

2020 Annual Report

Wideview Public School



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Introduction

The Annual Report for 2020 is provided to the community of Wideview 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

Congratulations to our students on an outstanding 2020 year despite the intervention of COVID restrictions. Their achievements even after working from home for a large proportion of the year are to be celebrated. This year, our teachers focused on developing expertise in remote learning by completing a vast amount of professional learning on building their skills, understanding and knowledge to be able to effectively provide excellent teaching and learning programs and activities for our students. Quality and explicit teaching has continued as a focus to ensure consistent and measurable growth in both literacy, numeracy and across all key learning areas.

As I reflect on the year that has passed, I must commend the dedicated teachers, executive, administrative and support staff who were supported by the commitment parents and P&C executive. Strong and collaborative partnerships in learning underpin a great school. Our students are indeed very fortunate to be part of such an amazing school community.

Our students show optimism, respect and kindness. They value the opportunity to serve others and participate in school life through the many and varied options available to them. Their concern and care for one another and for those less fortunate is admirable. Our school expectations of respect, responsibility and pride, are continually reinforced in the classroom and playground.

Our students are learning to persevere in the face of challenges and mistakes. They are learning that effort is an important part of learning, they listen to and are interested in feedback, they see mistakes as an integral part of the learning process and are inspired by the success of others.

We have worked solidly to ensure scope and sequences of learning and teaching programs support the big ideas in syllabus documents and to ensure formative assessment practices are embedded in a way that makes learning visible to both teachers and students. All teachers are fostering students' understanding of what they are learning, why the learning is important, where that learning fits into the learning trajectory, how they are going with that learning, what they can do to get better and what the next steps in their learning will be.

A strong partnership exists between parents, the school and

the wider community. The school very much appreciates the support of the whole community. Parents and the wider community are involved in P&C, sporting activities, assistance in classrooms and canteen, purchase of uniforms, fund raising, scripture, ethics classes, library, and gardening. Our parents and community members are prepared to give their time at a range of school events both inside and outside of school times.

School vision

To develop a collaborative and well informed whole school community that provides quality education through effective teaching practices to ensure all students are successful learners and active and informed future leaders.

School context

Wideview Public School is situated in the northern Sydney bushland suburb of Berowra Heights. It has a student population of 394 and 22 staff. Wideview Public School is a student - centred school where student needs are a priority, where opportunities to participate in a variety of activities exist, and where lifelong learning is a feature of programs designed to ensure that the potential of all students is realised and where individual gifts and capabilities are recognised and nurtured. Wideview Public School has strong partnerships with its community and a supportive parent body. The school has developed a number of key partnerships, which assist in the enhancement of student outcomes. Student learning needs are wide ranging with a need to extend very capable students whose learning outcomes should be above stage learning expectations and a need to support students with additional learning needs. The school has a highly committed staff.

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	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
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	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Quality Teaching/Learning Practices

Purpose

To create and maintain a culture of innovative, reflective and collegial teaching through targeted professional development to build the capacity of all staff to work within a highly effective team environment.

Improvement Measures

School wide data (Formative Assessment) informs teaching and learning in all classrooms. This is evident in daily teaching and learning activities and in all teacher programs.

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.

Overall summary of progress

Wideview achieved excellent results in 2019 which has been reflected in 2020 through in the continued high levels of engagement of students in their classrooms. A range of data has been critically analysed throughout the 2020 which has aligned with the whole school PDP goal supporting differentiation in all classrooms for students of all abilities. School executive have maintained a very high level of supervision to meet our performance guidelines to ensure all staff and classrooms are producing a consistent quality of teaching. Some of the key aspects of this are;

Demonstrated improvement in Minilit and Macqlit learning data.

Strengthening of CTJ (Consistency of Teacher Judgement) as a result of ongoing stage discussion around student work samples and refining of writing rubrics.

Rubrics continuing to be refined using the Literacy progressions to help with differentiation.

Progress towards achieving improvement measures

Process 1: Staff will participate in effective and personalised professional learning within and outside the school that aligns with the school plan, meeting the needs of both staff and students while improving student learning.

