

# 2020 Annual Report

## Greta Public School



2084

# Introduction

The Annual Report for 2020 is provided to the community of Greta 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.

## School contact details

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## School vision

Greta Public School reflects its motto of '**Courage and Loyalty**' through our commitment to giving every child every opportunity within a culture of growth, performance and wellbeing.

The school leaders, teachers and non-teaching staff focus on education across all areas of the curriculum in an inclusive, engaging and supportive learning environment. We value the importance of our role in equipping our students to develop academic curiosity, learning skills for the 21st century, deep connections with our community and strong, supportive relationships.

We are committed to developing individual strengths, a love of learning and the capacity to achieve. As part of our Positive Behaviour for Learning framework we develop **RESPECTFUL** and **RESPONSIBLE** citizens who give their **PERSONAL BEST**.

## School context

Greta is centrally situated in the Hunter Valley, twenty minutes drive from Maitland, Cessnock and Singleton. Greta Public School is a community school and has served this area since 1878, and is known for: strong community support with many parents and grandparents who are ex-students; historic and new buildings in a landscape designed to enhance the natural setting; quality learning programs, strong commitment from staff and parents to school programs and wheelchair access to air-conditioned classrooms. Our association with families, local businesses and other educational organisations brings a strong connection to the community far beyond the school gate.

We currently have an enrolment of 177 students, including just under 10% who identify as coming from an Aboriginal or Torres Strait Islander background. We have a number of students who descended from families who started their local life in the Greta Migrant Camp and we are continuing to build our connections to that important part of our community heritage. We have a small number of students from non-English speaking backgrounds. Our school has a Family Occupation and Education Index (FOEI) score of 146.

Greta Public School provides a rigorous curriculum, focused on academic growth, social and emotional development which is delivered by dedicated and highly professional staff. A number of quality learning programs and support programs exist within the school, including Early Action for Success (EAfS), Language, Learning and Literacy (L3), Seven Steps to Writing Success, Targeted Early Numeracy (TEN), and Choose Maths.

We work closely with the Rutherford Learning Community to build strong relationships across our local schools and to ensure that our students enjoy a smooth transition from primary to secondary school. Our links with local early childhood services are strengthening every year and in 2017 we established an innovative, comprehensive transition to school program called 'Smart Starters'.

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

## Strategic Direction 1

### Inspiring Teachers

#### Purpose

To inspire our teachers to continue to develop their skills and expertise through the provision of quality professional learning, opportunities for collaborative practice, and career development programs in order to have the most positive impact possible on student outcomes.

#### Improvement Measures

Program evaluations demonstrate that 100% of teachers are implementing consistent programs developed in line with NESAs expectations and school guidelines.

All staff, students, and parents can articulate school strategic directions as measured by annual survey.

Increase the percentage of year 3 and 5 students in the top two bands for NAPLAN writing by 5% annually.

Increase the percentage of year 3 and 5 students in the top two bands for NAPLAN numeracy by 5% annually.

80% of K-2 students will be working at or above stage level in literacy or numeracy, as measured through the learning progressions.

#### Progress towards achieving improvement measures

##### Process 1: Quality Professional Learning

- All staff will be actively engaged in developing a professional learning plan that will link with the school plan, focus on literacy and numeracy, and address the teaching standards.
- All staff will maintain a focus on literacy and numeracy and on the deepening of their understanding of the teaching and learning cycle and assessment practice; and will have opportunities to access professional learning with the Instructional Leader and structured coaching and mentoring opportunities with executive staff.

