

2020 Annual Report

Connells Point Public School



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Introduction

The Annual Report for 2020 is provided to the community of Connells Point 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

2020 was indeed a very different year, not only for the community of Connells Point Public School but for all Australians, due to the COVID-19 pandemic.

When you enter our office area, you see the words, Collaboration, Communication, Creativity and Critical Thinking. These are the capabilities and competencies we have been developing in our students and teachers, within an environment of inquiry learning and in 2020 they proved their value and importance in all of our lives. The interpersonal, intrapersonal and cognitive capabilities, encompassed in the Learning Disposition Wheel have been essential, not only for our students but also for our staff and I am sure for you and your families.

We have had to show empathy, grit and teamwork and look at endless possibilities, when everything did not go as anticipated. Zoom and Google Classrooms became our main platforms for communication. We all learned so much together.

So, I would like to say a huge CONGRATULATIONS to our whole community for achieving so much in 2020, for working together AND for surviving.

We should all be so proud.

On behalf of the staff, I acknowledge our wonderful students. They, together with parents and teachers, navigated learning from home, learned to socially distance, sanitised many times a day and adapted to not spending as much time with extended family and friends. What a huge learning curve and they still came to school when they could, with smiles on their faces.

Even despite the difficult times, students and teachers committed to ensuring our performing arts groups, our drama group, a section of our choir and our band, gave up precious lunchtimes and early mornings so that they could share their talents and excitement with parents via video, at our annual Showcase, even though parents could not attend.

Our amazing extended leadership team redeveloped our Acknowledgement of Country alongside our departmental Aboriginal Education team, and made it contextual to Connells Point Public School. They also completed the First Nations Learning Area, which provides a special cultural space for all learners within Connells Point Public School. This was achieved within a much shorter period of time than usual and involved all of our 2020 Year 6 students, who displayed determination and exceptional teamwork.

All this was managed whilst our quality learning programs continued, providing every student with challenging and dynamic learning opportunities. Our Literacy and Numeracy programs were explicit and rigorous and our participation in a very strong Community of Practice involving five schools continued to strengthen, resulting in us receiving two very prestigious awards from the Australian College of Educators and our local network Directorate.

Our Sustainability Program continued to expand, and 2020 saw the team introduce a frog pond and plant a native trail

from the First Nations Area all the way to 'The Patch'. All this in a year where these things were only possible due to the dedicated staff who continued to give their time and expertise.

As our teachers worked towards more contemporary teaching and learning practices they opened classrooms and students benefitted from open plan learning, where the skills of the 4Cs and the skill sets of two teachers were shared.

Finally, we celebrated the excellent and ongoing support from our parents and community. Without that positive partnership, especially during such a challenging year, our school would not be the school it is today. Despite parents not being able to come onsite our wonderful P&C and volunteers organised some truly special events for the children, which was greatly appreciated.

I would like to thank the teachers for their outstanding work and their total commitment to our students each and every day and to our parents who unconditionally supported us all throughout lockdown, learning from home and the inability to enter school grounds. You all have such a positive influence on our students and I feel very proud to work within such a positive community.

Therese Corben

Principal

Message from the school community

The P&C had a reasonably quiet year in 2020. Unfortunately COVID-19 impacted our school community as much as it impacted our community as a whole. The P&C was unable to undertake any fund-raising activities and both the canteen and uniform shop were required to change their method of operation. Public health orders issued limited people to people interactions for both our businesses and as a result parent volunteers were not permitted on the school premises in any capacity to assist either the canteen or uniform shop. The 2020 activities can be summarised as follows: -

- The uniform shop received orders online and via email only.
- The canteen would only fulfil orders placed via Flexischools. The Canteen introduced Recess to Flexischools.
- All fundraising events were postponed for 2020.
- Tennis lessons were cancelled because of public health orders issued by the Department of Education.
- The only fundraising activity for 2020 was the sale of Krispy Kreme donuts. This activity was managed by the canteen and made a net profit of close to \$1,200.
- A Halloween themed school day was organized by the P&C in Term 4. A number of volunteers decorated the school grounds outside of school hours. Donations of Halloween themed food items were sold via the canteen. This day was a resounding success and the P&C voting to hold a Halloween day again in 2021 and potentially including a school disco in the late afternoon or early evening. It has also been suggested that this event be coordinated in partnership with Year 6 and be used as a fund-raising event for the Year 6 end of year farewell.

