

# 2020 Annual Report

## Balgowlah Heights Public School



3736

# Introduction

The Annual Report for 2020 is provided to the community of Balgowlah Heights 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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Balgowlah Heights Public School

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## School vision

The school promotes excellence in learning and provides enriching opportunities to enable students to build the foundations for ongoing success in life.

Students are provided with the opportunities to achieve personal bests in each of the domains; intellectual, creative, sporting and social. The school recognises that students have their own skill sets, aptitudes, aspirations and prior knowledge.

Future focused learning across all Key Learning Areas supports our students to develop the skills and capabilities to thrive in a rapidly changing and interconnected world.

Parents and teachers are genuine partners in the learning process and ensure students are encouraged to participate, strive to achieve their personal best, to be considerate and supportive of others, to be resilient and to value the pursuit of knowledge.

## School context

Balgowlah Heights Public School was established as a one teacher school in 1933 with an enrolment of 29 students. Currently, it provides a quality education to over 700 students, 22% from culturally diverse backgrounds. Teaching is Year-based and includes two Opportunity Classes.

The school is a member of the Northern Beaches Learning Alliance and enjoys active and supportive parent involvement including the coordination of significant programs such as the Band and String Programs. An extensive co-curricular program caters for diverse student interests including sport, dance, choir, drama, debating, chess and robotics.

Values education is a strong focus and the school actively provides students with explicit teaching and sets high social and moral expectations. Students are expected to be thoughtful, responsible, compassionate and considerate members of the school community.

## 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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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>

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

## Strategic Direction 1

Engaged successful learners

### Purpose

To support students to become increasingly self-motivated learners - confident and creative individuals with the personal resources for future success and wellbeing.

### Improvement Measures

Student expected growth in NAPLAN is equal to or greater than similar schools.

Students in Year 3 and Year 5 NAPLAN achieve the same % in the top 2 bands as similar schools.

Students in Years 2 to 6 achieve twelve month's academic growth within a school year (ACER testing) .

Annual exit reading levels:

- 92%of Kindergarten students working at or above level 10
- 92%of Year 1 students working at or above level 20
- 92%of Year 2 students working at or above level 28

90% of Year 1 students working at or above Early Arithmetical Strategies 3, 90% of Year 2 students working at or above Place Value 2.

80% of Years 4 to 6 students feel challenged and confident in their skills in English and mathematics in Tell Them From Me Survey results.

### Progress towards achieving improvement measures

#### Process 1: Future Focused Learners

Teachers analyse student data to plan and differentiate teaching/learning programs to meet individual students needs.

Implementation of a whole-school approach to support consistency of curriculum delivery, curriculum differentiation and assessment for, as and of learning.

Evaluation	Funds Expended (Resources)
<p>A range of summative and formative assessments were implemented to evaluate student learning including; PAT reading, PAT numeracy, Best Start, Year 3 and Year 5 Check-in assessments, SENA, reading benchmarking and spelling diagnostic assessments. A central data collection spread sheet and assessment schedule was developed to track, monitor and evaluate student achievement and growth. Effect size and dot plots were calculated to monitor student growth.</p> <p>The effect size results were:</p> <p>ACER Comprehension</p> <p>Year 2 ES 1.19, Year 3 ES 0.69, Year 4 ES 0.59, Year 5 ES 0.60, Year 6 ES 0.55</p> <p>PAT Numeracy</p> <p>Year 2 ES 1.37, Year 3 ES 0.99, Year 4 ES 0.71, Year 5 ES 0.55, Year 6 ES 0.60</p> <p>ACER Spelling</p> <p>Year 3 ES 0.69, Year 4 ES 0.59, Year 5 ES 0.45, Year 6 ES 0.53</p>	<p>*Leadership Team</p> <p>*Teacher Professional Learning</p> <p>*Visible Learning- Literacy and Numeracy Teams</p>

## Progress towards achieving improvement measures

An effect size over 0.4 indicates students achieved twelve month's academic growth within a school year. The above results indicate all grades made over a year's growth in the areas assessed.

Kindergarten, Year 1 and Year 2 reading data was assessed and monitored every 5 weeks. Teachers used this data to differentiate instruction and inform explicit teaching focus areas.