Evaluation	Funds Expended (Resources)
<p><b>Explicit Instruction - Literacy</b></p> <p><b>Data collected:</b> teaching &amp; learning program analysis, evidence of reading warm ups in classrooms, classroom observations, data conversations/mentoring with IL</p> <p><b>Analysis:</b> From the analysis, programming documents and lesson structures are working for the majority of teaching staff. With staff changes throughout the year it is evident there is still work to do in this area to support our beginning teachers to ensure they are meeting the requirements of NSW DoE and NESAs.</p> <p>With regard to reading warm ups, traction in developing and embedding these in classrooms was interrupted by COVID-19 as we couldn't access the professional learning. L3S1 training was completed by one teacher and the implementation of this pedagogy in her classroom was exemplary. L3 training has now been shelved by the NSW DoE, however the effective components will still be implemented within K-2 classrooms.</p> <p>In addition, students identified as being close to achieving the top two bands in reading worked with an interventionist to target their understanding of comprehension. Student engagement during these sessions was high. Professional learning that was undertaken to implement this program was of true benefit and the strategies are being shared with all teaching staff.</p> <p><b>Mathematics</b></p> <p><b>Data collected:</b> teaching and learning program analysis, evidence of TEN</p>	<p><b>Explicit Instruction - Literacy</b> \$8100 (professional learning/course fees, casual teacher salaries)</p> <p><b>Mathematics</b> \$11,000 (professional learning course fees, casual teacher salaries)</p> <p><b>Collaborative Planning and Professional Development Plans</b> Teacher Performance and Development Coordinator supported the development of the professional learning to share with staff</p>

## Progress towards achieving improvement measures

groups in classrooms, classroom observations, mentoring with IL, analysis of NAPLAN data and PLAN2 data

**Analysis:** From the analysis, students identified as being close to achieving the top two bands in numeracy worked with an interventionist to target their areas for improvement. During these learning opportunities, student engagement was high. Professional learning that was undertaken to implement this program was of lesser quality than the literacy, however strategies will be shared with all teaching staff.

With regard to TEN, four teachers completed the formal training and the pedagogy was implemented into all K-2 classrooms. PLAN 2 data in the area of Additive Strategies indicates the following when measured against the Trial Numeracy Progression Targets for 2020:

- 72% of Kindergarten students achieved Level 3, with 4% of Kindergarten students achieving Level 4, which is beyond the target.
- 40% of Year 1 students achieved Level 6, with an additional 13% of Year 1 students achieving Level 6, which is beyond the target.
- 77% of Year 2 students achieved Level 7.

A learning community planned numeracy staff development day was unable to go ahead due to COVID-19. Professional learning around diving deep into the mathematics syllabus and developing a school scope and sequence was completed. 100% of teachers reported they understand and like the new scope and sequence, particularly as it allows them to get through all of the content.

### **Collaborative Planning and Professional Development Plans**

**Data collected:** teaching and learning program analysis, PDPs, scope and sequences

**Analysis:** From the analysis, it is clear that there is further work to do with staff to write PDPs with SMART goals that are aligned to the school plan. Targeted PL on the PDP writing process was given on the staff development day at the end of 2019. However, a minimal number of teaching staff completed their 2020 PDP following the demonstrated structure. During COVID-19, the IL turned this PL into an online version which is now accessible to all staff whenever they need to refer to it.

### **Process 2: Collaborative Practice**

- All staff will engage in regular, structured collaborative sessions which will develop efficient, effective programming, planning and assessment practices.
- All staff will actively contribute to a Strategic Direction team and collaborate to maintain a focus on the goals of the School Strategic Plan 2018-2020.

### **Evaluation**

#### **Collaborative Practice and Planning**

**Data collected:** Best Start Assessments, Seesaw data, Reading Eggs data, artefacts that contribute to data triangulation for the SEF-SaS

**Analysis:** From the analysis, it is evident that engaging with the Kindergarten Best Start Assessment after students have been at school for a few weeks is of more benefit than completing it before they begin school. Teachers are able to build a relationship with students which gives a more accurate result. However, there a consensus that by the time we share the assessments with parents the data is out-of-date as students move on quite quickly.

With the introduction of Seesaw for home-based online learning, student engagement varied. For some students it provided less distractions than the usual classroom environment and their engagement was high. For the majority of our students, they began enthusiastically and this then wavered throughout the home-schooling period. A small percentage of students did

### **Funds Expended (Resources)**

**Collaborative Practice and Planning**  
\$32,000 (casual salaries during COVID-19), \$1, 409 (Seesaw), \$2, 049 (Reading Eggs), \$5,000 (professional learning with Anita Chin), \$3500 (additional casual salaries)

## Progress towards achieving improvement measures

not engage at all.