The Canteen

- There was a decrease in total Flexischools orders in 2020 (23,984) vs. 2019 (25,402). This is a direct result of students needing to engage in learning from home for a small portion of 2020.

Total Sales

2020 = \$118,402

2019 = \$170,910

Difference = \$-61,508

Percentage change = -34.2%

- The majority of 2020 saw cash sales temporarily cease. This had a negative impact on total sales. The total cash sales in 2020 was \$18,460 compared with \$58,570 in 2019.
- The absence of volunteers to assist the canteen managers meant that all three staff were required to work additional hours. The staff roster ensured that two paid employees were rostered on to manage the workload as opposed to having one paid employee and volunteers. This increased the annual wages expense as a result.
- Acknowledgement should be given to our canteen staff, Laurie L, Tabitha T and Jasmin H, who adapted to suit the limitations of the canteen service due to COVID as required. Their patience and professionalism should be commended.

The Uniform Shop

- The uniform shop needed to transition to contactless transactions. This presented some challenges that included parents ordering the incorrect sizing that required returns and changes.
- Our uniform shop manager, Leanne Keller, must be commended on her exemplary customer service in managing all orders. Leanne's customer service is of such a high standard that many parents have commented on how

pleasant she is to deal with.

- Leanne was required to work without the support of volunteers during 2020 and successfully managed the fulfill orders within respectable time frames.
- Leanne is an asset to our P&C and our community, and I cannot thank her enough for working to such a high standard.

Thank you and Farewell Messages

Without the wonderful help from our parent volunteers, our school would not feel like a community. It can never be underestimated the contribution our parent volunteers make in enhancing our school environment and 2020 marks a year where many of our highly valued parent volunteers are moving on. A special thanks and acknowledgement must be extended to Mr Albert Pastura whose contribution to the P&C executive and to our school community cannot be undervalued. Albert and his wife Lara, have actively been involved in contributing towards a wonderful school environment through their participation in school activities, including petitioning for road safety during school drop off and pick up. Both Albert and Lara will be sorely missed.

I would also like to take this opportunity to also acknowledge and thank the tireless efforts of Renee Bradshaw, who as the 2020 Vice President, has done a wonderful job despite the challenging circumstances. Renee's commitment to the school and P&C fund raising activities over the years are second to none. Her departure from the P&C and the school community will be difficult to replace.

My appreciation is extended to Mrs Corben and Ms Mudford who continue to work with the P&C to allow us to support our school in the most beneficial way.

In a year that has been like no other, I would like to finally thank our P&C committee who have stayed committed and continued to meet despite our inability to be as active as we would have liked. I would like to thank Michael K our Advertising Coordinator who managed to secure advertisers for our newsletter despite the difficult year many businesses faced because of the limitations brought about due to COVID.

The P&C and our school community is also bidding farewell to several dedicated volunteers who over the years have always made themselves available to assist in the canteen, help with any in school fund raising events at short notice and are much loved parents in our community. Their departure will be missed by the P&C.

It has been my absolute privilege to be able to serve the Connells Point School Community as the P&C President in 2020 and I would like to thank the committee for the support you have given me in this role.

Warmest regards,

Tania Katsanis

President

Message from the students

Well what a year it has been! When we received our badges last year, we had no idea what 2020 was going to throw at us. It may have not been the Year 6 that we had anticipated but we got there in the end and still managed to have a great year.

We can still vividly remember the feeling of arriving on our first day of school. It feels like yesterday when we stepped through the school gates for the first time. There had been so much excitement building up waiting for this day and we couldn't wait to go to our classrooms and see what big school would bring! We remember feeling so in awe of this ENORMOUS school, and so many kids all in the one place, and of course they were all so much bigger than us! Those Year 6 kids were HUGE! I, Sophie, was so excited to be with my buddy, Tiarna, who was the School Captain that year. She made me feel so welcome that I have strived to be just like her ever since.

I, Alexander, remember feeling very nervous on my first day at Connells Point Public School. I wasn't used to such a big school with so many kids. My buddy, Marcus, was so reassuring and always ready to help me. He told me to make a lot of friends because primary school friendships are so important and make the journey so much more fun.