Evaluation	Funds Expended (Resources)
<p>The continuation of 3-6 writing tasks were delivered, analysed through moderation of work samples and professional dialogue to determine where to next for individual students as well as groups of students. Through assessment data and consistent teacher judgement we were able to critically reflected on; who are our target students, what is required for students to improve and achieve their goals and refined how we programmed for writing.</p> <p>High performing students were identified across the school in both literacy and numeracy. Provisions were made through the learning and support program to provide extra literacy experiences including debating and public speaking and participation in the Maths Olympiads.</p> <p>Staff have implement a greater variety of formative assessment practices to inform their teaching, adapt their practice and meet the needs of students.</p>	<p>Socio Economic Background \$3,000</p> <p>Professional learning \$8,000</p> <p>Operational funding \$9,000</p> <p>Classroom Teacher (CT) is employed one day per week (high performing students - HPS) implementing individual plans and working with classroom teachers to improve student outcomes</p>

Process 2: Planned teacher professional learning in making the **learning visible to students. Practical strategies include: collaboratively developing learning intentions/success criteria, displaying quality student examples, teacher to student feedback and student to teacher feedback.**

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

Professional Learning on Formative Assessment had a positive impact on staff teaching and student engagement. Feedback indicated that staff were successfully using a range of Formative Assessment strategies in their classrooms to monitor student learning and to provide ongoing feedback . What are we learning to (**WALT**), This is because (**TIB**) and What I am looking For (**WILF**) charts and goals are displayed in all classrooms. These aides are used to explicitly highlight to the students the purpose of the lesson and what is expected of them. Students refer to these when creating their own learning intentions and success criteria.

Quality instruction in reading and writing has been targeted in professional learning and is evident in programming, lesson observations and student data.

The leadership team has maintained a focus on developing a culture of effective collaboration practices for all teaching staff to support the development of consistent planning, analysis, reporting and teaching practices across the school, resulting in sustained child-centred educational delivery.

Consistent teacher judgement and professional dialogue around redesigning assessments in line with the new reporting system enable us to track and monitor student growth.

Professional Learning - \$14,000
Through our operational funding

Next Steps

Staff in collaboration with the Learning support Teacher have developed student adjustments and met with parents to discuss these adjustments to learning. This has resulted in improved student engagement and progress. The Learning and Support Team have trained and identified staff in MiniLit and MacLit. These programs have been implemented to support identified students across the school. Data has been provided for teachers with students participating in these programs. Current English and Mathematics core programs have been placed on Microsoft Teams and Google Classroom to meet expectations for online learning. Staff have been involved in professional learning on the use of learning intentions, success criteria, feed back and self-assessment to further engage students in their learning. This resulted in the use of a greater variety of formative assessment strategies used, particularly during writing lessons.

Strategic Direction 2

Productive Pedagogy

Purpose

Quality teaching and assessment practices are essential for the development of effective individualised learning. To ensure this, teachers must engage in professional learning to enhance all students' learning experiences through explicit quality teaching practices. Ongoing attention to student progress utilising constant and systematic data gathering and recording on the learning continuum will drive our planning and ensures success.

Improvement Measures

100% of staff compose stage, class and individual profiles based on data collected and use them to design and modify teaching programs.

100% of students achieve term targets and demonstrate progress at least equal to one year's growth for each year at school.

2020: Increase the proportion of students in the top two bands of NAPLAN across all areas of literacy and numeracy by 10% from 2017 baseline data.

2019: Increase the proportion of students in the top two bands of NAPLAN across all areas of literacy and numeracy by 6% from 2017 baseline data.

2018: Increase the proportion of students in the top two bands of NAPLAN across all areas of literacy and numeracy by 3% from 2017 baseline data.

Ensure that at least 90% of Year 3 and Year 5 students are achieving above the National minimum standards in NAPLAN (National Assessment Program Literacy and Numeracy) in 2018. Individual learning plans are in place for all students who do not achieve minimum standards.

Overall summary of progress

Some of the initiatives we embarked on in 2020 through the mile stones included:

Increased investment in SLSO time to provide greater support to teachers in providing evidence based individualised learning. Improved use of LST processes.

Whole staff training in Literacy and Numeracy were delivered by remote systems and further investigated during in school PL sessions and led by staff.

The implementation of Data walls and formative assessment strategies.

Explicit teaching and feedback enabled students to track their own growth.

Our overall progress in NAPLAN wasn't able to be tracked effectively due to COVID but internal data indicated we were on track with our set NAPLAN Targets for 2020. The Checkin assessments were taken into account when assessing our progress towards the overall growth targets

Progress towards achieving improvement measures

Process 1: Ongoing professional development provided on the purpose of assessment for, of and as learning and the use and identification of appropriate strategies to modify teaching based on the work of Hattie, Williams and Fullan will be provided.

