

St Andrews Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of St Andrews 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

At the conclusion of the 2019 school year I am again excited by the achievements, efforts and commitment to continuous improvement across our school. I am exceptionally proud and pleased with the many achievements listed throughout the report. Our successes are the result of the growing sense of community and the unrelenting pursuit of excellence from our staff and students. Our improvements have been built upon thorough examination of our strengths, identifying areas of need, and accepting the challenge to attempt new and sometimes uncertain processes and strategies in order to obtain new learning and improved outcomes. 2019 has seen a continued investment in developing our Assistant Principals as Instructional Leaders across our school in a support model exclusive to our school context. The role of our executive team is to build student and teacher capacity in both literacy and numeracy, by providing high quality differentiated professional learning and direct literacy, numeracy and well being support. The main focus has been developing a consistent approach to the planning and programming of English, the quality of instruction in the teaching of English and improving teaching practice so as to improve student learning outcomes. Throughout 2019 the staff have participated in extensive professional learning, effective planning and programming of the English block linked to syllabus outcomes and enhancing their ability to identify individual student achievement in English. This has required a collective responsibility to build skills, knowledge and confidence to make consistently informed judgments based on shared criteria. In 2020 St Andrews Public School will continue to evolve as a dynamic, high performing school. Our focus for 2020 continues to be around the well being of all, developing leadership capacity at all levels, ensuring that high quality learning and assessment is driven by research and analysis of data, and the strengthening of the strong foundations we have across our school community.

School background

School vision statement

Children, First and Foremost Children

School context

St Andrews Public School is situated in the suburb named St Andrews in South Western Sydney, NSW, Australia. There are currently 883 students (7% Aboriginal, 49% English as an Additional Language/Dialect) K to 6 enrolled in our school, comprising 37 classes, including an Opportunity Class (OC) and five support classes. St Andrews Public School prides itself on being an inclusive and supportive educational setting which continually provides authentic learning experiences for all children, including gifted and talented students and students requiring additional support for autism and moderate and mild intellectual disabilities. We are an inclusive school community that focuses on the need to be safe, be respectful and be a learner. Our staff and community have high expectations and aspirations for their children and these are realised through the skill and dedication of our highly qualified staff and are reflected in the quality learning outcomes achieved by our students. St Andrews staff are committed to ongoing professional learning with a whole school focus on visible assessment practices and integrating ICT within all key learning areas. Our Assistant Principals are Instructional Leaders across K–6 and our Support Unit, working in a school designed model exclusive to our context. The role of our executive team is to build teacher capacity in delivering quality differentiated instruction that supports the development of the whole child. Students at St Andrews Public School continue to achieve excellence in State and National testing in literacy and numeracy and also in the University of NSW competitions. The school curriculum provides programs that cater to a wide range of student abilities. The performing arts play an important role in the education of our students with opportunities to participate in dance, school instrumental groups and choirs. Sport also plays an important role, with students given the opportunity to participate in PSSA inter-school sport and a range of other sporting events. St Andrews Public School also provides many other experiences such as debating, public speaking, and social skills programs.

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/school-excellence>

The results of this process indicated that in the School Excellence Framework domain of Learning that St Andrews Public School is at Sustaining and Growing.

This is validated by the school's continual work in the Learning Culture and Wellbeing elements that address the cognitive, emotional, social, physical and spiritual needs of students, staff and the community. Our school continually places a Wellbeing lens across the site and is committed to promoting an authentic, rigorous and positive learning culture.

There is strong evidence in the Curriculum and Learning element to suggest that our school is continually positioning itself to be responsive to the needs of all students. We have focused on a huge commitment to improving teachers' professional development through the implementation of our school based Instructional Leadership model whereby Assistant Principals are developing teacher capacity to improve student learning. Our Instructional Leaders are supporting teachers to plan and effectively implement evidence based teaching practices and formative assessment practices that align with our Strategic Directions. These experiences include weekly collaborative planning sessions unpacking syllabus documents and designing fortnightly units of work based on student knowledge and understanding. Formative assessment strategies are being implemented to help teachers modify and plan programs that are responsive to student need. Visible learning strategies such as learning goals and success criteria are incorporated into programs to help students understand the purpose of their learning and self reflect and evaluate their understanding.

In terms of the Assessment and Reporting and Student Performance Measures there is evidence to suggest that our school is developing effective systems and processes to demonstrate a variety of ways to monitor and track student achievement. The school is currently incorporating external data measures such as Progressive Achievement Tests (PAT) in addition to NAPLAN to reflect student achievement as well as school measures such as formative assessment and stage based assessments to better measure student achievement and growth across the school.

The results of this process indicated that in the School Excellence Framework domain of Teaching that St Andrews Public School is at Sustaining and Growing.

This is validated by the Learning and Development and Professional Standards element that indicated our school staff are provided with opportunities to unpack research behind a variety of pedagogical practices such as formative and summative assessment, learning goals and success criteria, student self-evaluation through reflection and providing timely feedback purposeful to student learning goals. Professional Standards are a driving factor in helping teachers identify areas of future development and plan professional learning opportunities that cater to individual teacher need. Teachers identify areas of development through the Performance and Development Process (PDP) each year. This ensures the majority of professional learning is targeted to meet individual needs of teachers.

Within the Learning and Development element our school focuses on collaboration that is ongoing, school based, sustainable and directly relevant to the daily work of teachers. Structures that promote authentic whole school professional development are embedded across the school site. Examples of these structures include, intensive support provided by Assistant Principals working alongside their stages as instructional leaders to provide 5 week cycles of inquiry into evidence based practices supporting identified teacher need, stage collaboration, whole day stage planning each term off school site, and the communication of ideas through G-Suite.

The results of this process indicated that in the School Excellence Framework domain of Leading that St Andrews Public School is at Sustaining and Growing.

This is validated by the Leadership element that highlights our school has clear formal and informal leadership opportunities for staff and students. SRC, Peer Mediators, Special Purpose Area student leadership and captain and prefect conferences are just some of the opportunities offered to students. All teaching staff are able to express their interest in leading our School Priority teams.

Our self-assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

Strategic Direction 1

WELLBEING: Connect, Thrive, Succeed

Purpose

Positive, respectful relationships are evident and widespread with a strong focus on wellbeing for all.

Improvement Measures

–An increased percentage in student attendance.

–Positive behaviour to be above 80% based on the fidelity of information.

–An increase of community participation in Aboriginal initiatives.

–Increase in students receiving targeted support

Overall summary of progress

The school consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment. At St Andrews Public School, we recognise that there is a need for a predictable, school wide system which focuses and highlights positive behaviours displayed by our students. In 2019, our PBL team recognised the need for behaviour tracking. The team used Sentral as a way to track and identify students, areas of concerns and at risk behaviours across the whole school setting. Through the analysis of this data, teaching behaviour expectations has become a weekly routine and a scope and sequence has been developed based on areas identified. This allows us as a school, to teach, recognise and reward the positive behaviour of all students. In Term 4, 2019, the PBL team introduced a fast and frequent reward system which linked the classroom and the playground. Teachers acknowledge students throughout the week by rewarding them with a 'Roary', based on the weekly focus and overview. Students go into a weekly draw to receive recognition for their hard work. The PBL team continues to focus on the core values of St Andrews; to be a safe, respectful learner. Quality teaching and professional practice are being developed in every learning environment, providing students with opportunities to succeed at their level of learning and development. As a result, learning goals are established based on student need, creating differentiated learning. Students care for themselves and contribute to the wellbeing of others and the wider community. There was an increase in the number of parents and carers who played an active role in developing their child's Personalised Learning Plans. The school community engaged in many events throughout the year promoting an understanding and awareness of Aboriginal Education through events such as NAIDOC Week celebrations and acknowledging our Junior AECG members in a formal ceremony.

