

2020 Annual Report

Bankstown Public School



7405

Introduction

The Annual Report for 2020 is provided to the community of Bankstown 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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Message from the principal

Upon arriving at Bankstown Public School at the beginning of 2020, it didn't take long to realise how fortunate I was to have the privilege of working in such a hard-working and resilient school community. Underpinned with a culture of respect and a strong focus on learning, Bankstown Public School has a history of strong student growth in academics, sport and the arts. With an experienced and open-minded staff, a growing P&C and students who are keen to learn, I quickly understood why Bankstown Public School has earned such a good name in the community.

2020 was a year like no other. Towards the end of Term 1, the COVID-19 pandemic forced a lockdown where students began learning from home. This was unprecedented and presented a huge challenge for teachers, students and parents alike. Throughout the course of our seven weeks of learning from home, I watched our teachers work tirelessly to produce both physical learning packs, and online learning packs of such a high standard, so that our students could continue to make progress from home. I spoke with our families and was in awe of their resilience and motivation to support their children at home and admired the way they worked in partnership with our teachers to make learning from home a success.

Upon our return early in Term 2, it was business as usual in the classrooms, however we faced several restrictions in events and social gatherings. Sadly, for the best part of the year, parents were not permitted on school grounds. I would like to acknowledge and thank our wonderful families for their understanding and support throughout such challenges, and after successfully navigating COVID, I am certain we can work together to accomplish anything.

Throughout the remainder of 2020 we achieved many things. Our teachers worked together to further improve our learning culture with the consolidation of the Learning Pit and the introduction of Learning Powers. Our Instructional Leaders developed and supported the implementation of an Impact Cycle Model across the school that has improved the way we use student data to inform teaching. Our leadership team sought to develop their leadership skills through training in the 7 Habits of Highly Effective People and were inspired to put the new learning into practice. While NAPLAN was cancelled, we focused on other ways to assess and measure student learning in literacy and numeracy, and I was proud of the motivation our students showed to make progress and the resilience they demonstrated to overcome the challenges of a complex year in learning.

As you continue to read on, you will develop an understanding of the achievements of our wonderful students, which are too many to list here. As you read, know that there is a story of curiosity, resilience and motivation behind each and every student achievement, no matter how small or large it may seem. When you view their achievements through such a lens, you will be reminded of just how special our students are here at BPS.



School vision

Our vision at Bankstown Public School is to provide a supportive and challenging learning environment. We empower our students to thrive by providing rich learning opportunities where students can strive for personal excellence and succeed. We promote and inspire student growth, creating confident and connected life-long learners in a diverse community.

School context

Bankstown Public School is a large multicultural school of 814 students and is located within the CBD of Bankstown. 96% of students are from non-English speaking backgrounds and 7 are Aboriginal or Torres Strait Islander students. There are currently 46 language backgrounds with 35% Arabic, 27% Vietnamese and 7% students speaking Urdu.

Learning opportunities are extended to include experiences such as grade excursions, curriculum camps, PSSA sport, a highly resourced library, ICT rooms and flexible learning spaces, BYOD for Stage 3, choir, public speaking, debating, Peer Mentoring Program, student leadership (SRC) and dance groups.

The staff at Bankstown Public School are a highly committed and diverse group of experienced, early career and temporary teachers. There are 35 class teachers with one Year 3 - 6 IM Special Education class for students with a mild intellectual disability, one Year K-2 class for students with autism and one K-2 class for students with autism and/or a moderate intellectual disability.

The Executive team consists of a Principal, 2 Deputy Principals, 3 Instructional Leaders at Deputy Principal level and 4 Assistant Principals. Our educational programs are complemented by quality support programs including teachers of English as an Additional Language/Dialect (EALD), Community Language teachers (CL), Learning And Support Teachers (LaST), Interventionists and Quality Teachers, Successful Students (QTSS), School Learning Support Officers (SLSO), Community Liaison Officers (CLO) including refugee support for students and families.