### K-2 End of Year Reading Levels

86% of Kindergarten students reading at or above level 9

82% of Year 1 students reading at or above level 17

99% of Year 2 students reading at or above level 22

Further professional learning in the area of data analysis and using data to inform learning through the structured data discussion will continue to be a focus in the 2021-2024 school improvement plan.

Collaboration time continued to be timetabled fortnightly during Term 1 and Term 3 to enable stage teams to analyse student data, plan common assessment tasks and program units of learning.

Assistant Principals continued to be provided with one day per week to focus upon instructional leadership practices and support their stage team in differentiating student learning. This included demonstrations lessons, team teaching and lesson observations. Instructional leadership and observations of teaching and learning will continue to remain a focus in 2021.

## Process 2: Personalised Learning

Teachers use evidence-based quality teaching practices to engage and challenge students in deeper levels of learning.

Staff and community members discuss student learning using a shared language of learning.

Student-centred learning strategies are implemented and include learning intentions, specific criteria, quality peer and teacher feedback, higher order questioning and peer assessment.

Evaluation	Funds Expended (Resources)
<p>Throughout 2020 there was a strong professional learning focus on numeracy K-6. All teachers participated in Mathematics Building Blocks professional learning. Teachers applied their learning to plan and implement a differentiated teaching and learning program in numeracy. Teachers continued to deepen their knowledge and use of the numeracy learning progression with an emphasis on additive strategies and multiplicative thinking. Teachers continued to use the literacy and numeracy progressions in the areas of spelling, quantifying numbers, additive strategies and multiplicative strategies to monitor support and extend personalised learning opportunities for students.</p> <p>Kindergarten and Year 1 teachers participated in Language, Learning Literacy (L3) professional learning facilitated by an external L3 trainer. This involved engaging in professional readings, lesson observations and classroom coaching visits on reading, writing, speaking and listening teaching procedures.</p> <p>All teachers engaged in professional learning on the CESE What Works Best: 2020 update publication. Teachers participated in professional reading and collegial discussion on what the elements look like in practice. Teachers used the toolkit to evaluate current practices and identify areas for further improvement. The What Works Best elements will be an area of practice in</p>	<p>*Visible Learning- Literacy and Numeracy Teams</p> <p>*Leadership Team</p> <p>*Professional Learning</p>

## Progress towards achieving improvement measures

2021 with a focus on using data to inform practice.

Student learning goals were introduced in 2020. Each term students were supported in developing personalised goals in the areas of literacy, numeracy and wellbeing. These goals were monitored and evaluated each term and shared with families termly.

### Process 3: Student Wellbeing

Consistent implementation of whole-school approach to student wellbeing.

Evaluation	Funds Expended (Resources)
<p>The implementation and improvement to whole school wellbeing practices and procedures continued to be a major focus in 2020. Learning support teachers continued to provide withdrawal support to targeted students in reading, comprehension, spelling and writing. Enrichment opportunities were provided to students in years 1-6 in the area of numeracy with a particular focus on higher order problem solving strategies.</p> <p>The Positive Behaviour for Learning (PBL) team participated in PBL universal training and revised the implementation of PBL across the school, including updating the PBL matrix of school expectations.</p> <p>The wellbeing teacher role continued to support the implementation of social skills programs within classrooms and on the playground in response to PBL data and Learning and Support referral data. The wellbeing teacher role also supported our School Learning Support Officers in building behaviour management and student wellbeing strategies based upon the Zones of Regulation social-emotional resource.</p> <p>Classroom teachers and learning support teachers engaged in range of professional learning to support the wellbeing of students including; Bounce Back, Be You, Smiling Minds, peer support, ADHD and speech therapy professional learning sessions.</p> <p>A team of teachers streamlined our whole school wellbeing programs through integrating Bounce Back, PBL, Smiling Minds and Zones of Regulation with the PDHPE syllabus. This will continue to be a focus in 2021 as well as informing our parent community of the school wellbeing programs.</p>	<ul style="list-style-type: none"><li>*Learning Support Team</li><li>*Positive Behaviour for Learning Team</li><li>*Wellbeing Team</li><li>*Professional Learning</li></ul>

## Strategic Direction 2

Quality teaching

### Purpose

To strengthen effective leadership and teacher commitment to a culture of high expectations and a shared sense of responsibility for student engagement and success.