Progress towards achieving improvement measures

Process 1:

Students, staff and the community develop and implement strategies to ensure an understanding of whole-school wellbeing initiatives.

Evaluation	Funds Expended (Resources)
Using Sentral data from 2019, notifications indicate that teachers are entering both negative and positive behaviours into Sentral. This data is analysed to identify the number of incidences in the year and then the percentage. This data is then used to create and implement learning experiences for students, teaching targeted to meet these needs and promote appropriate behaviours. Wellbeing Week was held twice a term for all staff. The school invests in its staff by providing two planning days per term. The school sets protocols to	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$7500.00)

Progress towards achieving improvement measures

ensure staff are looking after their wellbeing during these designated weeks by keeping emails to a minimum, not scheduling meetings before and after school and having senior executive cook a breakfast for all staff once a term.

Meetings with PBL consultant have assisted the school in creating a re-launch of PBL. A graphic designer was sourced for the creation of the school mascot. A colour run was celebrated to re-launch PBL across the school from K-6 where parents, students, staff and preservice teachers made the event a memorable occasion.

Process 2: Improve partnerships with our Aboriginal Community to develop an awareness and respect of the Aboriginal culture and create authentic engagement in aspects of school life, enabling individual students to be proud and connected Aboriginal citizens.

Evaluation	Funds Expended (Resources)
<p>An Opportunity Hub for Stage 3 students was held weekly over 10 weeks.</p> <p>A Junior AECG was formally established utilising a formal election process which was held and facilitated by The Fields AECG president. Positions are held by students for a period of 12 months with the voting process to happen annually in Term 4. Positions held are: President, Vice President, Secretary, Year 6 Representative, Year 5 Representative, Year 4 Representative, Year 3 Representative, Year 2 Representative, Year 1 Representative.</p> <p>The JR AECG worked in conjunction with staff and The Fields AECG president to rewrite Acknowledgement of Country for St Andrews.</p> <p>A PLP barbeque and Afternoon Tea were held in Term 2 with 25 families in attendance. Students, staff, parents and community members were also in attendance.</p> <p>NAIDOC week celebrations were held in Term 3. Students from the local High School attended along with local Aboriginal community members for the formal assembly. Matthew Doyle (Indigenous artist and storyteller) sang and performed for all students.</p> <p>Michael Fardon, a local Aboriginal Artist was employed to design and paint an Aboriginal artwork. Michael brainstormed ideas with Stage 2 and Stage 3 students and proposed a design that was approved and then painted, with all Aboriginal & Torres Strait Islander students involved.</p> <p>Stage 2 and Stage 3 students attended Heartbeat programs and Yarn Up which is a public speaking program.</p> <p>COS NAIDOC day was attended by all Indigenous students from K-6, held at Sarah Redfern High School. St Andrews Public School was announced as the host school for 2020.</p> <p>Professional learning sessions were offered for staff to opt in and were centered on Aboriginal Education. This professional learning was run by members of the District Office Aboriginal Education team and were held over 4 different sessions with a focus on authentically incorporating Aboriginal Education into each KLA.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$74000.00)

Process 3: Reviewing and refining current Learning and Support Team (LST) practices to effectively support the wellbeing of all students.

Evaluation	Funds Expended (Resources)
<p>Students identified through NCCD were required to have IEPs created to support their individualised learning needs. As a result, all classroom teachers identified students with additional learning needs in their classroom</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$32000.00)

Progress towards achieving improvement measures

and in consultation with parents, developed individual learning programs that were supported by the teacher and SLSO.

Each stage have timetabled Learning and Support Team (LST) meetings (twice a term) where the LST meet and assign priorities based on teacher feedback and whole school data.

A behavioural consultant is employed one day per week to support teacher professional learning in managing complex student behaviour and identify students requiring additional support.

AP Learning and Support consultant supported teachers in writing Individualised Learning Plans for complex student needs.

A classroom teacher was released for two hours each week in Semester 1 to monitor whole school attendance and promote proactive strategies with all staff while establishing strong links with the community and HSLO.

In semester 2, proactive attendance monitoring procedures have been implemented in LST meetings to ensure stages are taking an active role in improving overall attendance data of students. This has allowed for strong communication and support strategies implemented by HSLO and school counsellors.

In 2019, attendance awards were issued to 107 students who had an attendance rate of 98% or above.

Next Steps

PBL – An update of school behaviour management and level system is being put together. The updated system will then be communicated with whole staff to gain feedback and further refine. Signage to be purchased and displayed around school grounds with updated mascot. Semester reward days to be put into place to celebrate student success. Scoreboard to be purchased to display Roary tally. Current data collection needs to be refined to make process easier and more timely. Scope and sequences need to be updated to align with current needs in school setting.

Attendance – Continue to monitor attendance using Sentral, classroom teacher/parent relationships, attendance officer and Home School Liaison Officer. Continue to monitor attendance and review processes and procedures with staff through regular stage meeting agendas and student attendance monitoring. Recognition of excellent attendance throughout K–6 at the end of each year will continue to be celebrated.

Aboriginal Education – Junior AECG meetings to be held fortnightly with an increased attendance by all students. Aboriginal SLSO being employed to focus on art from an Aboriginal perspective. Big Sister program to continue to be implemented for the development of cultural awareness. Aboriginal students are learning the National Anthem in their own language. Offsite Professional learning for staff will be made available. New Acknowledgement of Country to be painted on to a mural and hung externally at the entrance of the school.

Strategic Direction 2

LEADERSHIP: Growing Together

Purpose

To create a high performing learning culture based on innovative educational practices that builds leadership capacity for all.

Improvement Measures

–Establish high quality systems and processes so SAPS is recognised as a lighthouse school for Instructional leadership.

–Increased opportunities for students to be involved in leadership roles across the school.

–Increase the leadership capacity across our executive team.

–Increased opportunities for parents to be involved in leadership roles across the school.

Overall summary of progress

The school has a holistic approach to school leadership. We know and understand that there are many levels to school leadership from our students, to staff and the community. As a school we have strong processes and structures in place for the election of our student leadership group, however we are working towards building upon this base and providing our student leaders with more opportunities to share their leadership skills through greater school and community initiatives and involvement. This would include improving student voice as one of our priorities to value the contributions of students to our whole school. Our Instructional Leadership model has completed its second phase with great feedback and success. We have invested time into delivering professional learning for our Assistant Principals in ensuring they have the skills and structures in place to support this wonderful initiative. The investment into this leadership model has seen much success in its second year, for both student learning/outcomes and building teacher capacity/skills. Through developing the Collaborative Leadership Model together as an Executive Team we have looked at transformational change through research based on best practice, developing expert knowledge together and continuing professional learning within Stage teams. This has been achieved through developing collaborative learning, working towards PDP goals and Assistant Principals supporting teachers on a daily basis in classrooms. Community members are an important aspect of our school's leadership. We continue to involve our community through our Friday parent group, Coffee and Chat sessions, as well as through our PaTCH training and in-class program. These community initiatives are constantly reflected upon as a school and opportunities are provided for community members to share feedback about their role within our school through community surveys and forums. We value the role of our students, staff and community in leading our school to constantly strive for excellence.

Progress towards achieving improvement measures

Process 1:

Develop and maintain a focus on distributive instructional leadership to create and sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress.

Evaluation	Funds Expended (Resources)
<p>Successfully implemented the second phase of our Collaborative Leadership model. Weekly professional learning sessions to develop the Instructional Leadership capacity of all Assistant Principals.</p> <p>2 x Assistant Principal's per stage, building teacher capacity and student outcomes through shoulder to shoulder teaching across their teams.</p> <p>Stages collaboratively plan fortnightly units of work developing a consistent understanding of curriculum expectations and teaching practices to ensure student learning is effective.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$215000.00)

Progress towards achieving improvement measures

Process 2: Differentiated professional learning targeted at identified teacher need linked to SAPS strategic directions, Australian Teaching Standards and PDP goals utilising internal expertise.