The journey Year 6 have taken over the past 7 years has included so many opportunities that made our school life a lot richer. We've been involved in everything from Dance to Band, Choir, Public Speaking not to mention our amazing Showcase every year. From Kindergarten we'd look forward to dressing up for Book Week, making our hat for the Easter Hat Parade, Education Day dancing, Notables, Athletics Carnivals and most importantly PSSA finals.

Along with all these amazing memories brings many challenges we've also had to face at primary school. The most

notable were the bushfires this time last year where our school was filled with smoke and we had to stay in our classrooms for 6 hours a day. The other obvious challenge was, or is, the Coronavirus pandemic where we had to learn from home for many weeks. A lot of our Year 6 activities had to be cancelled and things started to look a lot different to what we were used to. Who could ever have imagined that we would be in a worldwide pandemic, be stuck at home for weeks, and wouldn't be able to come to school to see our teachers and our friends. Who could have ever imagined that we would be learning from home, in our bedrooms, or sitting at our kitchen tables, with our ipads and having ZOOM meetings with our class! Despite these challenges, the support of our teachers and also our friends (and our iPads!), helped us get through these tougher times.

We won't lie, some days this year were tough. Even when we eventually got to come back to school, everything was different. We had to learn a new way of life at Connells Point Public School. But as this year comes to an end, we should all be proud of ourselves for our resilience and the way we adapted to the changing circumstances. And although it didn't end up being the Year 6 we had planned, we are lucky that we are all healthy and that were able to come back to school to see each other.

We'd like to thank all of our fellow classmates who have made this journey over these 7 years so much fun. Thank you to the full leadership team for your contribution to the Year 6 project and all of the fundraising we have done this year. It's been a pleasure working and collaborating with you all. Lastly, we'd like to thank our Principal, Mrs Corben, our Deputy Principal, Ms Mudford, our fantastic Year 6 teachers, Mrs Smith, Mr McGrath, Miss Benson, Miss Chapman and Miss Lawrence, who did so much to support all of us this year, and all of the other wonderful teachers who have supported us throughout our time at Connells Point Public School.

Our advice to next year's Year 6 would be to enjoy it while it lasts. It is so much fun but it goes so fast! You will never forget it. We will miss everyone at this school immensely when we go our separate ways and go to high school to continue our education. Primary school has been such a rollercoaster and we wouldn't have chosen anyone else to ride it with. Thank you.

Sophie Pastura and Alexander McKirdy

2020 School Captains

School vision

Connells Point Public School's vision is to provide an inclusive learning environment for all, within a culture of equity, growth and sustainability.

We value and respect the individuality of teachers, students and community members and aim to empower and engage all in our learning community.

School context

Connells Point Public School, located in Sydney's south, has a student enrolment of 550 students including 73% from non-English speaking backgrounds.

The school focusses on developing excellent skills in literacy and numeracy through challenging and enriching learning programs in a well-resourced environment. Important priorities include student wellbeing, quality teaching and learning, creative and performing arts and the development of critical and creative thinkers who are active, informed and successful members of society. Whole-school professional learning programs such as Focus on Reading, 4Cs Transforming Schools pedagogical practice and Bounce Back have been undertaken by all staff members and implemented in all classrooms. Developing the 4C skills of Communication, Collaboration, Critical Reflection and Creativity underpins all learning for students, staff and community.

The school offers both Greek and Mandarin Community Language Programs one day per week and community connections are enhanced through after school, external programs for students in the areas of Mandarin, Greek, Art and String instruments.

Central to all programs is building a trusting and respectful relationship between students and teachers and an effective and supportive partnership with parents and carers.

Connells Point Public School has a dedicated and collegial staff focussed on embedding 4C learning experiences in all classrooms and across our Community of Practice.

Parents are positively engaged and there is a supportive Parents and Citizens' Association and School Council.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
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	Excelling
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1

Students are challenged, engaged and motivated through differentiated, future focussed teaching and learning programs in Literacy and Numeracy.

Purpose

The purpose of Strategic Direction 1 is to improve teaching and learning in literacy, specifically in the identified areas of writing and numeracy, through teacher professional learning and collaborative practice using 4C pedagogy.