Teaching staff embarked on fast-tracked professional learning in order to understand how to utilise Seesaw. Teacher workload increased during COVID-19 as they not only tried to provide appropriate curriculum content but also learn this new technology. Staff wellbeing was off the highest priority during this time and we held daily online check-in meetings for those people working from home. If we were to go into a lockdown again, this is a practice we would continue with to look after each other's mental health. In addition, teachers had dedicated time to sit together to plan and respond to their students on Seesaw. Teachers took videos of lessons to upload, sent daily morning greeting videos so their students could see and hear them, read stories, set Kahoot challenges and uploaded fitness videos which focused on fundamental movement skills. Anecdotal comments from the community indicate that the time and effort put in by the class teachers was extremely appreciated.

Due to COVID-19, our teams for our strategic directions were not active as first planned. However, we were able to have a planned focus on data collection in order to evaluate ourselves against the SEF. Every effort will be made to engage staff with the upcoming SIP 2021-2024 so that all staff focus on the planned goals for the school.

### Process 3: Pathways

- Teachers at all stages of their career will be provided with opportunities to reflect and plan for the future through formal programs including coaching and mentoring.

Evaluation	Funds Expended (Resources)
<p><b>Coaching and Mentoring</b></p> <p><b>Data collected:</b> adaptive leadership challenge completed by IL/DP, PDP PL, anecdotal evidence of how the Extended Principal Induction has impacted procedures and processes, IFS funds</p> <p><b>Analysis:</b> From the analysis, it is clear that it is important to continue to provide opportunities for all staff to reflect and plan for the future. A comment has already been made earlier with regard to PL for staff to engage deeply with the PDP process and understand the relevance. Meetings with all teaching and non-teaching staff take place to annually review their PDPs and discuss their set goals. We are building the capacity of staff to bring quality pieces of evidence to show of their goal achievement and will continue with this in 2021.</p> <p>The LaST role was filled permanently and professional learning has seen a huge impact in that role, particularly in the area of IFS. There has been an increase of funding from \$52, 122 at the beginning of 2018 to \$117,089 in 2019, to \$274, 803 in 2020 following 1:1 training of two staff in completing access requests by the Student Wellbeing Officer. There have been ongoing professional conversations with the Student Wellbeing Officer and APLaS in order to successfully apply for funding and placements for a number of students.</p> <p>The Extended Principal Induction has proven to be a success with the ongoing mentoring of the IL/DP to learn the role statement of a Principal. They worked shoulder-to-shoulder across many areas, with a specific focus on finance, wellbeing and attendance. This has ensured a consistency in decision making. In the SIP 2021-2024 there will be a continued focus on wellbeing and attendance, with the school taking part in a NSW DoE attendance pilot program.</p> <p>Professional learning for women in educational leadership was a focus through NESLI this year and completed by the IL/DP over the course of 6 months outside of school hours. Professional readings, connections with</p>	<p><b>Coaching and Mentoring</b> \$6,480 (professional learning), \$1,000 (casual salaries), Extended Principal Induction - Growing Great Leaders, APLaS provided induction PL and ongoing support for new permanent LaST 0.7, IL mentoring conversations and lesson demonstrations of L3 pedagogy in ES1 and S1 classrooms, NESLI women in educational leadership PL, AP mentoring of relieving AP</p>

## Progress towards achieving improvement measures

other female leaders around the country and an adaptive leadership challenge has now put the spotlight on how we report student academic and social success to our families. A team of staff interested in changing our reporting format has been formed and will work together through 2021 to adapt our current format to one that focuses more on learning goals and three-way conversations between stakeholders.

Mentoring continued at a school level with the IL and an AP working with staff around curriculum, data analysis and student wellbeing. This will continue in 2021 as it ensures everyone hears a consistent message of our PBL practices as well as knowing how to use data to drive the teaching and learning cycle in literacy and numeracy.



## Strategic Direction 2

### Inspiring Learners

#### Purpose

To inspire every child to have a voice in the school, and to support them to develop individual strengths, a love of learning and the capacity to achieve in a safe and inclusive environment.