Evaluation	Funds Expended (Resources)
<p>Investment into Assistant Principals professional learning and development to build their capacity to lead improvement across the school, inclusion of executive team conference to build leadership skills and collaborative practices across the team.</p> <p>Collaborative stage meetings and reflective practices implemented within stage teams to target differentiated Professional Learning opportunities for teachers.</p> <p>Data talks scheduled between classroom teachers and Assistant Principal Instructional Leaders to reflect on programming and lessons based on observations and student data.</p> <p>Increased visibility of Assistant Principals to improve Zones of Influence on staff and students.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$89000.00)

Process 3: The students, staff and parents engage in authentic leadership opportunities that contribute to the leadership of the school and supports the achievement of its goals and priorities.

Evaluation	Funds Expended (Resources)
<p>Introduction into growth mindset and implementing strategies into teaching practice, allowing our students to be reflective leaders of their own learning. Students take ownership of their learning by self-assessing how they are meeting their learning goals.</p> <p>Continuation of Student Representative Council and School Leaders program. Student roles continue to be implemented and refined across the school.</p> <p>Continuation of Junior AECG committee where ATSI students are elected into various roles forming the committee.</p> <p>PaTCH program implemented and training provided to welcome and support parents into the school community. PATCH continues to create opportunities for parents to be active in the school learning environment and assists parents to be confident in supporting their own child's learning at home.</p> <p>Parents successfully trained in PaTCH are supporting student learning in classrooms, through teacher developed programs based on students need.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • English language proficiency (\$17000.00)

Next Steps

Establish and implement a leadership development group to build the capacity of teachers to become future school leaders striving for continued school improvement.

Instructional leaders to create opportunities for distributive leadership, allowing team members who have strengths in particular areas to share their expertise across their stages through professional learning sessions, demonstration lessons and/or team teaching opportunities.

Build the profile of our student leadership group, through improving their leadership abilities and student voice within our school through scheduled and regular meetings.

Improved opportunity for community/parent voice in driving school direction and focus areas to boost their leadership within the school context. This focus will initially be implemented via our parent group every Friday.

Strategic Direction 3

LEARNING AND ASSESSMENT: Striving for Continuous Improvement

Purpose

To build effective teaching and learning capacity underpinned by high quality teaching, evidence– based assessment and learning for all.

Improvement Measures

–Increase in students achieving 12 month growth in literacy

–Increase in students achieving 12 month growth in numeracy

–Internal and external school measures identify that students are achieving higher than expected growth

Overall summary of progress

The AP model has allowed executive to work alongside teachers to build their repertoire of teaching strategies. This model provided additional opportunities to observe teaching practice, engage in professional dialogue and provide feedback to classroom teachers. A Formative Assessment Pilot group was also formed in 2019. This group includes 7 teachers across K–6 and Support classes, who are interested in deepening their understanding of formative assessment practices and want to use these practices effectively to drive teaching and learning. Opt in meetings began in 2019 to allow teachers to attend relevant professional learning opportunities. Professional learning sessions included the effective use of robotics and embedding Aboriginal perspectives across Key Learning Areas. Towards the end of 2019, a draft school wide assessment schedule was created and benchmarking kits were purchased to support the collection of data and consistent teacher judgement.

Progress towards achieving improvement measures

Process 1:

The school community is engaged in ongoing learning opportunities that facilitate professional dialogue, collaboration, classroom observations, the modelling of effective practice and the provision of specific and timely feedback to ensure quality learning and assessment.

Evaluation	Funds Expended (Resources)
<p>Assistant Principals (AP) are providing sustained, high quality, differentiated professional learning through weekly stage collaboration meetings and Stage planning days.</p> <p>The AP model is allowing school leaders to work shoulder–to–shoulder with teachers to assist in expanding their repertoire of teaching strategies.</p> <p>Evidence of visible learning within classrooms. Learning goals, success criteria and bump it up walls are some of the visible learning strategies evident in classrooms across the school.</p> <p>Students are beginning to articulate individual reading and writing learning goals and self–assessing based on these goals.</p> <p>Benchmarking kits purchased in Term 4, 2019 to support consistent teacher judgement in reading and comprehension and to allow the gathering of data on student reading growth in 2020.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio–economic background (\$179000.00)

Process 2: Quality, reliable and valid internal and external student data is analysed, monitored and used to inform planning, identify interventions and modify teaching practice.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>Assistant Principals are beginning to provide sustained, high quality, differentiated professional learning through weekly stage collaboration meetings and Stage planning days. This has provided opportunities for stages to evaluate student learning and to effectively plan lessons based on student need. Stage collaboration meetings have assisted staff to develop a mutual understanding of learning outcomes. As a result, consistent teacher judgement (CTJ) is being established across the grades.</p> <p>Syllabus outcomes, anecdotal notebooks and diagnostic testing are used by classroom teachers to track student data.</p> <p>There is evidence of visible learning within classrooms. Learning goals, success criteria and bump it up walls are some of the visible strategies evident.</p> <p>Students are beginning to articulate individual goals in aspects of literacy and numeracy.</p> <p>Year 3 and Year 5 completed NAPLAN testing which allowed our school to evaluate external data to assist in analysing what understanding students were demonstrating.</p> <p>Students in Years 2–6 completed PAT Testing (Mathematics and Reading) in Semester 1 and Semester 2.</p>	\$15 000

Next Steps

Literacy – Each stage will continue to collaboratively plan English lessons to ensure syllabus outcomes and content are focused on student need and consistent in teaching pedagogy across the stage. Teachers will gather student reading data and track growth using the Fountas and Pinnell benchmark kits.

Numeracy– Each stage will continue to collaboratively plan Mathematics lessons to ensure syllabus outcomes and content are relevant to student need and consistent in teaching pedagogy across the stage. Primary students to continue number talks in order to develop students' understanding and fluency in number. Primary students to explore investigative mathematical activities to help students apply their understanding across practical, real life scenarios.

Data – Continue emphasis on utilising data as a whole school to drive programs for student learning. Our school will formally create a data wall to measure pre and post test data to drive teaching and learning. Our Professional Learning room will be assigned to display a Data Wall to outline current student achievement and growth in English and Mathematics K–6.

Implementation of a draft school wide assessment schedule to gather consistent data from internal sources will be implemented.

Formative Assessment Pilot Group– Pilot group to continue exploring the five key elements of Formative Assessment and will support executive to drive new learning across the whole school. This will initially occur through whole school professional learning (PL) sessions. These sessions will aim to deepen the levels of understanding around the effective use of formative assessment strategies within all teaching staff. PL to occur twice each term and will include pre-readings and follow up tasks.