Improvement Measures

Increased proportion of students in the top two bands literacy and numeracy (specifically writing and numeracy).

Observations, programs and teacher reflections show improving pedagogy in the teaching of writing through student work samples that show increased audience awareness, creativity and student engagement.

Observations, programs and teacher reflections show improving in-class differentiation pedagogy in the teaching of numeracy through student work samples that show increased learning outcomes.

Rubrics, observations and surveys show increasing teacher confidence and expertise in using the 4Cs to enhance student inquiry based and STEAM learning opportunities.

Progress towards achieving improvement measures

Process 1: Numeracy project with Anita Chin to increase confidence and capacity in developing and implementing engaging, high quality, differentiated and vocabulary-rich teaching and learning programs.

Evaluation	Funds Expended (Resources)
<p>Staff at Connells Point Public School remained committed to increasing students' capabilities in Literacy and Numeracy throughout 2020, despite a global pandemic resulting in a period where students engaged in learning from home.</p> <p>Teams of teachers worked collaboratively to develop and implement engaging and differentiated programs in literacy and numeracy. Teacher confidence in knowing their students and how they learn, as well as how to meet their individual learning needs, has increased significantly.</p> <p>Instructional leaders worked collaboratively with classroom teachers to develop teacher capacity in analysing student data and developing targeted strategies to meet student needs. Demonstration lessons, team teaching opportunities and collaborative planned effectively supported the broadening of staff capacity.</p>	

Process 2: Writing project to develop student engagement, collaborative brainstorming, increased creativity and audience awareness.

Evaluation	Funds Expended (Resources)
<p>Teachers continued to build their confidence and competency in teaching writing utilising creative and engaging strategies from the Seven Steps to Writing Success. Teachers are increasingly using their knowledge of the program to collaboratively develop their own programs and resources that are contextually relevant to their students.</p> <p>Opportunities was prioritised for the Deputy Principal to work shoulder-to-shoulder with classroom teachers to develop their planning and implementing of writing programs using the Seven Steps to Writing Success. Professional learning was targeted to meet individual teachers' needs, with the transitional program including demonstration lessons and then team teaching.</p>	

Progress towards achieving improvement measures

Process 3: Inquiry based STEAM project to promote intellectual challenge, authenticity, problem solving, critical thinking and student work that is publicly displayed, discussed and critiqued.

Evaluation	Funds Expended (Resources)
<p>The redevelopment of the whole school scope and sequence documents provided an opportunity for cross-curriculum connections to be prioritised and documented. The process involved members of the executive leading rigorous professional dialogue regarding syllabus documents, which resulted in an increase in staff knowledge and understanding of the progressions of understanding and skill in the various learning areas. The whole school scope and sequence will be trialled from 2021.</p>	

Strategic Direction 2

Data and evidence-based practices are used to inform and support consistent quality teaching and learning.

Purpose

The purpose of Strategic Direction 2 is to gain consistency and growth across the whole school in terms of using data and evidence to drive quality teaching and learning.

Improvement Measures

4C continuums are used to show increasing student progress in creativity, critical thinking, communication and collaboration.

Student growth in literacy and numeracy is shown through PLAN 2 / learning progressions.

Surveys and reflections show increasing teacher confidence and capability in using the learning progressions and 4C continuums.

Observations, PDPs and surveys show increasing expertise in the use of formative assessment / visible learning practices, with a focus on differentiating and improving student progress.

Progress towards achieving improvement measures

Process 1: **4C continuums** will be developed and used to guide programming and assessment in critical thinking, creativity, collaboration and communication.

Evaluation	Funds Expended (Resources)
<p>Due to the global pandemic, face-to-face inter-school professional learning through the Community of Practice was not possible. However, the Community of Practice continued to share resources, programs and practices through digital platforms to build staff capacity and confidence in embedding 4C strategies and the learning disposition wheel into daily pedagogy.</p> <p>Student reports reflected the importance of the competencies required for contemporary learning and included student voice through the recognition of individual student learning goals.</p> <p>Engagement with parents through online platforms utilised 4C strategies as a means of enabling voice, deepening reflections and developing understandings.</p>	

Process 2: **PLAN 2 / Learning Progressions**

Teacher professional learning in the use of progressions and PLAN 2 software supports programming and assessment.