#### Improvement Measures

Student representation in decision making is documented across all school activities.

100% of teaching and learning programs demonstrate evidence that student reflection and evaluation has an effect on teaching and learning.

80% of students report a sense of belonging, expectations for success and access to advocacy at school as measured by surveys in term two and the end of term four.

100% of students report that they contribute to decisions at school.

#### Progress towards achieving improvement measures

##### Process 1: Student Voice

Student leadership teams will be supported to ensure that all students are represented in decisions about classrooms and the playground.

Systems for seeking student feedback and evaluation on school activities will be embedded across the school.

Evaluation	Funds Expended (Resources)
<p><b>Student Voice</b></p> <p><b>Data collected:</b> Student Parliament minutes/motions, TTFM data for Years 4-6 students</p> <p><b>Analysis:</b> From the analysis, it is clear that this process was seriously interrupted by COVID-19. Parliamentarians were badged early in Term 1, however were unable to run the program as we knew it from 2019 with fortnightly meetings and students from different stage groups attending. Similarly, we were ready to badge our JAECG members and COVID-19 struck. There were also limited opportunities for these members. Moving forward we are actively looking for student leadership opportunities within the local and wider community, planning to leverage off our positive relationships with The Central Hunter Business Chamber, Rutherford Technology High Schools and the Maitland Neighbourhood Centre.</p>	<p><b>Student Voice</b> \$180 (badges for Student Parliament and JAECG), \$1500 (GRIP Leadership Conference - postponed until 2021)</p>

##### Process 2: Student Choice

Learning hubs will be established that will allow students to pursue areas of interest, and will facilitate enrichment for targeted students and teachers will develop the capacity of students to reflect on and evaluate their own learning and vary their choice in both the playground and the classroom.

Evaluation	Funds Expended (Resources)
<p><b>Student Choice</b></p> <p><b>Data collected:</b> playground duty rosters, photographs, feedback from debates</p> <p><b>Analysis:</b> From the analysis, the impact of COVID-19 on the planned</p>	<p><b>Student Choice</b> \$200 (debating fees), \$1,000 (casual salaries), \$12,000 (car track design and construction), Roving Reporter articles for school newsletter, AP time for mentoring students, \$500 gardening supplies,</p>

## Progress towards achieving improvement measures

activities for 2020 was indeed felt and caused limitations. However, we sought alternatives where possible especially when looking at ways for students to vary choice in the playground. Gardening club continued to run with great success. All of the garden beds were rejuvenated and compost bins from a grant from Cessnock City Council were activated and are now producing quality compost. The citrus tree area at the rear of our site is flourishing and we are looking to plant dwarf mandarin trees to complement what we have. Moving forward, there are plans for students in Years 3-6, on a fortnightly basis, to be involved in shredding paper for compost, sorting plastics effectively, utilising fruit scraps in our compost and continuing to build the quality of our compost to promote sustainability within the school community.

We entered the Premier's Debating Challenge for the first time in years and this gave selected students the opportunity to hone their public speaking skills with mentoring from a teacher. Feedback from the adjudicators was constructive and the team developed their skills consistently. We will participate in this program as we move into 2021.

After speaking with students from Kindergarten to Year 2 and observing playground behaviours over time, it was evident that we needed to explore some different options for our younger cohort. A car track was planned and constructed and is utilised every day during break times. Plans are in the pipeline for creating a prehistoric garden/play area and a fairy garden.

*compost bins*

### Process 3: Student Wellbeing

A review of Positive Behaviour for Learning will be undertaken and a PBL relaunch will be planned.

A review of Learning Support Team processes will be undertaken with involvement from across the school community.