PL– Opt in meetings to continue in 2020 to allow teachers to attend relevant professional learning opportunities based on individual need.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$53 072	<p>All Indigenous students have a Personalised Learning Plan (PLP) which has been developed in consultation with parents, students and teachers. The PLPs are a fluid document and will be used as a platform for future years' goals. The goals set are to be worked and agreed upon between the student/parent and/or carer and the teacher. These goals should be SMART goals with a focus being either social or academic and based on the students' interests and aspirations. If the student is not performing at the expected grade level the PLP must include a Literacy and/or Numeracy SMART goal (whichever is relevant) for the student to focus on and aspire to achieve.</p> <p>Continue to maintain and strengthen partnerships and promote genuine collaboration between schools, Aboriginal families, outside agencies and our local AECG.</p> <p>Employed an Aboriginal School Liaison Support Officer (SLSO) to support student learning and engagement in the classroom and encourage relationships in the playground. The role of the Aboriginal SLSO is to also build an understanding of Aboriginal culture for all students.</p> <p>Teachers taught in Connected Communities schools as part of their ongoing professional learning, creating awareness of rural and remote communities and the strong culture present.</p> <p>Teachers participated in Healthy Country, Healthy Culture training promoting an understanding of Aboriginal culture and authentic ways to embed Aboriginal Education into the curriculum.</p>
English language proficiency	\$153 088	<p>49% of the total school enrolment were LBOTE students speaking fifty different languages. A teacher was employed one day per week to support EAL/D students requiring additional learning support. The quality teaching and learning for EAL/D students was driven through the effective use of data to inform differentiation in programs and assessment. These programs were taught in small groups with differentiated tasks for individual students to meet needs. An additional EAL/D teaching day was allocated in Semester Two to support two refugee families on the New Arrival Program. The EAL/D teacher provided intensive language support, eleven hours a week, for four students on the New Arrivals Program.</p>
Low level adjustment for disability	\$283 681	<p>Support targeted students in the classroom by funding additional School Learning Support Officers (SLSOs) to support students at key transition points, and the</p>

Low level adjustment for disability	\$283 681	<p>implementation of Individualised Learning Plans. Timetable modified weekly to support funded students at times of need.</p> <p>Employed teachers across the school, such as our Student Wellbeing Teacher to support students and focus on individual learning plans.</p> <p>Personalised Learning and Support Plans (PLaSPs) were created where necessary in accordance with the Disability Discrimination Act (1992) to ensure adjustments were made for students to allow improved access to the curriculum.</p> <p>All staff were supported in professional learning sessions centered on writing PLaSPs. This was led by stage leaders to ensure understanding and expectations of staff were consistent with DoE requirements.</p> <p>SLSOs updated and trained in strategies implemented within each PlaSP to assist in supporting students with additional needs.</p>
Quality Teaching, Successful Students (QTSS)		<p>In 2019, funds were once again utilised to continue supporting our Assistant Principals (AP) as Instructional Leaders (IL) across our school in a model exclusive to our school context. This provided our staff with targeted personalised support and professional development which was frequently embedded across all stages as part of our AP IL model.</p>
Socio-economic background	\$248 373	<p>Engaged parents into the life of the school by running initiatives such as coffee chat, yarning circle and workshops centered on parenting, wellbeing and supporting children with learning. Employed Community Liaison Officer (CLO) to support the initiatives outlined above.</p>
Support for beginning teachers	\$54 000	<p>In 2019, all beginning teachers received funding under the Great Teaching Inspired Learning reform which was used to release staff members for additional professional learning opportunities.</p> <p>Each teacher was guided by a supervisor and given opportunities to observe lessons by a mentor or colleagues/supervisors and take part in professional learning opportunities to build on teaching strategies, support wellbeing and set up good practices to allow for student success.</p>
Targeted student support for refugees and new arrivals	Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$22 000.00) 	<p>An additional EAL/D teaching day was allocated in Semester Two to support two families who arrived from overseas and were eligible to be part of the New Arrival Program. The EAL/D teacher provided intensive language support, six hours a week, for four students on the New Arrivals Program.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	398	419	472	461
Girls	382	374	386	400

Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.7	95.3	92.5	92
1	93.6	94.4	93.9	92.2
2	93.6	93.5	92.7	91.7
3	94.7	94.4	92	91.5
4	93.2	94.1	94	90.5
5	94.3	93	93.6	91.9
6	94.9	93.5	91.6	91.4
All Years	94.3	94	92.9	91.6
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

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)	36.84
Teacher of Reading Recovery	0.95
Learning and Support Teacher(s)	1.7
Teacher Librarian	1.4
Teacher ESL	1
School Counsellor	1
School Administration and Support Staff	10.17

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

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.

During 2018, Legislation required that all teachers in schools and early childhood settings in NSW be accredited (or seeking accreditation) with the Board of Studies, Teaching and Educational Standards (BOSTES). As a result, all

teachers at St Andrews Public School are currently maintaining accreditation at proficient level and all beginning teachers were supported by their supervisor/mentor in accessing Beginning Teacher Allocation funding under Great Teaching, Inspired Learning reform. Professional learning undertaken by all staff at St Andrews Public School in 2019 was linked to our four strategic directions of Wellbeing, Leadership, Learning and Assessment and Professional Learning Hub Experience as well as the Performance and Development Process (PDP).

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	904,659
Revenue	8,817,972
Appropriation	8,438,848
Sale of Goods and Services	76,117
Grants and contributions	295,347
Investment income	7,510
Other revenue	150
Expenses	-9,499,041
Employee related	-7,742,860
Operating expenses	-1,756,182
Surplus / deficit for the year	-681,070

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 management processes at St Andrews Public School include overall budget management by the finance committee. The finance committee comprises the Principal, the Deputy Principals, the School Administrative Manager and the school executive.

Financial summary - Equity loadings

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

	2019 Approved SBA (\$)
Targeted Total	1,048,904
Equity Total	738,214
Equity - Aboriginal	53,072
Equity - Socio-economic	248,373
Equity - Language	153,088
Equity - Disability	283,681
Base Total	5,505,789
Base - Per Capita	212,216
Base - Location	0
Base - Other	5,293,573
Other Total	592,289
Grand Total	7,885,196

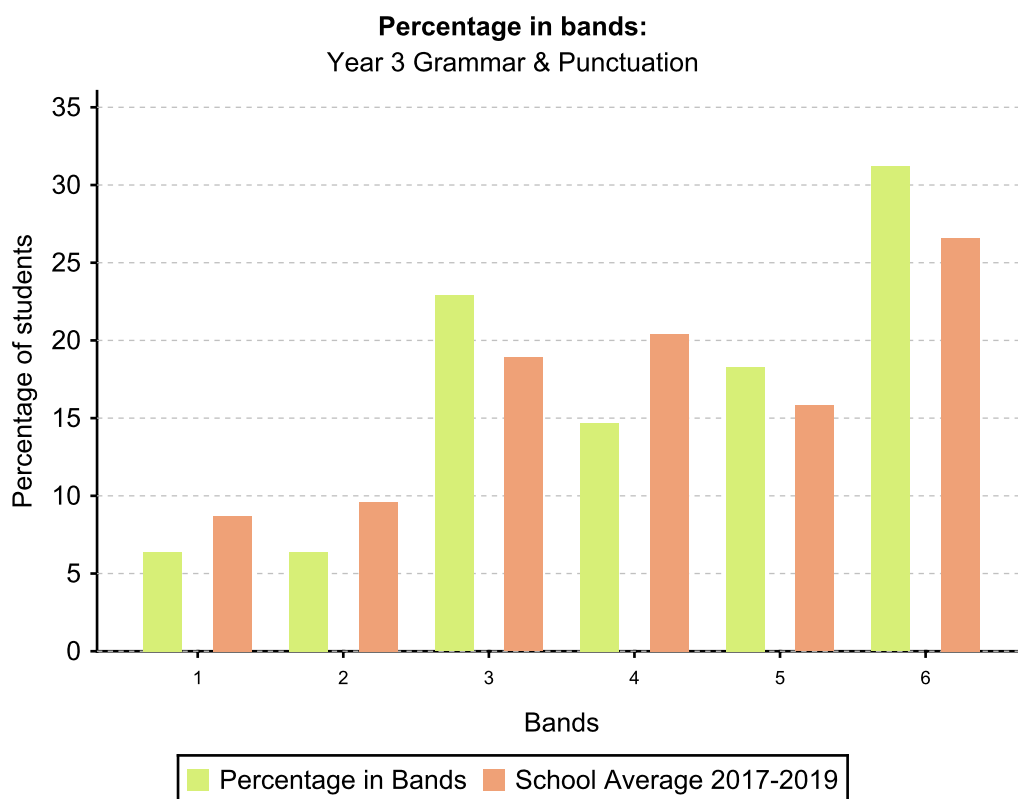
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