Evaluation	Funds Expended (Resources)
<p>Teachers have continued to develop confidence and familiarity with using the literacy and numeracy progressions. Teachers have continued to record observations and track the progress of students using PLAN2, with team leaders leading their teams in identifying and analysing trends in the data.</p>	

Process 3: **Visible learning** strategies, including **formative assessment**, are used consistently across the school to build, track and monitor student learning growth.

Evaluation	Funds Expended (Resources)
<p>Teachers were provided with ongoing professional learning regarding Visible Learning strategies, using the updated 'What Works Best' document as a</p>	

Progress towards achieving improvement measures

framework. Teachers trialled various strategies and shared their approaches during whole school professional learning.

In line with ensuring learning is visible, instructional leaders established data walls to ensure student progress was also visible. Teachers were supported in using the data to develop and implement programs to meet the individual learning needs of students.

Strategic Direction 3

A positive culture of wellbeing is promoted within our whole school community, focussing on a growth mindset and authentic collaboration where every individual is valued and cared for.

Purpose

The purpose of Strategic Direction 3 is to support the development of a wellbeing culture across the entire school community and engage the parent community in their children's educational journeys.

Improvement Measures

Surveys show improved wellbeing for students, staff and community through growth mindset, leadership, engagement and resilience.

Surveys and focus groups show increased opportunities and positive parental engagement, feedback and open communication.

Progress towards achieving improvement measures

Process 1: Wellbeing Project

Students, staff and parents learn about growth mindset, leadership and resilience to enhance wellbeing.

Evaluation	Funds Expended (Resources)
<p>Connells Point Public School continued to value and prioritise a positive culture of wellbeing.</p> <p>The Student Wellbeing Support Officer (SWSO) continued to support students through implementation of the Grow Your Mind program to develop resilience and a growth mindset. Students' social and emotional development was supported through the implementation of small group social skills programs.</p> <p>The establishment of the Diverse Learning and Support Team recognised the broad range of needs of students and the diverse staff who provide support, and provided a centralised forum for addressing student needs.</p> <p>The Learning Disposition Wheel was effectively used by staff and students to identify individual and class goals in line with the school's commitment to developing lifelong learners. Progress towards individual student goals was reflected in students' semester reports.</p>	

Process 2: Communication

New methods of communicating across the school enhances parent engagement and opportunities for feedback.

Evaluation	Funds Expended (Resources)
<p>The global pandemic provided a challenge in ensuring authentic engagement with the school community remained consistent. With not being able to invite parents on site for events, meetings and forums, the school was required to utilise newly-learned skills to connect with parents.</p> <p>Parent/teacher interviews were conducted via Zoom or in person while adhering to social distancing guidelines. P&C meetings were also conducted via Zoom.</p> <p>Tell Them From Me data identified communication as a continued area for development. An online parent forum was facilitated to delve deeply into the concerns and to formulate possible solutions for implementation in 2021.</p>	