Evaluation	Funds Expended (Resources)
All staff have developed a shared responsibility and accountability in knowing every learner They are able to effectively plan for learning from every students point of need.. Staff have developed a collective capacity to differentiate and improve student learning and achieve student success.	Stage based professional learning Time for research around Literacy and Numeracy programs and implementation

Progress towards achieving improvement measures

In 2020 funding was used to employ a 0.2 Learning and Support (LaST) teacher to focus on our high performing students, providing targeted learning in writing and mathematics. Classroom teachers also used data to program more challenging targeted learning experiences for the identified students resulting in greater engagement, attainment and growth.

Wideview has successfully implemented a number of processes to support all staff to develop their individual Quality Teaching skills. Mentoring processes have been developed and collaboration is evident across the entire school.

Staff have reported increased confidence in implementing individual Quality Teaching practices across the school. School data has shown positive growth in key areas which supports strategies put in place throughout the year.

The Leadership Team established a collaborative learning community within the school, providing opportunity for all teaching staff to undertake focused lesson observations of peers to share and develop teaching and learning practices. The Leadership Team monitored the processes, which included scheduled lesson observations by executive staff of all teachers, to measure the impact of the collaborative processes on teacher classroom delivery and student's learning experiences.

Literacy and Numeracy Funding - \$21,710

Professional Learning funding - \$15,940

Integration Funding Support - \$55,600 to utilised Support Teachers

Process 2: Teachers will work together and use consistent teacher judgement to accurately track student learning and know the impact their teaching is making through regular analysis. Formative assessment strategies will be used to plan modelled, guided and independent teaching and assessment feedback will be planned and delivered regularly to students. Targeted teaching strategies will be shared to support students not making expected growth.

Evaluation	Funds Expended (Resources)
<p>Explicit systems that facilitate professional dialogue, collaboration, classroom observation, modelling of effective classroom practice and the provision of explicit and timely feedback are evident. There has been an improvement in teaching practice and student results in writing.</p> <p>Feedback from observation sessions has allowed staff to refine teaching and learning sequences to engage all students. Collaborative discussion at stage/grade meetings has provided insight into how different strategies are being used to engage learners and implement innovative teaching practices. K-6 teaching teams have developed assessment tasks to ensure consistent teacher judgement across grades.</p>	<p>Professional learning \$2,000</p> <p>Literacy and Numeracy \$8,000</p> <p>Quality Teaching, Successful Students (QTSS) (\$19,000)</p>

Process 3: Progress and future goals are explained to parents with data as supporting evidence.

Evaluation	Funds Expended (Resources)
<p>More of the community are involved in school and P&C run activities. P&C have been able to fund several programs for the school.</p> <p>Opportunities were provided for parents to engage in school planning. The introduction of online learning enabled parents to engage with their children's learning and to develop a better understanding of the child's learning strengths and needs. Through the online learning platform parents were able to engage with the teacher more frequently and to see first hand the content and learning style of their children.</p> <p>Through the online learning platform parents were able to engage with teachers to better understand where their child was in the learning continuum and to take part in meaningful discussion about their child's learning.</p>	<p>Nil</p>

Strategic Direction 3

Effective Collaboration and Communication

Purpose

To develop culture of collaboration across the whole school community through effective communication and building strong relationships which entrench a positive culture of communal success.

Improvement Measures

Parent and carer attendance at P&C meetings will increase by 15%.

Parent and carer participation in school information sessions and learning forums will increase by 10%.

Participation in school surveys will increase by 20%.

Overall summary of progress

Through effective communication and collaboration we have been able to enhance positive and respectful relationships across the school community and established clear communication channels that encouraged high levels of parental and community engagement. There has been an effective whole school approach to improving service delivery and customer service. The school has implemented various initiatives that have improved communication across the school and connection with the community. The school has systems and processes in place to provide regular and ongoing feedback to the community about past and upcoming events. Parent survey results indicated that 95% of families subscribed to our newsletters and notifications and had downloaded the App to access all communication. School image has also been a focus throughout the year. We stream lined and improved our methods of visual communication to ensure that we defined and developed our school identity. Creating an effective environment for learning continued to be a focus throughout the year. Students, staff and the community recognise that positive wellbeing and engagement are important conditions for learning. The success of this whole school approach to wellbeing and engagement is reflected in the results of the Tell them From Me surveys, with 92% of students having a Positive Sense of Belonging. Positive, respectful relationships are evident among students and staff and continue to promote student wellbeing to ensure optimum conditions for student learning across the school.

Progress towards achieving improvement measures

Process 1: Parents are provided with information sessions on: technology, new curriculums, reading, resilience and 21st century learning.