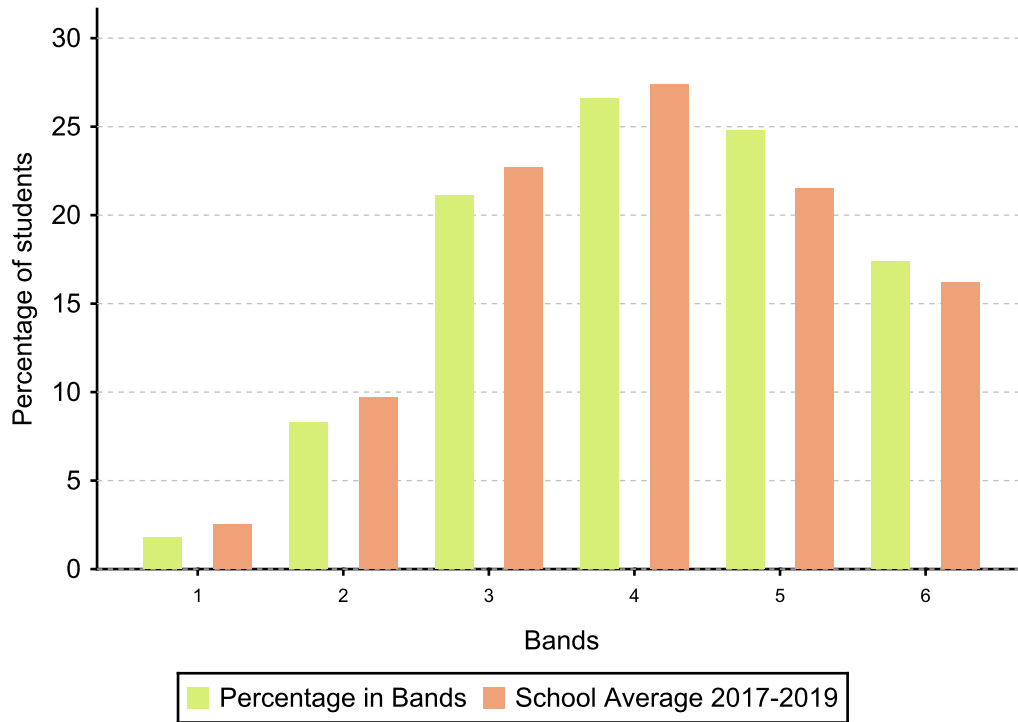
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

Literacy and Numeracy Graphs



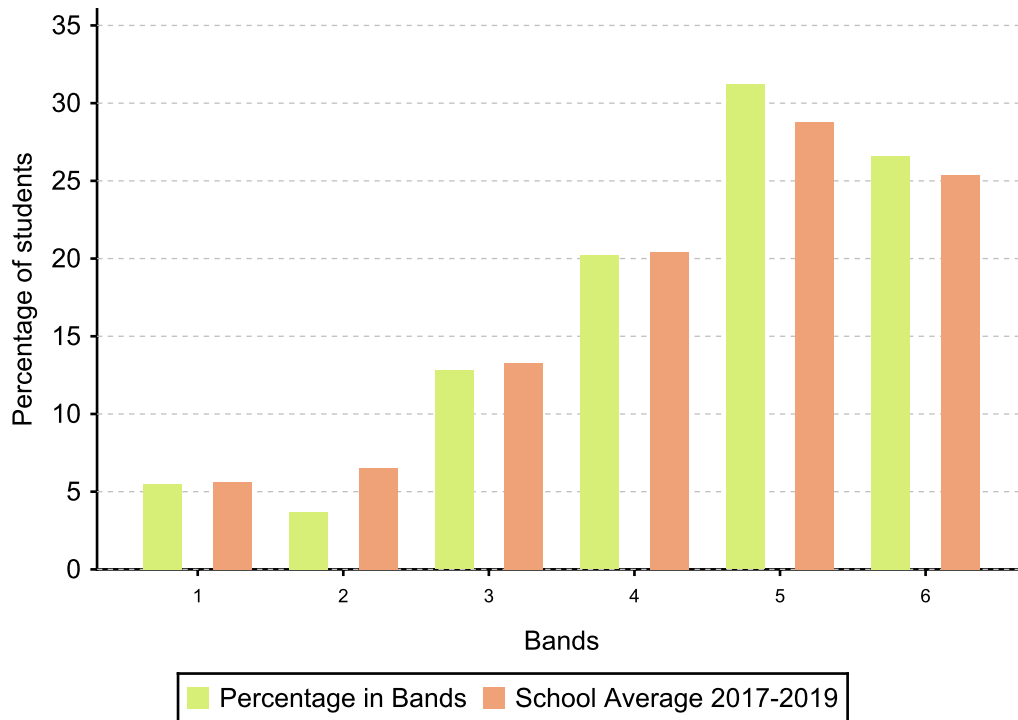
Band	1	2	3	4	5	6
Percentage of students	6.4	6.4	22.9	14.7	18.3	31.2
School avg 2017-2019	8.7	9.6	18.9	20.4	15.8	26.6

Percentage in bands:
Year 3 Reading



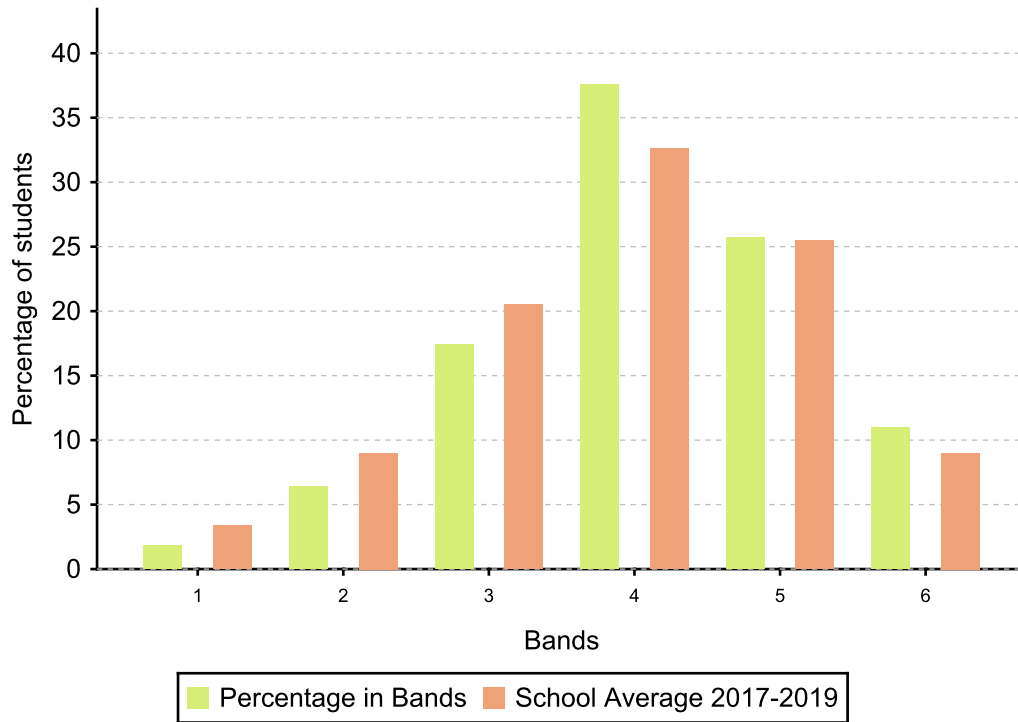
Band	1	2	3	4	5	6
Percentage of students	1.8	8.3	21.1	26.6	24.8	17.4
School avg 2017-2019	2.5	9.7	22.7	27.4	21.5	16.2