Evaluation	Funds Expended (Resources)
<p><b>Positive Behaviour for Learning</b></p> <p><b>Data collected:</b> Tell Them From Me surveys (students and parents), Sentral Wellbeing data, suspension data, attendance data, Tier 2 PBL graphs</p> <p><b>Analysis:</b> From the analysis, it is evident that our PBL processes and procedures are embedded in all school settings. New signage throughout the school environment and the creation of a plush version of our Greta Gecko has been well received by the community. We held a naming competition for our mascot in classrooms and online for parents/carers, which resulted in Gizmo. Whole school PBL reward days continue to be well received by all.</p> <p>Following Tier 2 training for the IL/DP and Assistant Principals, we trialed different strategies for those students who fell into the Tier 2 category for behaviour. For the most part, these strategies were successful and student behaviour improved with the additional SLSO support in classrooms and playground.</p> <p>Zones of Regulation training occurred for all teaching and non-teaching staff, facilitated by the AP PBL. There is evidence in conversations with students, parents and staff that it gives us a common language and understanding and often sits hand-in-hand with the work that external therapists are doing with some students.</p> <p>Two staff members attended Positive Partnerships training, with a focus understanding autism. This was then presented at a staff professional learning afternoon.</p> <p><b>Learning and Support Team processes</b></p>	<p><b>Positive Behaviour for Learning</b> \$1, 000 (PBL student reward day - water slide T4), \$1, 050 (professional learning - trauma informed practice, Tier 2 PBL training, Zones of Regulation, Positive Partnerships), support from the AP PBL, \$10, 300 (PBL signage and mascot), \$2, 000 (casual salaries)</p> <p><b>Learning Support Team</b> support from the AP PBL, APLaS, Student Wellbeing Officer</p>

## Progress towards achieving improvement measures

**Data collected:** feedback from staff, professional conversations with AP PBL, APLaS, Student Wellbeing Officer, samples of completed LST referrals

**Analysis:** From the analysis, it is clear that the review of our LST processes was successful. Following an examination of a variety of referral forms, as a staff we decided to modify our current form to include more in depth information. We moved to keeping the minutes of those meetings electronically through Sentral, instead of a hard copy version. Teachers were encouraged to bring referrals to their Stage meetings to be signed off by their Stage AP. Limiting the number of referrals each week was decided, with a triage system in place. Moving forward, meetings for K-2 and 3-6 will take place on a fortnightly basis.

## Strategic Direction 3

### Inspiring Community Partnerships

#### Purpose

To inspire effective community partnerships with families and the wider community and to move towards the school as a hub for the community.

#### Improvement Measures

An annual 360 degree customer service evaluation of home-school communication shows continual improvement.

50% of our parents and carers will attend at least one workshop per year.

100% of classes will be able to articulate their annual community contribution.

#### Progress towards achieving improvement measures

##### Process 1: Communication

An annual evaluation of home-school communication will be undertaken and results will drive continual improvement in this area.

An annual program of parent workshops will be offered to provide a deeper understanding of literacy, numeracy, and wellbeing.

Evaluation	Funds Expended (Resources)
<p><b>Home-School Communication</b></p> <p><b>Data collected:</b> Sentral Wellbeing entries (parent conferences), Facebook posts, school newsletters, online surveys</p> <p><b>Analysis:</b> From the analysis, it became evident during the period of COVID-19 that our communication with families increased quite dramatically. The wellbeing of our students and their families was paramount which resulted in regular check-in phone calls, increased Facebook/school app posts and the engagement with Seesaw to support learning from home. It became apparent that we needed to engage with a more modern school app so we could include photographs, notes and schedule parent-teacher interviews. This will be investigated early in 2021. In addition, we decided to move to an online platform for our school newsletter in 2021 to remove the cost of printing and use of paper to make it more environmentally friendly.</p> <p>The Welcome BBQ in Term 1 was not well attended by families and the decision was made to move back to the more traditional parent-teacher meet and greet session in individual classrooms for the following year.</p>	<p><b>Home-School Communication</b> \$500 (welcome barbeque), \$30, 000 (extension of contracts for two temporary teachers due to COVID-19), \$6, 000 (casual salaries)</p>

##### Process 2: Involvement in School Life

A broader range of opportunities to engage in school events and activities will be promoted and supported including induction training, the PATCH program, Smart Starters and volunteering across the year.