The school has a Community Hub coordinator who works with the school community to build parent capacity to support student learning. We have very strong student welfare programs and the school supports a Playtime program for preschool aged students and their parents and continues to foster and build community participation and support.



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

Strategic Direction 1

Quality, Strong Foundations

Purpose

To develop a whole school approach based on quality teaching, evidence based practices, collaboration and professional dialogue to enhance student progress and wellbeing.

Improvement Measures

Increased proportion of students achieving expected growth in Literacy Years 3-5 and Years 5-7.

Increased number of students achieving a years growth for a years teaching in Numeracy.

Improved school processes and practices are responsive to all students' needs.

Progress towards achieving improvement measures

Process 1: Whole school approach to meet the literacy needs of our students.

Evaluation	Funds Expended (Resources)
<p>Question: What progress have we made towards consistent quality literacy practices?</p> <p>Data: Benchmarking K-6. NAPLAN data, Learning Progressions, Planning Days, classroom Observations, Program Evaluations.</p> <p>Analysis: Professional Learning embedded has supported teachers in refining Literacy practices and targeted student need. More focus on collation and interpretation of data. Time built in for assessment. Continued focus on deepening pedagogical understanding of targeted reading goals with a shift towards instruction which is evidence based. A school wide initiative for phonological awareness, phonic knowledge and spelling across K-6 will be a major initiative in 2021.</p>	<p>Half day per teacher for reading benchmarking</p> <p>Data discussions</p> <p>Development of data collation tools</p> <p>Speld Training \$5 000</p>

Process 2: Whole school approach to meet the numeracy needs of our students.

Evaluation	Funds Expended (Resources)
<p>Question: What progress have we made towards quality numeracy practices?</p> <p>Data: SENA 1-3 (spanning K-6)</p> <p>Analysis: Professional learning was developed and delivered for Years 3-6 in SENA 2 and 3 which was new learning for teachers, with a focus on place value. Growth in SENA responses was tracked with a school wide data collation tool. SENA is the only school wide data collection in numeracy and consistent assessment and data collection in numeracy needs to become a focus in 2021</p> <p>Number talks did not have the same impact as 2019 and needs to resurface in 2021.</p>	<p>Half day per teacher for SENA implementation \$17 000</p> <p>SENA PL</p> <p>SENA data discussions</p> <p>Development of data collation tools</p>

Process 3: Whole school approach to meet the wellbeing needs of our students.

Evaluation	Funds Expended (Resources)
<p>Question: What does our context need to continue to support in ensuring that every student is known, valued and cared for?</p>	<p>Tell Them From Me Survey</p> <p>Social Emotional Wellbeing survey -</p>

Progress towards achieving improvement measures

Data: Scout, TTFM, ACER, current procedures and strategies in LST, K-6 tracking tool

Analysis:

- K-6 tracking tool has been successful in monitoring and ensuring that all vulnerable students are catered for and have needs met through collaborative practice and expertise. Collaboration between LST, EALD, Instructional Leader and Assistant Principals have ensured students identified as requiring Tier 3 and Tier 2 support is identified, targeted and specific. Inclusion of classroom teachers would be a focus for 2021.

- Data triangulated from online surveys has indicated a need for students requiring additional support in the area of social-emotional learning, creating relationships with themselves, others and their learning. The restructure of the school framework and the inclusion of an appropriate intervention to support this area will be a priority for 2021.

ACER (\$4 000)

Learning Support Team

School Tracking Tool data



Strategic Direction 2

Professional, Innovative Educators

Purpose

To provide quality future focused teaching and learning opportunities by empowering our educators with current practices and deep knowledge.

Improvement Measures

Visible learning is embedded in all classrooms.

Consistent structures to track and monitor data which drives the next teaching and learning cycle.

Teaching and learning cycles are reflective of deep curriculum knowledge and assessment.