Percentage in bands:
Year 3 Spelling



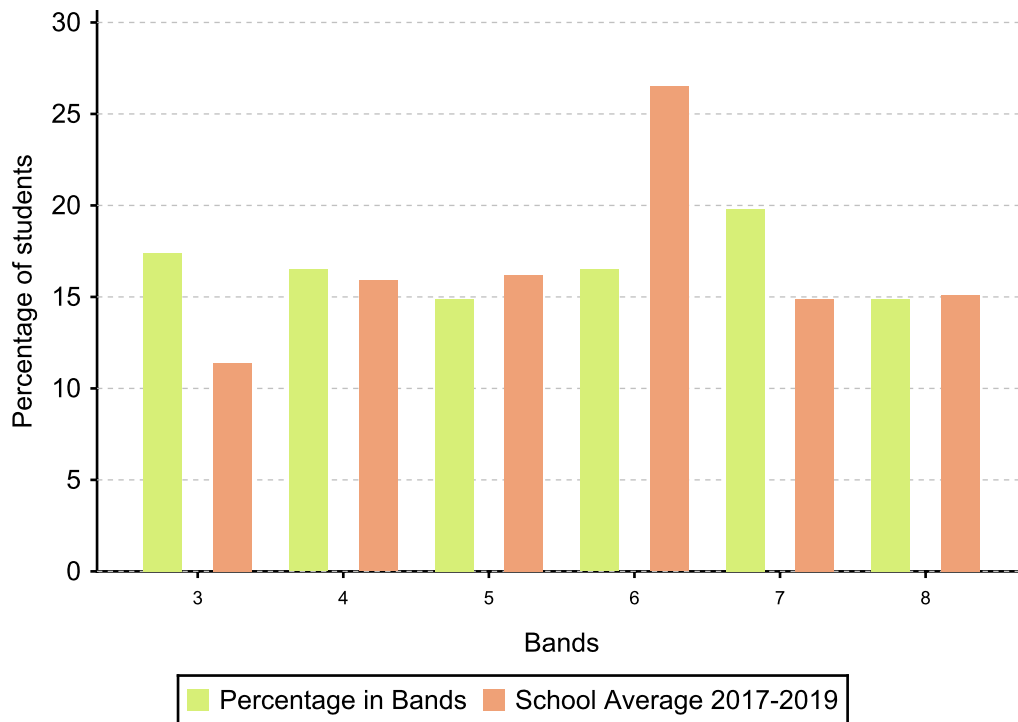
Band	1	2	3	4	5	6
Percentage of students	5.5	3.7	12.8	20.2	31.2	26.6
School avg 2017-2019	5.6	6.5	13.3	20.4	28.8	25.4

Percentage in bands:
Year 3 Writing



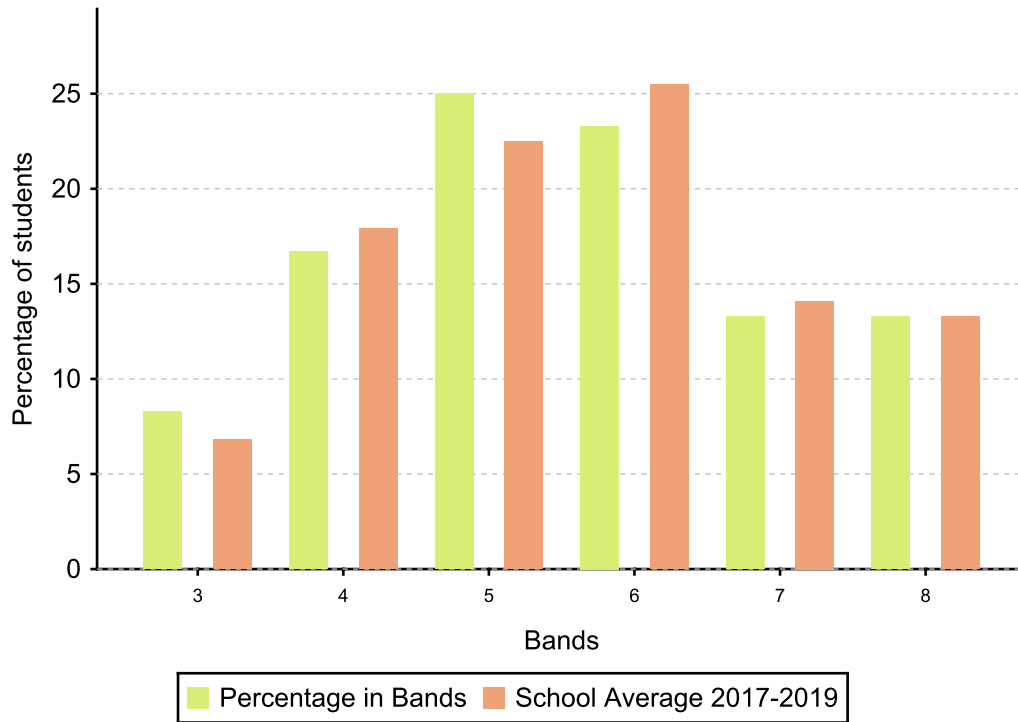
Band	1	2	3	4	5	6
Percentage of students	1.8	6.4	17.4	37.6	25.7	11.0
School avg 2017-2019	3.4	9	20.5	32.6	25.5	9

Percentage in bands:
Year 5 Grammar & Punctuation



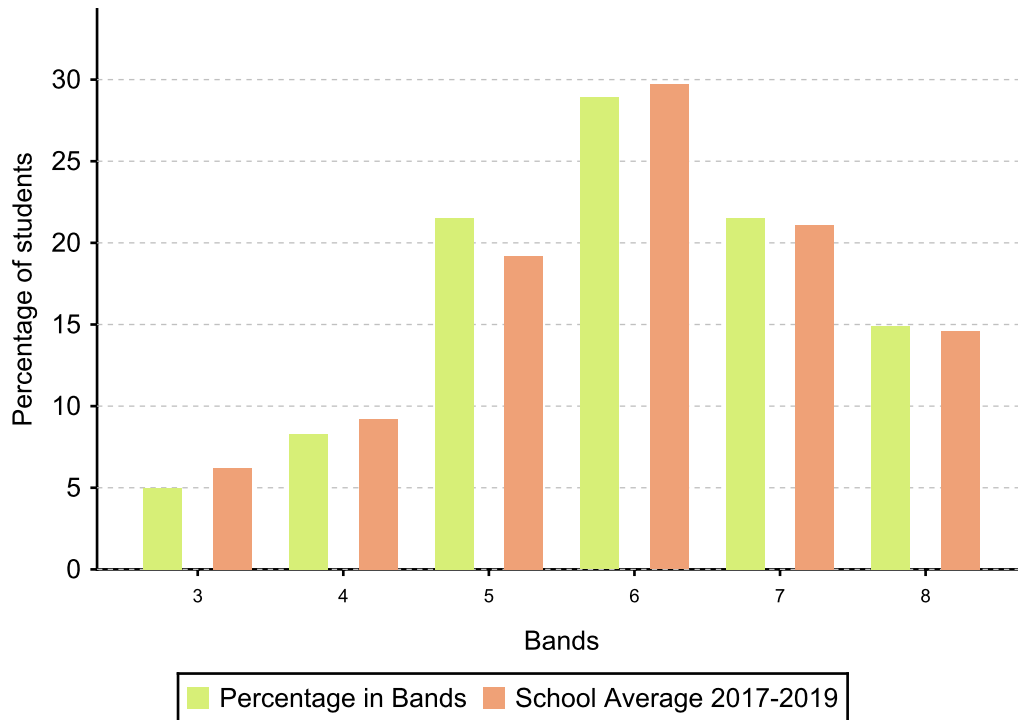
Band	3	4	5	6	7	8
Percentage of students	17.4	16.5	14.9	16.5	19.8	14.9
School avg 2017-2019	11.4	15.9	16.2	26.5	14.9	15.1