Evaluation	Funds Expended (Resources)
<p>100% of students were exposed to new technologies as a result of purchasing additional netbooks, robotics, additional iPads and cases. An upgrade to device maintenance and charge carts enabled improved device placement which maximised student access to digital technologies.</p> <p>Students in all classes now have access to more new devices with old, slower devices being decommissioned for the health of the school technology network.</p> <p>Parental engagement and effective school communications has continued to be a priority. A whole school approach to enhance positive and respectful relationships across the school community in order to promote a productive learning environment for all stakeholders has resulted in greater involvement. Our focus has been on establishing clear communication channels and encouraging high levels of parental and community engagement. The implementation of various initiatives has been evidenced by improved communication across the school and a school community who are well informed and who work with staff to ensure student success.</p>	<p>P&C Funding - \$15 250 (whiteboard replacement)</p> <p>School based funding - \$45000 PC lock carts, educational robots and Laptops</p>

Process 2: Parents engage in opportunities provided to access information and actively participate in school life.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>Students' voice was heard via a range of matters addressed by the SRC. These included fundraising for charity, playground mentoring and reviewing the school discipline and anti-bullying processes.</p> <p>Our school enjoys extremely positive formal and anecdotal feedback from parents regarding a range of school activities. Parents have played important roles in organising and participating in specific programs. Attendance at special events is high, and parents regularly interact with staff to contribute to their children's educational progress. Communication via Class Dojo, Seesaw, and email have continued to increase.</p> <p>Strengthened our school communication procedures and protocols across the school and community. There is a strong link across the school of communication procedures to ensure all staff are informed of weekly and daily information. The school has built up a strong communication to parents through a variety of platforms such as Seesaw, ClassDojo, the School app and email to keep parents and carers well informed about upcoming events and current information.</p> <p>Community feedback received following school tours at the Kindergarten Orientation suggested the school was "very welcoming" and had a friendly feel about it..</p>	Nil

Process 3: Maintain and enhance Berowra Learning Community ensuring a close working relationship with Asquith Boys and Girls High School and other primary schools in the local area.

Evaluation	Funds Expended (Resources)
<p>Prior to 2020 we had established and strong links with local schools and our feeder High Schools. These links continued in a modified form with the intervention of COVID restrictions. Our ability to link with other school had to rely on the utilisation of Zoom. The development of Web based Professional Learning and Learning hubs enabled us to work on a more global platform and for staff to develop strong connections to schools in other regions and districts. This new form of communication and collegiality has led to us investigating the development of global learning for our students which is going to be a focus in our next Strategic Improvement Plan.</p>	

Next Steps

School Resources

We will continue

To invest in technology to enhance learning in all classrooms and in administrative systems to streamline processes and to upgrade and improve school facilities;
To use data to evaluate the effectiveness of management processes.

To create a culture of shared accountability to achieve organisational best practice.

To collaborate with the local community about the use of school assets and resources to benefit the school and the community.

Management Practices and Processes

We will continue

To collect information from the school community about the school's administrative systems, structures and processes to ensure ongoing school improvement.

To introduce a range of strategies to ensure the school is recognised as excellent and responsive by the community as using best practice to embed a culture of high expectations;

To use effective communication systems to inform and engage the community;

To use research evidence-base strategies and innovative thinking to design and implement a school plan that successfully delivers ongoing, measureable improvement in community engagement

To develop strategies to increase the number of parents who positively engage and provide input into developing the vision of the school using parent forums and Tell Them From Me Surveys

Data Skills and Utilisation

We will

Analyse student progress and achievement data to gain understandings into student learning with the ability to implement these into classroom programs.

Use data generated by NAPLAN and testing to inform and engage the school community and to implement plans for continuous improvement.

Implement practices to promote parent engagement and increase opportunities for parents and community members to collaborate in educational programs.

Implement processes and practices to monitor the collection of quality, valid and reliable data.