Progress towards achieving improvement measures

Process 1: Teachers embrace Visible Learning as part of quality future-focused teaching.

Evaluation	Funds Expended (Resources)
<p>Question: How do teachers incorporate VL as a part of their daily teaching practice?</p> <p>Data: Teacher data was sought throughout 2019 to develop BPS Learning Powers (dispositions), student data about learning powers was collected through walkthroughs</p> <p>Analysis: Learning powers were introduced but interrupted due to COVID19. In Semester 2, Learner powers were focused on through an impact cycle. A student focus group worked with an artist to develop images which will represent learner powers, which will be relaunched in 2021.</p> <p>LISC was scheduled for 2020 as a focus, but were deferred until 2021.</p> <p>The VL team all attended the Corwin annual conference over 2 days in November</p>	<p>Quality texts \$3000</p> <p>Casual days (for artist release) \$1000</p> <p>Conference \$5000</p>

Process 2: Teachers focus on data analysis for planning and teaching.

Evaluation	Funds Expended (Resources)
<p>Question: How is data used to drive learning by teachers and teams?</p> <p>Data: SENA, Learning Progressions mapping on PLAN 2, DoE Phonological awareness diagnostic assessment, DoE Phonics Screener, L3 monitoring graphs</p> <p>Analysis: With the support of Instructional Leaders and AP mentors, teachers utilised data from assessments to see how students were progressing in reading and numeracy. Co-analysis of data supported teachers in tailoring their teaching more specifically to student needs.</p> <p>The co-design and development of a school-based model of an Impact Cycle further strengthened this process by creating a K-6 shared language and approach to using data to inform practice.</p>	<p>Release for Assessment: \$15000</p>

Process 3: Teachers develop and demonstrate a deep understanding of curriculum.

Evaluation	Funds Expended (Resources)
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Progress towards achieving improvement measures

Question: To what extent do teachers embed English, Mathematics and ESL outcomes and content in planning, programming and practices.

Data: English Committee Evaluation Survey (Phonological awareness, Phonics & Spelling) Maths Committee Evaluation Survey (Implementation of Mathematics Syllabus) and EAL/D Staff Survey

Analysis: With school planning priorities being driven by committees, summative staff surveys were conducted as part of the evaluation process, to measure staff confidence in the knowledge and application of syllabus content.

In English, 58% of staff surveyed were both confident in their ability to program for, and teach Phonological Awareness (PA) to their students. 75% of teachers were very confident in assessing student growth and performance in PA. With regards to Phonics, while 60% of teachers surveyed were confident with their knowledge and ability to teach and assess it, only 50% of teachers had high levels of confidence to program for phonics. This reflects the effects of an implementation dip with the introduction of a new scope and sequence that requires the systematic and explicit teaching of phonics. Similarly in spelling, a new scope and sequence has been introduced into Years 3-6 and staff have indicated that they would like more professional learning to strengthen their understanding of the scope and sequence and further opportunities to plan and program collaboratively using templates and worked examples.

In Mathematics, 74% of teachers surveyed indicated that they were confident in their knowledge and application of the maths syllabus and 16% indicated having the expertise to teach others. The main mathematical focus has been on Number Talks with 53% of staff indicating that they program for Number Talks 2 or more times per week. Two-thirds of staff are confident to teach number talks and one-fifth indicated that they have the expertise to teach others. This is a reflection of a successful pedagogy that is becoming embedded across the school, resulting in a shared language of learning for maths, increased dialogue, higher levels of student engagement overall and improvements in student questioning, reasoning and mental strategies.

With regards to EAL/D education, roughly 44% of staff feel confident to access and use EAL/D data to inform planning and programming, with 24% somewhat confident. Approximately one-third of staff surveyed have identified they are not doing this as confidently. With an EAL/D Education Leader based at Bankstown PS, along with the need for EAL/D professional learning, we have a strong focus on EAL/D moving into 2021 and a confident team of EAL/D teachers who are building their capacity. Collaborative practices are strong with 83% of teachers feeling confident to collaborate with their EAL/D grade teacher to move learning forward.