Progress towards achieving improvement measures

Notably, the forum highlighted that parents felt informed regarding the day-to-day operations of the school but sought more regular information regarding their children's progress.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Indigenous students were supported with the supplementation of funds for uniforms, excursions, incursions, resources and equipment.</p> <p>Funds were also contributed towards the establishment of the First Nations Learning Hub.</p> <p>Aboriginal background loading for 2020 was \$2070.</p>	<p>Students, teachers and the community continue to acknowledge and celebrate Aboriginal culture through events and by embedding Indigenous perspectives across the curriculum.</p> <p>The establishment of the First Nations Learning Hub, designed and facilitated by the student leadership team, has provided the school with a specific area designed to engage students in deep learning regarding Aboriginal heritage and culture.</p> <p>The collaborative development of Personalised Learning Pathways have successfully supported Indigenous students in striving to achieve their academic, social and cultural goals.</p>
English language proficiency	<p>2.4 FTE EAL/D teachers from English Language Proficiency funding (\$262 522)</p> <p>\$49 958 flexible funding for English Language Proficiency</p>	<p>Connells Point Public School has a large proportion of EAL/D students across all stages of learning. These students are supported by the EAL/D teachers who work collaboratively with classroom teachers to plan and implement differentiated programs using the EAL/D Progressions.</p> <p>EAL/D teachers attend professional learning, network meetings and the EAL/D Community of Practice workshops, taking place via Zoom in 2020, to further develop capacity and share practice.</p>
Low level adjustment for disability	<p>0.8 FTE for low level adjustment for disability funding (\$87 507)</p> <p>\$48 958 flexible funding for low level adjustment for disability</p> <p>Flexible funding was used to provide additional SLSO support within classrooms and on the playground where necessary.</p> <p>Integration funding support provides SLSO support to individual students where needed.</p> <p>Flexible funding provided professional learning opportunities for all staff.</p>	<p>The Learning and Support team provided extensive support to students and staff throughout the year, resulting in individual, personalised programs specifically targeting needs of all students referred to the team.</p> <p>All students who were referred to the learning and support team received individualised support after extensive monitoring and explicit processes were followed prior to team intervention. This allowed for students' needs to be assessed and adjustments provided at a classroom level, with support from the supervisor. Following this, intervention is provided by the Learning and Support team. Students are prioritised and Personalised Learning and Support (PL&S) plans are developed alongside staff from the Learning and Support team, their parents and external specialists or therapists where required. The plans are developed to clarify the students' targets and goals and explicitly outline the strategies to be implemented. SLSO support is provided to both the classroom setting and on the playground where necessary.</p> <p>Review of progress made towards PL&S plans are conducted regularly and adjustments made where required. Prior to the beginning of the new school year, transition meetings are held with the current and planned classroom teachers as well as</p>

<p>Low level adjustment for disability</p>	<p>0.8 FTE for low level adjustment for disability funding (\$87 507)</p> <p>\$48 958 flexible funding for low level adjustment for disability</p> <p>Flexible funding was used to provide additional SLSO support within classrooms and on the playground where necessary.</p> <p>Integration funding support provides SLSO support to individual students where needed.</p> <p>Flexible funding provided professional learning opportunities for all staff.</p>	<p>parents to ensure a smooth transition for these students.</p> <p>The school liaises with District Office staff and Learning and Wellbeing Officers on a regular basis, seeking support and funding for relevant students to address their learning and social needs.</p> <p>Regular Learning and Support team meetings with all stakeholders allow for the team to in service and support all staff on best practice in regards to differentiation and adjustments in the classroom.</p>
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>0.916 FTE for Quality Teaching, Successful Students (QTSS) release (\$100 196)</p>	<p>QTSS funds were used to fund Instructional Leaders to build teacher capacity in teaching numeracy and to support early career teachers. Mentoring included collaboratively analysing data, planning and teaching lessons and engaging in deep reflection regarding strategies and practices.</p> <p>Aspiring leaders were also provided with an opportunity to develop leadership capabilities by working collaboratively with the substantive executive team.</p>
<p>Socio-economic background</p>	<p>\$16 371 flexible funding</p>	<p>Funding was used to provide targeted support and implement programs to assist students in need. Where required, the school supplemented incursions, excursions and resources for students whose parents were experiencing financial difficulties.</p> <p>Additional release from face-to-face teaching (RFF) was provided for staff members to meet with parents, carers, external agencies and community organisations to share necessary and relevant information while strengthening school and home partnerships. While covid-19 restrictions were in place, meetings were conducted via Zoom.</p> <p>The employment of a Student Wellbeing Support Officer (SWSO) provided the school with an additional means of supporting students.</p>
<p>Support for beginning teachers</p>	<p>\$33 337 for beginning teachers</p>	<p>Early career teachers were provided with ongoing mentoring and professional learning opportunities as well as support to prepare and submit accreditation documents. The mentoring from an instructional leader involved opportunities for coaching, demonstration lessons, team teaching and in-class support. Unpacking research, understanding evidence-informed practices and goal setting were key priorities of the program.</p>

Support for beginning teachers	\$33 337 for beginning teachers	Additional RFF was provided to early career teachers.
Targeted student support for refugees and new arrivals	\$11 382	Targeted language support was provided to students requiring intensive assistance.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	297	291	295	287
Girls	247	258	257	248