Evaluation	Funds Expended (Resources)
<p><b>Involvement in School Life</b></p> <p><b>Data collected:</b> TTFM surveys</p> <p><b>Analysis:</b> This process of the plan was heavily impacted by the onset of COVID-19. Due to lockdown and ongoing restrictions, the following activities</p>	<p><b>Involvement in School Life</b> \$2, 000 (trophies/medallions)</p>

## Progress towards achieving improvement measures

were unable to take place with the usual active involvement from the school community. Modifications were made to some of the school activities to allow them to still go ahead.

- fortnightly school assemblies beyond Term 1
- Easter Hat Parade and Grandparent's Day
- Mother's Day/Father's Day breakfast
- Parents as Teachers Classroom Helpers (PaTCH training)
- Education Week
- NAIDOC Week
- Smart Starters (transition to school program)
- Kindergarten Orientation
- Angels Concert
- Presentation Day
- Book Week Parade

### Process 3: Community Contribution

A plan to establish the school as a Community Hub will be investigated.

Student opportunities to contribute to the local community will be sought, including involvement with the local early childhood services.

Evaluation	Funds Expended (Resources)
<p><b>Community Contributions</b></p> <p><b>Data collected:</b> conversations with students, impact of donations to the Maitland Neighbourhood Centre</p> <p><b>Analysis:</b> This process was also heavily impacted by the onset of COVID-19. Plans for students to build connections with residents at a local nursing home, learn from Aboriginal elders for NAIDOC Week and participate in the Greta RSL sub-branch ANZAC Day service were all unable to occur. Our partnership with the Greta pre-school took a back seat as they could not come and participate in Life Education, Book Week and Angels concert. Visits to the pre-school for transition to school meetings still took place and provided us with valuable information to form our Kindergarten and K/1 classes.</p> <p>A positive relationship has been forged with the Maitland Neighbourhood Centre through students collecting donations for Christmas hampers for local families in need. Student Leaders attended the neighbourhood centre to hand over the donations and develop first-hand knowledge of how the centre operates and what impact our donations will have on the community.</p> <p>Share our Space ran three times throughout the year. Numbers of people accessing our grounds seem to be limited.</p>	<p><b>Community Contributions</b> donations from families for Christmas hampers, Share our Space program, wreath for school ANZAC Day</p>

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p><b>Funding sources:</b></p> <p><b>Aboriginal background (flexible)</b></p> <p><b>\$17, 701</b></p>	<p><b>Cultural activities:</b> These were forward planned for the year but could not be completed due to COVID-19.</p> <p><b>NAIDOC:</b> We employed an inclusive approach with all students from Kindergarten to Year 6 being involved. Students attended an Aboriginal themed Science Show - Jollybops - which was enthusiastically received. In addition, they enjoyed learning in the Aboriginal Planetarium incursion and unanimously requested the second part of this incursion for 2021. Classroom teachers also provided a myriad of in-class experiences during the designated week for celebrations.</p> <p><b>Personalised Learning Pathways:</b> The majority of staff said they didn't feel confident in forming these with students and their families, particularly around having specific cultural goals. Future directions are to employ SMART goals and seek advice/professional learning to ensure the PLP process is authentic and firmly embedded in school.</p>
<b>Low level adjustment for disability</b>	<p><b>Funding sources:</b></p> <p><b>Low Level Adjustment for Disability (flexible)</b></p> <p><b>\$24, 979</b></p>	<p>Funding was utilised to employ the LaST for an additional 0.3 to provide educational and behavioural support for students with disabilities.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p><b>Funding sources: Quality Teaching, Successful Students (QTSS) \$34, 128</b></p>	<p>Funds were used to partially employ a teacher to work as an interventionist to improve student learning outcomes in literacy and numeracy as part of our implementation of the Early Action for Success (EAfS) program.</p>
<b>Socio-economic background</b>	<p><b>Funding sources:</b></p> <p><b>Socio-economic background (flexible)</b></p> <p><b>\$223, 159</b></p> <p><b>TIPs (\$54, 592)</b></p> <p><b>Intervention - EAfS (\$54, 592)</b></p> <p><b>Student Support - (\$66, 442)</b></p>	<p><b>Targeted Intervention Program (TIPs - moving student into the top two bands for NAPLAN)</b></p> <p>Classroom teacher employed 0.5 to analyse reading and numeracy NAPLAN data to determine which students were close to achieving the top two bands and subsequently develop a program to target the deficit areas.</p> <p><b>Intervention (EAfS)</b></p> <p>Classroom teacher employed 0.5 to work with the Instructional Leader, providing literacy and numeracy intervention for students in K-2.</p> <p><b>Student Support</b></p> <p>Student Learning Support Officer (SLSO) 1.0 employed to provide support for students with additional needs.</p>
<b>Support for beginning teachers</b>	<p><b>Funding sources:</b></p>	<p>These funds were not available until the end of August. Days for mentoring and report</p>