Maths Committee Planning & Evaluation Days - \$3000

English Committee PLanning & Evaluation Days - \$3000

Professional Learning in Phonics, Phonological Awareness & Spelling - \$11000

Strategic Direction 3

Empowered, Collaborative Partnerships

Purpose

To enhance collaboration and build authentic leadership opportunities enabling active partnerships across the school community.

Improvement Measures

Authentic student leadership opportunities and increased student voice in decision making.

Mentoring and coaching model embedded within the school.

Community partnerships are sustained and strengthened.

Progress towards achieving improvement measures

Process 1: Build strong community networks and enhance community engagement.

Evaluation	Funds Expended (Resources)
<p>Question: What impact has community involvement had on school decision making?</p> <p>Data: Tell Them From Me, Scout</p> <p>Analysis: Survey results from Community Hub outlined the need for continued links to external services for a variety of identified emotional, social and wellbeing needs. Various online learning opportunities for parents were also provided during 2020. Whilst parents indicated they attend regular meetings with teachers and value the various forms of communication with the school and see the school as meeting the aspirational needs of their children, the overall inclusion of parents involved in whole school decision making is minimal. COVID19 restrictions also had a major effect on parental participation during 2020.</p> <p>The school also continued to engage with many external services and providers including Bankstown Youth Development Services to endorse the White Ribbon initiative.</p>	<p>Tell Them From Me</p> <p>SCOUT</p> <p>Community Hub</p> <p>Bankstown Youth Development Services</p>

Process 2: Create authentic opportunities for student voice to be heard and valued.

Evaluation	Funds Expended (Resources)
<p>Question: How authentically has student voice been included in whole school initiatives?</p> <p>Data:</p> <p>Analysis: During 2020, the devised plan for authentic student leadership voice was limited due to the COVID19 pandemic. Further focus on all four levels of student leadership to increase student voice will occur in 2021 with an upskilling of the student leadership group around the Social-Emotional learning concepts and seven habits of highly effective leaders. Visible Learning will also continue to develop awareness in staff for authentic student voice through the learner dispositions and Peer Mentoring opportunities continued to be provided by Stage 3 students to develop greater leadership capabilities</p>	<p>School Leadership Proposal</p> <p>Visible Learning</p>

Process 3: Developing leadership capacity across our community.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>Question: How are leadership opportunities supported across our community?</p> <p>Data: TTFM, Parent Feedback, Student Feedback</p> <p>Analysis: In 2020, the school made a conscious decision to continue diversifying its distributive leadership model. A structure that supported all levels of leadership was devised with additional opportunities created for aspiring leaders to lead grades as Assistant Principals were relieved of their classroom load to focus on all teachers across their stage. Teachers with specialised skills also lead whole school initiatives in Technology and Learning and Support. Teachers rated the school a 7.6 for leadership which is well above the state norm of 7.1. This supports the structure devised for leadership at our school. COVID19 pandemic did have an impact on overall authentic opportunities for leadership responsibilities with a devised model of committees to be a focus in 2021.</p>	<p>TTFM</p> <p>Surveys</p>