### Improvement Measures

Agreed expectations and coherence around the quality of teaching required to impact on student performance (School Excellence Framework).

100% of teachers are working towards personalised performance and development goals, reflective of the teaching standards at the appropriate level and priorities as identified in the school plan.

School Executive facilitate opportunities for staff to learn from each other once a term, provide access to specialised knowledge and model continuous learning in their own practice.

School Executive evaluates the impact of professional learning on student achievement in Semester 1 and 2 and facilitates the measurement of student growth in Semester 2.

Analysis of feedback following lesson observations, Tell Them From Me data, People Matter Employee Survey and other data sources.

### Progress towards achieving improvement measures

#### Process 1: Evidence Based Practice

Professional learning projects are implemented using the AITSL Principals' standard and the Australian Professional Standards for Teachers as a lens to lead improvements in teaching and learning, developing self and others and lead innovation.

Explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback are implemented and valued by staff.

Staff work collaboratively to support the achievement of improvement measures; develop knowledge, skills and capabilities; build on existing strengths and career aspirations.

Evaluation	Funds Expended (Resources)
<p>Evidence based practice has been a continued focus through 2020. It has been a priority to ensure quality teaching is implemented across Kindergarten to Year 6 to ensure the greatest impact on student performance. Extensive Professional Learning (PL) was undertaken in the 'What works Best: 2020 Update'. Leaders engaged in collegial discussions to ensure they were informed in the most recent and relevant research. Staff across the school unpacked the eight quality teaching practices that are known to support school improvement and enhance the learning outcomes of students. Staff unpacked the what works best toolkit to reflect on current practices across the school.</p> <p>All staff K-6 participated in PL in Numeracy. Staff completed 4 modules of Building Blocks for Numeracy. Further PL resulted in all staff upskilled in the following areas of the learning progressions: * Quantifying Numbers * Additive strategies * Multiplicative strategies * Spelling</p> <p>Staff K-6 upskilled their technological skills in many areas including Seesaw, Google classroom, G suite, Microsoft Teams, Adobe Connect and Zoom.</p> <p>Teachers continued to be well informed to make adjustments for students supported by the Learning Support Team and Learning Support Teacher. Teachers confidently implemented these adjustments in classrooms. System</p>	<p>*Leadership Team</p> <p>*Learning and Support Team</p> <p>*Identified key staff</p>



## Progress towards achieving improvement measures

for NCCD adjustments was modified and a more streamlined approach was implemented using Sentral. Many teachers were supported by professional learning to develop their knowledge, understanding and teaching strategies to meet the needs of students.

In 2020 Learning and Support teachers continued to implement the MiniLit, MultiLit and MacqLit programs. These intervention programs were implemented in small groups where students were explicitly taught decoding skills. By the end of the program 100% of the participating students had made significant growth. By the end of 2020 - 50% of the students in the MiniLit program had achieved grade reading level expectations; 60% of students in the MultiLit program had achieved approximate grade level expectations; 100% of students in the MacqLit program had significantly increased fluency regarding words read per minute.

Each student K-6 created their own Learning Goals relating to Literacy, Numeracy and Wellbeing. Goals were communicated with parents each term and children reflected on how they went about achieving their goals.

Positive Behaviour for Learning (PBL) processes continued to be refined during 2020 to ensure the PBL program was reinvigorated across K-6 and ensuring greater consistency of delivery. A number of teachers undertook Tier 1 Professional learning to assist in this process. The re-invigoration of 'Thumbs up' tokens enthused students to be more respectful, responsible and achieve their personal best across all school settings. The matrix for behaviours in all settings was updated and delivered to all staff in PL sessions.

### Process 2: Data Informed Teaching

Staff collaborate within and across stages to achieve school targets, consistency of teacher judgement and implementation of the curriculum.

