word forms such as morphological, orthographical and phonological.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	177	156	147	150
Girls	150	159	159	151

Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.7	94	94.8	95
1	94.2	92.3	93.3	95.5
2	94.6	93.4	93	95.1
3	92.4	94.5	93.1	93.9
4	94	91.5	93.7	93.8
5	93.7	93.6	93.4	92.5
6	93.1	91.6	93.2	92.8
All Years	93.8	92.9	93.5	94.1
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	10.83
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1.3
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	3.02

*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	434,698
Revenue	3,372,724
Appropriation	3,352,308
Sale of Goods and Services	312
Grants and contributions	19,553
Investment income	551
Expenses	-3,353,764
Employee related	-3,137,052
Operating expenses	-216,712
Surplus / deficit for the year	18,960
Closing Balance	453,658

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	37,861
Equity Total	535,294
Equity - Aboriginal	64,612
Equity - Socio-economic	265,545
Equity - Language	0
Equity - Disability	205,136
Base Total	2,256,608
Base - Per Capita	73,594
Base - Location	6,053
Base - Other	2,176,961
Other Total	444,605
Grand Total	3,274,368

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

Tell Them From Me -Students/ Parents/ Teachers Surveys

Yrs 4-6 (117 Participants)

School Pride- 74% of students agree or strongly agree that they have pride in their school.

Social Engagement- 77% of students indicated they have positive relationships at school.

Institutional Engagement- 92% students value schooling outcomes.

Intellectually Engaged- 80% of students indicated they are interested and motivated (2% above NSW norm), 91% put in effort (3% above NSW norm), 91% believe they receive quality instruction (no NSW norm).

Parents (54 participants)

Seven measures were scored on a ten point scale. The mean scores in the 7 areas were as follows;

Parents Support Learning at home- 7.7 (State Norm 6.3)

Parents are Informed- 6.5 (State Norm 6.6)

Parents feel Welcome- 7.4 (State Norm 7.4)

Inclusive School 6.9 (State Norm 6.7)

Safety at School 7.2 (State Norm 7.4)

School Supports Positive Behaviour 7.6 (State Norm 7.7)

In the DoE custom measures:

- the most useful communication type is the telephone 83% followed by formal (78%) and informal (78%) meetings
- the most useful means of communication about school news is newsletter 98% followed by emails (87%) and text messages (79%)
- experiences with learning from home 71% felt supported by the school and 71% were satisfied with school contact
- regarding their child's performance in Mathematics 10% of respondents felt it was not important
- regarding helping children with Mathematics homework 30% of parents can't help their children

Staff (22 Participants)

In the eight drivers of student learning the mean scores were as follows

Leadership- 7.7 (State Norm 7.1) Particularly high in " I work with school leaders to create a safe and orderly school environment (8.5) and "School leaders have supported me in stressful times" (8.1)

Collaboration- 8.2 (State Norm 7.8) Particularly high is " I discuss learning problems of particular students with other teachers" (8.9) and "Teachers in our school share their lesson plans and other materials with me." (8.6)

Learning Culture- 8.0 (State Norm 8.0) Particularly high is, " I set high expectations for student learning." (9.1) and "I monitor the progress of individual students." (8.4)

Data Informs Practice 7.7 (State Norm 7.8) Particularly high is " My assessments help me understand where students are having difficulty." (8.4) and "When students' formal assessment tasks or daily classroom tasks fail to meet expectations I give them an opportunity to improve." (8.3)

Teaching Strategies 8.0 (State Norm 7.9) Particularly high "When I present a new concept I try to link it to previously mastered skills and knowledge." (8.3) " I use two or more teaching strategies in most class periods." (8.3) "I discuss with students ways of seeking help that will increase learning." (8.3)

Technology 6.8 (State Norm 6.7) Particularly low in "Students use computers or other interactive technology to track progress towards their goal." (5.5) ***This is an area for improvement.***

Inclusive School 8.1 (State Norm 8.2) Particularly high " I make an effort to include students with special learning needs in class activities' (9.3) " I establish clear expectations for classroom behaviour" (9.2)

Parent Involvement 6.6 (State Norm 6,8) Lowest "I ask the parents to review and comment on student work (4.6) Highest "I work with parents to solve problems interfering with their child's progress. " (8.1)

Using Data with confidence has been a focus in our current strategic plan and we believe we have made improvements in this area and have moved from Sustaining and Growing to Excelling, on the School Excellence Framework, however we are using data in an insular fashion and not always comparing our data to NESAs standards and not consistently against the syllabus. This is an area we can develop.

In the four dimensions of the classroom and school practice it is evident that teachers with less than 5 years experience are below state norm particularly *in their ability to set challenging and visible goals*, however teachers with more than 6 years experience sit above the state norm for the four dimensions, *challenging and visible goals, overcoming obstacles, planned learning opportunities and quality feedback*.

In the DoE custom measures:

86% indicated that school leaders in my school are leading improvement and change

86% indicated that school leaders clearly communicate the strategic vision and values for our school

School Custom Measures

85% of teachers have embedded strategies from the writing initiative.

95% of staff agree that visible Learning professional development has led to changes in their teaching and the practice of learners in their classrooms.

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.