Student attendance profile

School				
Year	2017	2018	2019	2020
K	96.3	96	94.9	96.9
1	96.1	92.8	93.7	94.6
2	95.1	93.8	94.5	92.9
3	94.6	93.9	94.7	96
4	95.2	94.7	94.7	96.5
5	95.6	94.5	94.5	95.6
6	94.2	94.9	92.6	95.6
All Years	95.3	94.3	94.2	95.4
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)	1
Assistant Principal(s)	4
Classroom Teacher(s)	20.82
Literacy and Numeracy Intervention	0.4
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
Teacher ESL	2.4
School Administration and Support Staff	3.96
Other Positions	0.4

*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	761,525
Revenue	5,268,097
Appropriation	4,984,193
Sale of Goods and Services	4,000
Grants and contributions	277,937
Investment income	1,966
Expenses	-5,246,800
Employee related	-4,598,066
Operating expenses	-648,734
Surplus / deficit for the year	21,297
Closing Balance	782,822

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	208,311
Equity Total	466,537
Equity - Aboriginal	2,070
Equity - Socio-economic	16,371
Equity - Language	311,631
Equity - Disability	136,465
Base Total	3,930,459
Base - Per Capita	132,758
Base - Location	0
Base - Other	3,797,700
Other Total	291,450
Grand Total	4,896,757

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

School performance - NAPLAN

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

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

2020 NAPLAN

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

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

Parent/caregiver, student, teacher satisfaction

Each year, schools are required to seek feedback from students, staff and parents. Throughout 2020, feedback was obtained through surveys, forums and meetings, including P&C meetings, with a summary of the key findings presented below.

The Tell Them From Me (TTFM) student survey was implemented in both July and September for students in Year 4-6, and provided feedback regarding nine measures of student engagement alongside the five drivers of student outcomes. Notable results from the student surveys are as follows: -

- The percentage of students engaging in positive behaviours at school was higher than the NSW Government norm.
- The percentages of students participating in school sports and clubs, as well as extra-curricular activities, were greater than the NSW Government norms.
- The percentage of students with positive relationships was higher than the NSW Government norm.
- The percentage of students demonstrating high levels of effort regarding their learning was commensurate with the NSW Government norm.
- Students' scores for positive teacher-student relations, positive learning climate and expectations for success were all comparable with the NSW Government norm.
- The percentage of students who identified a sense of advocacy at school, including someone who encourages and provides advice, was commensurate with the NSW Government norm.

The Tell Them From Me 'Focus on Learning' teacher survey was conducted in September, with 24 teachers providing feedback. The survey is a self-evaluation tool for teachers and schools based on eight of the most important drivers of student learning and the four dimensions of classroom and school practices.

- The data identified that the school performed higher than the NSW Government norm in all of the eight areas (leadership, collaboration, parent involvement, inclusive school, technology, teaching strategies, data informs practice, and learning culture). The areas which performed highest above the NSW Government norm were parent involvement, teaching strategies, technology, inclusive school and learning culture.
- The survey results identified strengths in the areas of challenging and visible goals, planned learning opportunities, quality feedback, and overcoming obstacles to learning, with Connells Point Public School achieving results above NSW Government norms in all four domains.
- 92% of surveyed teachers strongly agreed or agreed that school leaders at Connells Point Public School are leading improvement and change.
- 96% of surveyed teachers strongly agreed or agreed that school leaders at Connells Point Public School clearly communicate the strategic vision and values for the school.

Parents and carers were invited to complete the Tell Them From Me 'Partners in Learning' parent survey in September 2020, with the key results detailed below.

- Results in the areas of 'safety at school' and 'inclusive school' were commensurate with the NSW Government norms, with the area of 'parents support learning at home' scoring above the NSW Government norm.
- The greatest area for development, as identified in the parent survey, was 'parents are informed'.
- Following the Tell Them From Me 'Partners in Learning' parent survey, parents and carers were invited to participate in a virtual forum to delve deeply into the survey data and determine specific concerns and suggest possible solutions. It was evident that parents felt informed regarding the day-to-day operations of the school. However, parents identified a yearning for more regular information and communication regarding their children's academic progress. As a school, we value the willingness of the community to be active participants in their children's learning and feedback from the forum has led to changes being implemented. From 2021, parents will be provided with a written update regarding their children's progress, through PLAN2 data and Semester reports. Additionally, parents will have opportunities to engage with teachers throughout the year via information sessions, parent/teacher interviews, forums and workshops, in an attempt to increase understanding regarding student progress.

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.