**Percentage in bands:
Year 5 Reading**



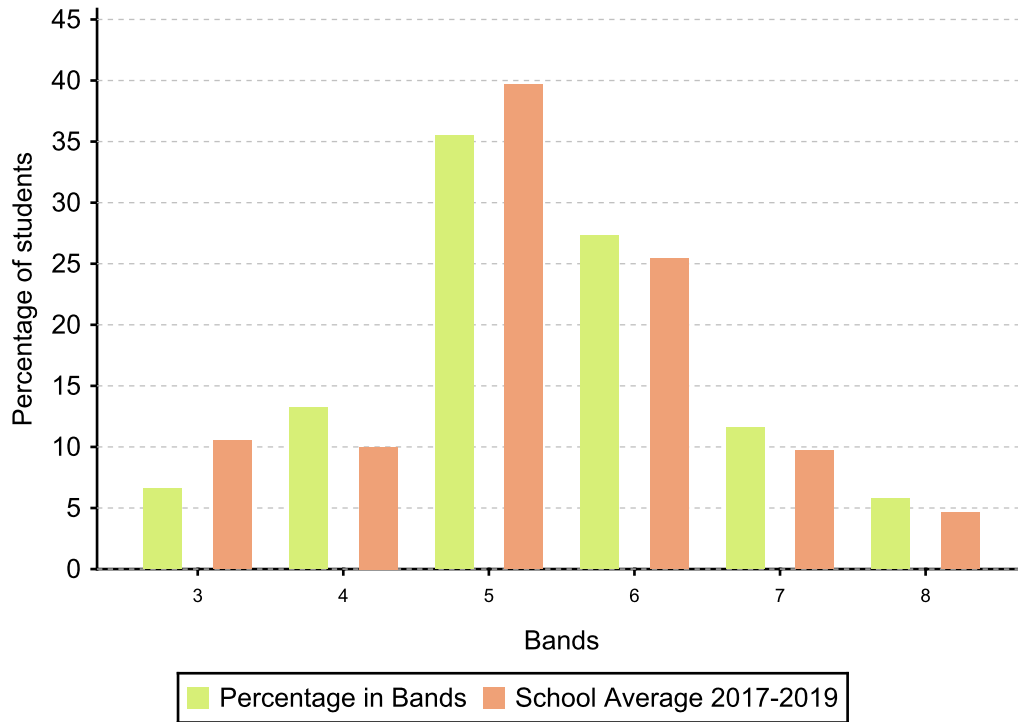
Band	3	4	5	6	7	8
Percentage of students	8.3	16.7	25.0	23.3	13.3	13.3
School avg 2017-2019	6.8	17.9	22.5	25.5	14.1	13.3

**Percentage in bands:
Year 5 Spelling**



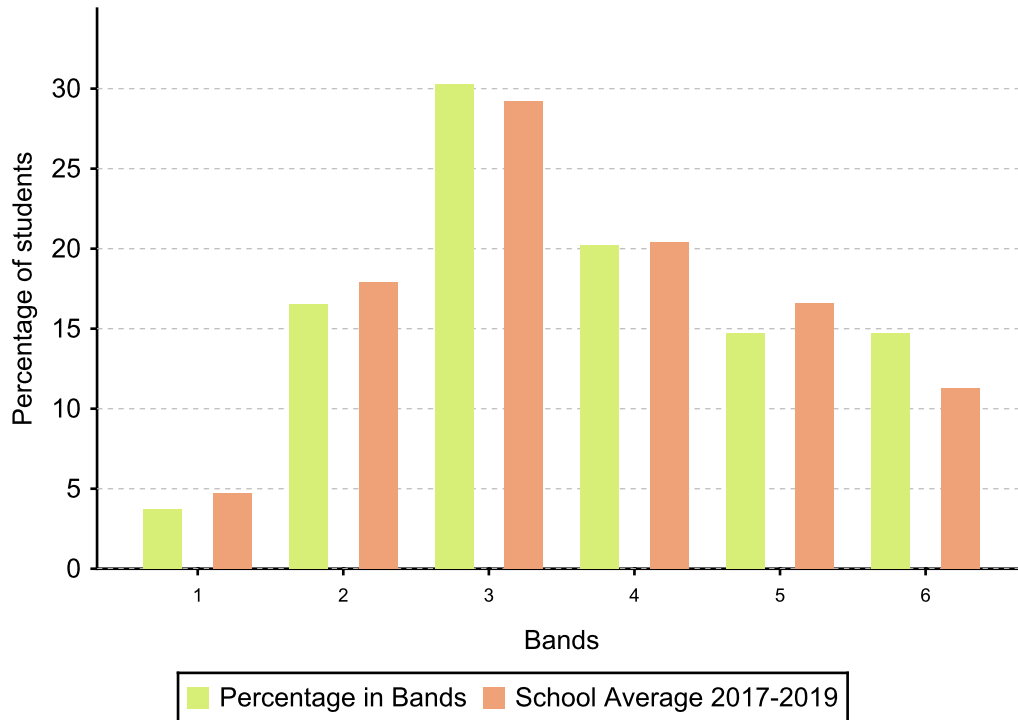
Band	3	4	5	6	7	8
Percentage of students	5.0	8.3	21.5	28.9	21.5	14.9
School avg 2017-2019	6.2	9.2	19.2	29.7	21.1	14.6

Percentage in bands:
Year 5 Writing



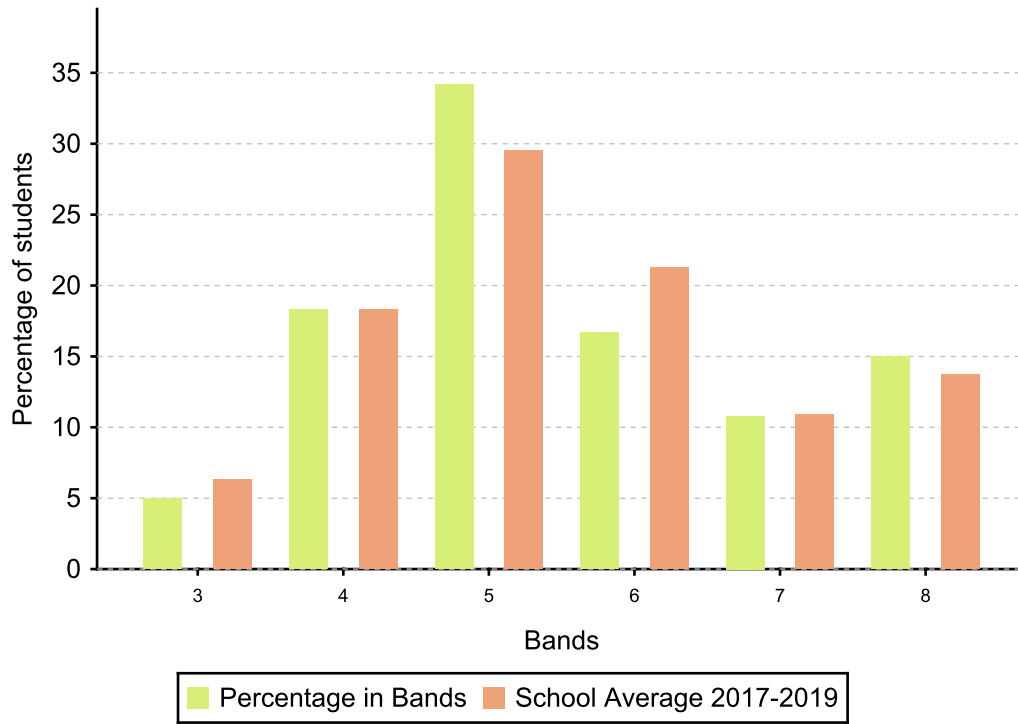
Band	3	4	5	6	7	8
Percentage of students	6.6	13.2	35.5	27.3	11.6	5.8
School avg 2017-2019	10.5	10	39.7	25.4	9.7	4.6

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	3.7	16.5	30.3	20.2	14.7	14.7
School avg 2017-2019	4.7	17.9	29.2	20.4	16.6	11.3

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	5.0	18.3	34.2	16.7	10.8	15.0
School avg 2017-2019	6.3	18.3	29.5	21.3	10.9	13.7

Parent/caregiver, student, teacher satisfaction

Students

- 94% of female students and 92% of male students valued school outcomes.
- 69% of female students and 68% of male students are interested and motivated to learn.
- 8.0 out of 10 female students and 7.7 out of 10 male students feel that they have someone at school who consistently provides encouragement and can be turned to for advice .
- 8.8 out of 10 female students and 8.4 out of 10 male students feel teachers are responsive to their needs and encourage independence with a democratic approach.