Key Initiatives	Resources (annual)	Impact achieved this year
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>Funding Sources: * Quality Teaching, Successful Students (QTSS) (\$66000.00)</p>	<p>This initiative provided an additional staffing resource allocation to support all teachers in Literacy and Writing. This involved using a member of staff to act as a teacher/ mentor across Years K-6 throughout 2020. The Literacy program was implemented after the collection and analysis of student data to assess students' skills and needs in Literacy with emphasis on spelling, vocabulary and grammar to effect improvement in writing. QTSS funding also provided the school with additional release time for members of the school leadership team to support their team members through coaching and co-teaching approaches.</p>
<p>Support for beginning teachers</p>		<p>The teachers who have been at the school in the past three years continue to be mentored by their supervisors and identified exemplary teachers to assist in their acquisition of solid teaching skills. All beginning teachers have attained the Proficiency level in their accreditation</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	201	203	200	200
Girls	193	199	203	198

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.3	97.1	95.8	96.1
1	95	95.5	95.9	95.5
2	96.1	94.9	94.2	96.5
3	95.3	95.9	94.1	97.1
4	96.1	94.1	93.6	95.5
5	93.5	94.6	95.6	96.1
6	96.5	93.6	94.6	95.8
All Years	95.5	95.2	94.8	96.1
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
Assistant Principal(s)	3
Classroom Teacher(s)	15.04
Literacy and Numeracy Intervention	0.2
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
School Administration and Support Staff	2.92

*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 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	279,538
Revenue	3,361,382
Appropriation	3,182,839
Sale of Goods and Services	13,109
Grants and contributions	164,604
Investment income	730
Other revenue	100
Expenses	-3,463,737
Employee related	-3,099,010
Operating expenses	-364,726
Surplus / deficit for the year	-102,354
Closing Balance	177,184

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.

The school had a balance of \$177,184 at the end of the year partially due to the COVID restrictions. The balance has been targeted to toilet refurbishment \$66,000 under a joint DOE and school program and \$45,000 to provide more portable technology across the school. This increase in technology is to facilitate a richer STEM program and BYOD program. The schools commitment to providing flexible learning and future based learning has \$35000 earmarked to support these initiatives in 2021

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	56,453
Equity Total	116,192
Equity - Aboriginal	2,090
Equity - Socio-economic	11,363
Equity - Language	1,610
Equity - Disability	101,129
Base Total	2,800,095
Base - Per Capita	96,923
Base - Location	0
Base - Other	2,703,172
Other Total	161,404
Grand Total	3,134,145

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.

Due to the impact of COVID our school participated in the CHECK IN program as NAPLAN didn't eventuate. Teachers found the ability to access student results quickly most beneficial and the data most useful in their teaching learning programs. In 2021 our year 4 and 6 students will have the ability to participate in the CHECK IN assessments which will give teachers the ability to track student growth

Parent/caregiver, student, teacher satisfaction

Wideview Public School continues to enjoy a positive relationship with parents and the broader community. Ongoing feedback from parents, community members, staff and students highlight that there are high levels of satisfaction within our school. Student satisfaction is always prioritised as important feedback used by the school executive for school planning. Parents/carers were invited to provide feedback via Tell Them From Me in 2020. Fewer than 5% of parents/carers participated. As part of our School Improvement Planning parents were also surveyed by the school with a 45% participation rate.

Results from the School Survey were 95% of parents strongly agreed/agreed the school set high standards for teaching and learning and 85% felt that there was a strong focus on Literacy and Numeracy. Another item in the survey focused on parents feeling welcomed at our school. 95% of respondents strongly agreed/agreed that they felt welcomed. In a third item included in the survey, over 80% of our respondents believed that the communication and management practices at the school were extremely effective.

75% of parents strongly agreed/agreed that their child was always or mostly challenged in their learning, with 10% reporting disagree and 15% not sure.

Student engagement is an attitude toward learning, working with others and a sense of belonging. Engagement and learning therefore go hand in hand: engagement advances learning and learning advances engagement which begin from the early years of schooling and

At Wideview 195 students completed the Tell Them From Me survey. 91% of students felt they had positive relationships at school and 85% of students had a sense of belonging despite the influences of lock downs. 95% of students valued school outcomes and 96% saw the school as having students with positive behaviour. 85% of students felt they were given high-quality instruction and 90% felt they gave a high level of effort to school activities. In the domains of quality instruction, teacher-student relations, classroom learning climate and teacher expectations, students scored above the NSW Government norm in all four areas. High levels of positive anecdotal feedback throughout 2020, combined with low levels of concerns, can be attributed to a better understanding of the high levels of teacher engagement in student learning through the online learning bought about by COVID.

Staff were surveyed anonymously to ascertain their perceptions of programs and school climate. Results indicated that communication, professional learning, having an effective Learning Support Team, literacy and numeracy whole grade sessions, providing a wide range of extracurricular activities and the recognition of students all contribute to a positive school culture. When identifying areas requiring further improvement, staff indicated that interruptions need to be kept to a minimum, having an Instructional Leader in the classrooms to mentor and develop explicit teaching would benefit staff and students. Staff

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.