<b>Support for beginning teachers</b>	<b><i>Beginning Teacher Support (\$14, 481)</i></b>	writing were provided with the additional funds to be planned for in 2021.
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# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	87	93	104	97
Girls	96	87	90	87

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	93.3	94.7	94.1	84.5
1	93.4	91.1	91.6	85.6
2	95.3	90.2	92.9	81.4
3	93.2	92.9	92.3	84.6
4	93.8	91.5	93.2	81.6
5	93.6	91.5	91	83.3
6	93.8	91.1	91.8	79.6
All Years	93.7	91.7	92.4	82.8
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

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

## Management of non-attendance

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



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

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	7.25
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.4
School Administration and Support Staff	1.92

\*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 <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	422,969
<b>Revenue</b>	2,556,665
Appropriation	2,536,252
Grants and contributions	20,170
Investment income	244
<b>Expenses</b>	-2,613,979
Employee related	-2,303,347
Operating expenses	-310,632
<b>Surplus / deficit for the year</b>	-57,313
<b>Closing Balance</b>	365,655

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

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	218,637
<b>Equity Total</b>	375,623
Equity - Aboriginal	17,701
Equity - Socio-economic	255,974
Equity - Language	400
Equity - Disability	101,548
<b>Base Total</b>	1,550,293
Base - Per Capita	46,658
Base - Location	3,435
Base - Other	1,500,200
<b>Other Total</b>	212,262
<b>Grand Total</b>	2,356,816

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](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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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.

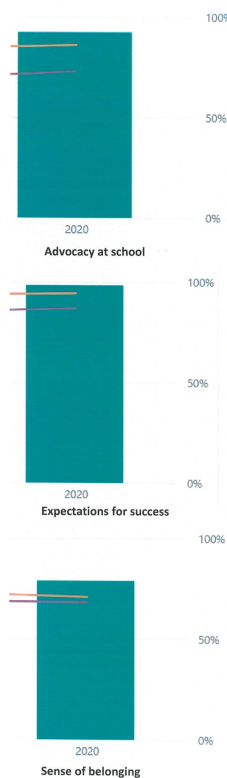
# Parent/caregiver, student, teacher satisfaction

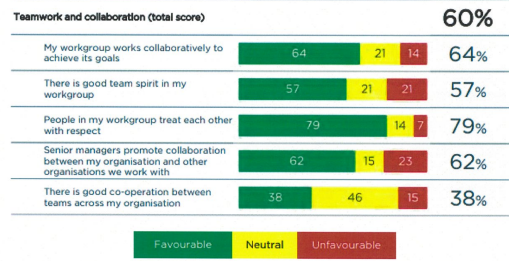
Parents and students completed the 'Tell Them From Me' (TTFM) survey throughout 2020, with students completing the survey twice. Unfortunately less than 5% of our parent community completed the survey, and as such, the results are not reliable. Feedback was additionally sought from the school community around the findings of the school's situational analysis and draft strategic directions for the Strategic Improvement Plan 2021-2024.

The TTFM survey has not been completed in the previous two years and therefore we do not have comparable data. Particularly, we note that 50% of our Aboriginal students felt a sense of belonging in comparison to 84% of our non-Aboriginal students and this will be a major focus of Strategic Direction 3 for the following four years. For the first time, there were enough teachers who completed the People Matters Survey. A snap shot of student and teacher responses can be seen below.

Tell Them From Me measures for 2020 with SSSG/state comparisons

● Positive % School ● Positive % State ● Positive % SSSG





# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.