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$4 905 Aboriginal Students Coordinator	<p>Local schools engaged with Aboriginal perspectives and initiatives as a result of attendance at meetings conducted by our school, predominantly online due to COVID19 pandemic restrictions.</p> <p>Students, both Indigenous and non-Indigenous engaged with cross-curriculum priorities related to Aboriginal and Torres Strait Islander histories and cultures, including in-class activities during NAIDOC week celebrations.</p> <p>Aboriginal students continued to connect with their identity through external activities including art competitions conducted by MilPra.</p> <p>100% of students had parent consultation in the development of their Personalised Learning Pathways (PLP's). These PLP's informed teacher direction and supported the achievement of individual goals, primarily around identity and connection to country.</p>
English language proficiency	\$54 418 Additional appointment of an EALD Teacher	<p>Employment of an additional teacher 2.5 days a week to support English as an additional Language/Dialect focusing on literacy skills for students.</p> <p>Each grade across the school was allocated an EALD teacher who co-planned and co-designed lessons with grade teachers.</p> <p>EALD Teacher supported grade planning through analysing student data and providing programs for identified students using ESL Steps and progressions.</p>
Low level adjustment for disability	\$128 753 School Learning Support Officer employment.	<p>School Learning Support Officers (SLSOs) provided across the school and strategically lead in Stage Teams by a Learning and Support Teacher.</p> <p>Ongoing monitoring of Intervention folders that contain PLASPs for identified students to ensure relevant plans and to ensure school resources are being aligned accordingly.</p> <p>Almost 210 hours of SLSO support provided to students K-6 addressing all needs.</p> <p>Professional Learning provided to SLSOs to support classroom intervention. This was enhanced by the Performance and Development Plans created by each SLSO.</p>
Quality Teaching, Successful Students (QTSS)	Staffing Allocation of 1.358	<p>Strategic and timetabled support for beginning teachers and early career teachers to support planning, programming, assessment, school procedures, DoE policy requirements and Induction processes.</p> <p>Opportunities for staff in general to increase knowledge and/or pedagogy in identified</p>

<p>Quality Teaching, Successful Students (QTSS)</p>	<p>Staffing Allocation of 1.358</p>	<p>goals.</p> <p>Completion of and ongoing support of accreditation processes for staff aligned to the Australian Professional Standards for Teachers.</p> <p>Targeted professional learning opportunities to meet identified needs to support the Performance and Development Plans of teachers.</p>
<p>Socio-economic background</p>	<p>\$582 381</p> <p>Employment of 2 additional classroom teachers.</p> <p>Employment of above establishment Instructional Leader.</p>	<p>Employment of two additional staff members to reduce class sizes and support school executive to be in positions where shoulder-to-shoulder teaching could occur on a daily basis and to support the welfare of both students and staff.</p> <p>Evidence-based research on Visible Learning continued as a whole school with a focus on improving student outcomes and teacher practice to align with school vision and school plan, particularly around a shared understanding of learner dispositions.</p> <p>A school-funded instructional leader was appointed to enhance pedagogy and practice in Years 3-4, whilst supporting Years 5-6, with a focus on literacy and numeracy including the use of SENA and best assessment practices to identify and support student need. This was critical to students returning from home schooling during the COVID19 pandemic.</p> <p>Appointment of the 'Rap-4-Change' program to support wellbeing of students in Stage 3 as a result of an identified need due to the COVID19 pandemic.</p> <p>The establishment of a school-wide student tracking sheet to monitor Tier 2 and 3 intervention, student progress in literacy and numeracy and to review EALD, LST and AP intervention in five weekly cycles.</p> <p>Additional school learning support officers to support identified student needs employed and supported through Learning and Support Team, who then coordinated the professional learning and support for SLSOs on their stage. This supported both Tier 2 and Tier 3 interventions.</p> <p>School flexible learning spaces were established and supported through the purchase of additional resources including technology and furniture, specifically to support the establishment of a new support unit containing an IO and IO/AU class.</p> <p>Additional professional learning opportunities, aligned to school plan and the performance and development framework were provided both internally and externally, across all Key Learning Areas and Strategic Directions. This included Franklin-Covey training around the 7</p>