Evaluation	Funds Expended (Resources)
<p>A School External Validation (EV) Team led the planning and completion of External Validation. This process provided the team with an opportunity to reflect and refine practices against the School Excellence Framework. The EV Panel provided positive feedback and commented on the high level work and support for teaching and learning provided across the whole school. The EV Panel agreed with the school's on balance judgements for 13 of the 14 elements; increasing our rating for one element from 'sustaining and growing' to 'excelling'.</p> <p>Extensive Check-in Assessment analysis was undertaken by key members of staff and delivered to relevant grades. Results were examined to outline areas where student performances did not align with similar school groups. Individual items were examined where less than 70% of students achieved success. Collaborative grade based discussions followed which involved examining scope and sequences as well as delivery of programs. Leaders were upskilled in data analysis skills to share with grade teams.</p> <p>All teachers K-6 implemented SENA testing. Results were used to plot on Numeracy progressions to track and monitor student progress.</p> <p>100% of students were plotted in PLAN2 in the aspects of Quantifying Number, Additive Strategies, Multiplicative Strategies and Spelling.</p> <p>Effect size was calculated using ACER Reading, Spelling and Mathematics tests. All grades 2-6 achieved an Effect Size greater than 0.4 which indicates greater than 1 years growth was achieved.</p> <p>Effect sizes achieved in Mathematics</p>	<p>*Leadership Team</p> <p>*Identified Key Staff</p>

## Progress towards achieving improvement measures

Year 2 1.37, Year 3 0.99, Year 4 0.71, Year 5 0.55, Year 6 0.60

Effect Sizes achieved in Reading Comprehension

Year 2 1.19, Year 3 0.69, Year 4 0.59, Year 5 0.60, Year 6 0.55

Effect sizes achieved in Spelling

Year 3 0.69, Year 4 0.59, Year 5 0.45, Year 6 0.53

K-2 teachers continue to track and examine Language, Learning and Literacy (L3) data each term.

### Process 3: Higher Order Thinking and Talent Development

Staff have a deep knowledge and understanding of what is effective teaching practice based on lesson observations, mentoring, feedback and reflection.

Evaluation	Funds Expended (Resources)
<p>Assistant Principals continued in their Instructional Leadership positions working with teachers in the classroom to maximise learning for teachers and students. Teachers engaged in an instructional leader model of support that included observing demonstration lessons, opportunities to implement new strategies, opportunities to be observed and to receive feedback. Instructional Leaders were released to allow time for lesson planning, observation, reflection, collaborative planning and mentoring with classroom teachers.</p> <p>Instructional Leaders and team leaders worked with staff throughout the year, supporting them in the achievement of their personal development goals as well as providing support in school priority areas. This support was individualised across the school.</p> <p>Early Career teachers were teamed with a mentor and met throughout the term. Mentor and mentee met to discuss classroom practice, assessment, reporting, resources and class management. Demonstration lessons and observations are incorporated into this successful program.</p> <p>Collaboration days for each grade continued in 2020 allowing all staff to participate in planning, programming and developing differentiated units of work to ensure consistency of delivery. Assessments were planned and designed collaboratively to focus on the achievement of student outcomes as well as ensuring consistent teacher judgement.</p>	<p>*Leadership Team</p> <p>*Identified key staff</p> <p>*Early career funding</p> <p>*Quality Teaching Successful Schools (QTSS) funding.</p>

## Strategic Direction 3

Productive partnerships

### Purpose

To strengthen positive, respectful partnerships with families and carers and with the broader school community to better connect students to their learning.

### Improvement Measures

Greater than 65% parent participation in school surveys.

Review school strategies for receiving and communicating information.

Four parent information sessions held per semester.

### Progress towards achieving improvement measures

#### Process 1: Engaged and Effective Community Partnerships

Develop a communication strategy, new newsletter format and school website.

Implement Skoolbag App to better support communication between school and home.

Class teachers develop systems to link school to home.

Work with the P&C to provide opportunities for parent learning workshops to link school and home.