Staff

- 56% of staff surveyed 'agree' that school leaders clearly communicate their strategic vision and values for our school
- 56% of staff surveyed 'agree' that school leaders at St Andrews are leading improvement and change
- 59% of staff surveyed 'strongly agree' that the school is well maintained
- 59% of staff surveyed 'agree' that there is a strong sense of belonging for students

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.

We currently have 68 Aboriginal and Torres Strait Islander students enrolled at St Andrews Public School. We continue to support Aboriginal history, culture and contemporary Aboriginal Australia within our school by embedding Indigenous perspectives throughout the curriculum and celebrating Aboriginal culture.

A major focus for Aboriginal Education this year was the Professional Learning offered to staff. The aim of the sessions was to allow staff to gain skills and develop confidence in their ability to authentically teach Aboriginal culture across all areas of the curriculum. Professional Learning was provided for staff members over a number of sessions throughout the year, with the sessions being run by members of the Aboriginal Education team from DoE Head office. The sessions supported staff to develop skills in locating and using resources and gain an understanding and appreciation of the history of Aboriginal culture. This allowed staff to feel confident in embedding these skills into the curriculum. The feedback received from staff in attendance was that the sessions were helpful in allowing them to feel more confident in approaching Aboriginal Education in an authentic manner in their day to day teaching.

NAIDOC was a successful whole school event this year, with all students in the school immersed in a range of learning experiences and activities designed to educate and celebrate Aboriginal culture. All students participated in an Aboriginal Art display with work from each grade level displayed in the hall and school office. As a whole school we learned and immersed ourselves in Aboriginal Culture by having a week of celebrations. This included a sports day where Souths Cares visited and students were taught the importance of oral and physical health. Students participated in an Indigenous sports day which allowed them to engage in Indigenous games. 'Koori Oki' was another activity where students and teachers sang and danced together in the hall. Matthew Doyle performed for our school and taught us about Aboriginal musical instruments and artifacts through language and song. A whole school Assembly was held honoring local Indigenous Elders and creating a whole school notion of belonging. This assembly saw male dancers from a local High School perform for our students and staff were provided with local bush tucker. Additionally, as part of our NAIDOC celebration, Indigenous students from K–6 attended the Community of Schools celebration hosted by Sarah Redfern High School.

Our NAIDOC event also saw the unveiling of the mural that was to be painted on the external wall of our school hall. Local Aboriginal man, Michael Fardon was invited as a special guest to the Assembly and began the painting of the mural on that day. Previously to the painting of the mural, Michael had met with a number of our senior Aboriginal and Torres Strait Islander students and they all collaborated to brainstorm ideas for what was to be featured in the painting. Michael then incorporated these ideas and designed the painting and constructed it over a few weeks with the assistance of our students. This wall is now a feature and talking point for all visitors to our school as well as a resource for teachers to utilise as part of their teaching.

We continued to build meaningful and significant relationships with our community members by refining the process of meeting with parents and caregivers of Aboriginal and Torres Strait Islander students to discuss their child's learning. Every student and their teacher developed Personalised Learning Pathways with the support of parents and carers where possible. This allowed each child the opportunity to work towards the SMART goals they set in order to develop their skills and reach their full potential. We had a great increase in the attendance of the event by our Indigenous parents and caregivers. We continue to build upon our relationship with a local Elder; Uncle Dave. We look forward to continuing to build and strengthen this relationship in coming years.

Students in Years 3–6 participated in the Heartbeat program run by the Western Sydney University (WSU). This year, the event saw the WSU hosts come onsite and run the program remotely. It was engaging and fun for all students involved.

Stage 3 students participated in a Language and Culture Camp located in the Royal National Park. Both programs gave students a taste of future pathways and Aboriginal ways of life.

The students enjoyed the experiences of these events and were able to develop new relationships and interests. It exposed students to options to consider for tertiary education.

Additionally, Stage 3 students were extended an invitation to attend the Opportunity Hub program. Opportunity Hub ran a cultural understanding program and a Sista Speak program this year, both of which aim to build an understanding of culture and encourage students to embrace their backgrounds and share these experiences with their friends.

St Andrews Public School volunteered to host the Community of Schools event in 2020 which will be a huge community event with all local schools and community members invited to attend.

Staff members from St Andrews Public School were in attendance at every meeting hosted by The Fields AECG throughout the year.

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.

Students from 48 language backgrounds other than English, representing 49% of our school enrolment, were involved in our English as an Additional Language or Dialect program. The oral language and vocabulary focused program was aimed at improving outcomes for EAL/D students across the curriculum. The school has also ensured that classrooms, teaching programs and practices are culturally inclusive.

The Anti-Racism Contact Officer was available for students to continue to develop their understanding of racism and discrimination. St Andrews celebrated Harmony Day and students participated in multicultural and anti-racism activities.

Students from grades 3–6 participated in the Multicultural Perspectives Public Speaking Competition at a class level. Two students from Stage 2 and Stage 3 were chosen to represent St Andrews in the local final.

Other School Programs (optional)

Academic achievements

- Four students were successful in gaining Opportunity Class placement.
- Nineteen students were successful in gaining Selective High School placements.
- Thirty – five students participated in the English Skills Competition and were awarded 2 Distinctions, 15 Credits, and 18 Participation certificates.
- Fifty – one students participated in the Mathematics Skills Competition and were awarded 3 High Distinctions, 6 Distinctions, 17 Credits, and 25 Participation certificates.
- Forty – two students participated in the Digital Technology Competition and were awarded 7 Distinctions, 8 Credits, and 27 Participation certificates.
- Twenty – seven students participated in the Science Skills Competition and were awarded 1 High Distinction, 4 Distinctions, 10 Credits, and 12 Participation certificates.
- Twenty – seven students participated in the Writing Skills Competition and were awarded 4 Distinctions, 12 Credits, and 11 Participation certificates.
- Fifty – one students participated in the Spelling Skills Competition and were awarded 1 High Distinction, 13 Distinctions, 7 Credits, and 30 Participation certificates.
- Seven students participated in the Tournament of the Minds competition.

Arts

- Ten students performed for the Parent Conference.
- School dance group performed for Fire in the Fields Concert and Fete.

- Multicultural Perspectives Speaking Competition – Two students represented at Regional level in Senior Years 5 & 6 competition and two students represented at Regional level in the Junior Year 3 & 4 competition.

Sport

- The school was represented at zone swimming, athletics and cross country carnivals by 126 students, 37 students represented at area carnivals and 6 students represented the school at a state carnival.
- One PSSA sporting team was Gala Day Junior Rugby League Premiers.
- Eight students represented the school at the NSW Primary School Table Tennis Championships.
- One student was awarded Senior Zone Age Champion for Swimming.
- One student was awarded Zone Age Champion for Swimming for 11 year old girls.
- One student was awarded Junior Zone Age Champion for Swimming.
- One student was awarded Sydney South West Age Champion for Swimming for 11 year old boys.
- One student represented in the regional hockey team at a state carnival.
- One student represented in the regional rugby union team at a state carnival.
- One student represented in the touch football team at a state carnival.
- Two students represented in swimming at a state carnival.
- One student represented in athletics at a state carnival.