<p>Socio-economic background</p>	<p>\$582 381</p> <p>Employment of 2 additional classroom teachers.</p> <p>Employment of above establishment Instructional Leader.</p>	<p>habits of highly effective people.</p> <p>Additional resources purchased across all Key Learning Areas to support programs and engagement.</p>
<p>Support for beginning teachers</p>	<p>\$57 924</p> <p>Employment of Temporary Teacher.</p>	<p>Regular and deliberate access to mentoring that is intent on supporting an early career teacher's growth and impact was provided to funded teachers</p> <p>Regular interactions with leaders through a mentoring approach to assist an early career teacher's wellbeing, support an understanding of the goals, culture and operations of the school/education setting and convey expectations of professional responsibilities.</p> <p>Professional learning opportunities throughout the induction period, focused on identified needs, goals and curriculum knowledge as identified through PDP and/or lesson observations.</p> <p>Additional release from face-to-face teaching was provided to support the identified teachers in alignment with DoE policy requirements.</p> <p>Assistance with the ongoing progression of the accreditation process for all four allocated staff members</p>
<p>Targeted student support for refugees and new arrivals</p>	<p>\$10 143</p> <p>Employment of a coordinator for refugee programs.</p>	<p>Employment of a staff member one day a fortnight to support identified students.</p> <p>Programs inclusive of aspects related to wellbeing, reduction of trauma and sense of belonging facilitated and supported with LST and Community Hub.</p> <p>Refugee Parents supported through Community Hub to access resources both internal and external to support their wellbeing.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	461	464	411	410
Girls	405	423	400	365

Student attendance profile

School				
Year	2017	2018	2019	2020
K	92.7	92.5	89.8	92.1
1	90.2	93.6	90.8	92.7
2	91.5	92.6	91.4	89.4
3	92.3	92.6	91.9	93.6
4	91.2	92.8	92.3	93.3
5	93	92.1	91.4	93.8
6	92.3	91.6	90.1	90.3
All Years	91.9	92.5	91.1	92.1
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
Deputy Principal(s)	2
Assistant Principal(s)	5
Classroom Teacher(s)	33.3
Literacy and Numeracy Intervention	1.16
Learning and Support Teacher(s)	2.2
Teacher Librarian	1.2
Teacher ESL	5.2
School Counsellor	2
School Administration and Support Staff	7.67
Other Positions	4

*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	1,723,816
Revenue	9,998,105
Appropriation	9,822,524
Sale of Goods and Services	43,536
Grants and contributions	124,281
Investment income	2,455
Other revenue	5,309
Expenses	-10,257,730
Employee related	-9,029,895
Operating expenses	-1,227,834
Surplus / deficit for the year	-259,625
Closing Balance	1,464,191

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	54,887
Equity Total	1,798,667
Equity - Aboriginal	4,905
Equity - Socio-economic	801,149
Equity - Language	623,214
Equity - Disability	369,398
Base Total	5,857,064
Base - Per Capita	197,324
Base - Location	0
Base - Other	5,659,740
Other Total	1,542,422
Grand Total	9,253,041

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 data was used to seek feedback and measure satisfaction levels from all stakeholders and the results are listed below.

PARENTS/CAREGIVERS

- In the domains of Parents are Informed, Parents support learning at home and an inclusive school, parent/caregiver data indicated the school was exceeding the state norm
- In the remaining domains, the parent/caregiver data is within .1 or .2 of a point from the state norm
- Parents feel welcome and School supports positive behaviour domains were the highest scores at 7.3
- 93% of parents/caregivers indicated they believe their children will complete Year 12

STUDENTS

- Students data indicated the school was exceeding the state norm in Advocacy at school and Expectations for success.
- Students indicated we were level with the state norm for Sense of Belonging at 74%
- 82% of students indicated they demonstrate positive behaviour at school on a regular basis

TEACHERS

- In 6 drivers of classroom context for student learning, teachers indicated the school was exceeding the state norm. In the remaining 2 drivers, the teachers indicated we were the same as the state norm
- Staff responded with an 8.1 for collaboration across the school compared to the state 7.8
- Staff indicated the school was inclusive with 8.2 and created a positive learning culture with effective teaching strategies with 8.0



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.