Evaluation	Funds Expended (Resources)
<p>Our school's strategies to engage and develop effective community partnerships changed significantly in 2020 due to Covid-19. This resulted in the following practices being implemented:</p> <ul style="list-style-type: none"><li>*Differentiated student remote learning using Seesaw (Years K-3) and Google classrooms (Years 4-6). As part of the use of these platforms 'how to guides' were developed for parents.</li><li>*Regular parent videos were provided which outlined information pertinent to the time.</li><li>*Class teachers provided email contacts and telephoned each student in their class to check on their progress.</li><li>*Parent/Teacher interviews were conducted by telephone or Zoom.</li><li>*Parent Information Sessions (e.g. Opportunity Class, Selective High, Kindergarten Orientation) and P&amp;C were held using platforms as such as Zoom or Adobe Connect.</li></ul> <p>A number of surveys were undertaken with our parent community. These included <i>Tell Them from Me</i> and a school designed survey. Results of these surveys are detailed in the 'Parent/caregiver, student, teacher satisfaction' section of this report.</p>	<ul style="list-style-type: none"><li>*School staff</li><li>*P&amp;C Executive</li><li>*Leadership Team</li><li>*On-line platforms and associated hardware</li></ul>

#### Process 2: Relationships

Enhance the Kindergarten Orientation program by improving links with local pre-schools.

Collaborate with local High schools to enhance existing transition programs.

Collaborate with local preschools to enhance existing transition programs.

## Progress towards achieving improvement measures

**Process 2:** Collaborate with local High schools to enable opportunities for students to engage in deeper levels of learning.

Evaluation	Funds Expended (Resources)
<p>Significant changes occurred to our Kindergarten Orientation Program in 2020 due to Covid-19. This resulted in the following practices being implemented:</p> <ul style="list-style-type: none"> <li>*A series of three on-line meetings using Adobe Connect to provide parents with information.</li> <li>*The development of a website which hosted a range of resources, activities and videos for parents and students.</li> <li>*The modification of student visits to be in smaller groups.</li> <li>*Year 5 'buddy' students writing letters to their pre-school buddy.</li> <li>*Key personnel undertook a number of meetings to plan and implement transition programs for identified pre-school students.</li> </ul> <p>Collaboration with local primary and high schools was limited to on-line meetings using platforms such as Zoom and Microsoft Teams. The major area of focus in the second half of 2020 was the new School Improvement Plan.</p>	<ul style="list-style-type: none"> <li>*Kindergarten Orientation Team</li> <li>*Leadership Team</li> <li>*Local pre-schools</li> <li>*NBLA</li> <li>*On-line platforms and associated hardware</li> </ul>

### Process 3: Shared Understanding

Positive, respectful relationships underpin a productive learning environment and support students' development in identifying as a successful learner.

Evaluation	Funds Expended (Resources)
<p>Due to the significant changes in 2020, as a result of Covid-19, a high priority was placed on a shared understanding of student wellbeing, student learning and the use of on-line platforms as detailed in Process 1 and Process 2 of this section of the Report.</p>	<ul style="list-style-type: none"> <li>*School Staff</li> <li>*P&amp;C Executive</li> <li>*Leadership Team</li> </ul>

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Integration funding support</b>	<b>Funding Sources:</b> • Integration funding support (\$56 997.00)	Funds were used to provide School Learning Support Officer (SLSO) support for targeted students. Funds also contributed to SLSO professional learning initiatives to build capacity in meeting the needs of students with disabilities. Personalised learning plans were developed and reviewed for all students meeting disability criteria or needing additional support in literacy and numeracy.
<b>Literacy and numeracy</b>	<b>Funding Sources:</b> • Literacy and numeracy (\$45 000.00)	Funds used to implement L3 program for nine teachers in Years K-2. This program will be continued in 2021 and complemented by the introduction of Focus on Understanding Texts in Years 3-6.
<b>Professional learning</b>	<b>Funding Sources:</b> • Professional learning (\$38 000.00)	Funds used to support professional learning for all school staff to achieve their PDP goals. This involved activities such as participation in professional learning courses and the acquisition of professional learning materials.
<b>English language proficiency</b>	<b>Funding Sources:</b> • English language proficiency (\$39 115.00)	Funds were used to employ Learning Support Teachers and Learning Support Officers to support students requiring English Language proficiency. The support was provided in class and by withdrawal.
<b>Low level adjustment for disability</b>	*Learning Support Teacher \$54692  *Flexible Funding \$42123  <b>Funding Sources:</b> • Low level adjustment for disability (\$96 815.00)	Funds were used to provide Learning and Support Teacher support and School Learning Support Officer support for targeted students. Funds also contributed to teacher professional learning initiatives to build staff capacity in meeting the needs of students with disabilities. Personalised learning plans were developed and reviewed for all students meeting disability criteria or needing additional support in literacy and numeracy.
<b>Quality Teaching, Successful Students (QTSS)</b>	<b>Funding Sources:</b> • Quality Teaching, Successful Students (QTSS) (\$128 089.00)	Funds were used to provide a day release for each Assistant Principal and Deputy Principal to undertake instructional leadership with their stage teams. This involved practices such as lesson demonstrations, lesson feedback, co-teaching, programming, assessment, data discussions and personalised feedback.
<b>Socio-economic background</b>	<b>Funding Sources:</b> • Socio-economic background (\$2 794.00)	Funds were used to provide access to the curriculum and co-curricula activities for all students.
<b>Support for beginning teachers</b>	<b>Funding Sources:</b> • Support for beginning teachers (\$86 886.00)	Funding was used to provide five early career teachers with mentoring, additional release, professional learning opportunities, Professional Development Plan (PDP) goal reflection and accreditation documentation.

# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	347	350	348	334
Girls	381	354	363	375

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.9	95.9	95	95.5
1	94.9	95.2	95	95.6
2	95.1	95	95	94
3	95.7	95.6	95.6	95.6
4	96	95.1	93.4	93.6
5	95.8	95.5	95.2	96.9
6	94.3	95.2	94.3	94.5
All Years	95.4	95.3	94.8	95.1
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

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

## Management of non-attendance

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

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

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	25.49
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.2
School Administration and Support Staff	4.67

\*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>	595,859
<b>Revenue</b>	6,193,595
Appropriation	5,446,719
Sale of Goods and Services	16,927
Grants and contributions	727,960
Investment income	1,889
Other revenue	100
<b>Expenses</b>	-6,156,429
Employee related	-5,393,868
Operating expenses	-762,561
<b>Surplus / deficit for the year</b>	37,166
<b>Closing Balance</b>	633,025

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>	40,270
<b>Equity Total</b>	138,727
Equity - Aboriginal	0
Equity - Socio-economic	2,797
Equity - Language	39,115
Equity - Disability	96,815
<b>Base Total</b>	4,774,657
Base - Per Capita	170,998
Base - Location	0
Base - Other	4,603,659
<b>Other Total</b>	301,734
<b>Grand Total</b>	5,255,388

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

A number of surveys and professional learning forums were held to elicit feedback from students, parents and staff. This included *Tell Them from Me* Surveys (students, parent and staff) and a school designed parent survey.

As a result the following areas were highlighted and in some cases identified for attention.

### *Student Voice*

Students in Years 4-6 undertook the Tell Them from Me Survey in July, 2020. The key themes identified for attention were:

\*Trend data indicated a decrease in all elements compared to the previous year.

\*Students with a positive sense of belonging.

\*Students with positive homework behaviours (particularly boys).

\*Students who are interested and motivated.

\*Positive learning climate.

\*Students who are victims of bullying is significantly below the state average.

### *Tell Them from Me Survey (Parent- 113 responses)*

\*Parents are informed:

-child's progress in school subjects, child's social and emotional development, child's behaviour; and

-trend data indicates a decrease from previous year; and

-Seesaw to be investigated as a communication tool with parents and for some grades to trial this platform to share work samples related to child's learning goals. Also the suggestion of a second Parent/teacher interview session in Term 3 to be considered.

\*Inclusive school:

-teachers help students who need extra help; and

-trend data indicates an increase during the last two years; and

-There is a discrepancy in this area with staff reflections. Suggestion to hold information session on how school approaches the support of students.

### *Parent Survey (341 replies)*

\*Programs operation in music, Japanese, learning support, mathematics enrichment and wellbeing were highly valued.

\*Some confusion with the range of communication mediums used by the school.

\*Ability to contact teachers directly valued.

\*Wellbeing programs operating were valued but Buddy program could be enhanced.

\*PBL Award system requires investigation.

\*Reporting to Parents processes valued.

\*Student progress reports to be more personalised.

\*Work samples linked with learning goals.

### *Tell Them from Me Survey (Staff)*

\*Trend data indicates an increase in all elements from the previous year.

\*Technology:

-computers used to track progress towards goals and to give immediate feedback.

\*Inclusive school:

-there is a divergence from the staff and parent perspective in this element.

# 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.