

# 2020 Annual Report

## Valley View Public School



4508

# Introduction

The Annual Report for 2020 is provided to the community of Valley View 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

---

Valley View Public School  
Chamberlain Rd  
Wyoming, 2250  
[www.valleyview-p.schools.nsw.edu.au](http://www.valleyview-p.schools.nsw.edu.au)  
[valleyview-p.school@det.nsw.edu.au](mailto:valleyview-p.school@det.nsw.edu.au)  
4328 4433

## Message from the principal

---

2020 was a very different year for all of us, with COVID-19 having a substantial impact on the school community. Most students learnt from home for a number of weeks and the reliance on technology became greater. Some students were able to access technology with ease and others had very little technology or had to share this technology with other members of the household. Our teachers did an amazing job adapting and changing the ways that they do things and all found ways to have the same impact on learning while teaching remotely.

On the student's return, the school had to adapt to the ever changing guidelines and different ways of doing things. Parents were not allowed on site, which affected our volunteer programs, and staff could not meet as a group for staff development, which had a major impact on our Professional Development Program. The cancellation of NAPLAN in 2020 and the effect of COVID on the Tell Them From Me surveys made it very hard to determine whether targets were met this year. Our students and staff stayed positive throughout and adapted so well to the changes, showing great resilience. I wish to congratulate the staff for the extra efforts they continually put in during these times and circumstances, especially in the early days of COVID where the impact was unknown. I would also like to acknowledge the ongoing support that the parent community provided to us in a very different year. Although many of the planned P&C events could not take place, our parent body was still there to help in any way they could and we are hoping that these events may be able to be planned for again in 2021.

As my first year at Valley View PS comes to a close, I consider myself extremely grateful that I was able to work in a school that welcomed me so warmly and I look forward to watching our school go from strength to strength in 2021!

Kind regards,

Kirsty Squires

Principal

## School vision

At Valley View, all students have fair access to high quality teaching and learning delivered through evidence-based practices and supported through responsive wellbeing programs and strong community partnerships.

## School context

Valley View Public School was established in 1980 and is located in the Wyoming area. The current enrolment is 331 students with 4.72% acknowledging their Aboriginality and 16.8% English as an Additional Language or Dialect(EAL/D).

Valley View Public School has a Multi-Categorical class and hosts an additional support class on behalf of Glenvale SSP. An OOSH (Out of School Hours) service is also on site. The school has a dynamic teaching team ranging from early career teachers to more experienced staff, with school administration and learning support officers working as a team to provide educational excellence.

In 2016, the school was selected to participate in the 'High Expectations for All' strategy as identified by the NSW Premier's Priorities. Valley View Public School implements a number of research-based Literacy and Numeracy programs. The school implements 'Positive Behaviour for Learning' (PBL) and upholds the values of Respect, Responsibility and Personal Best.

Valley View Public School prides itself on the quality and variety of educational and extra-curricular experiences available to students. Extra-curricular activities include: band, choir, recorder, dance groups, a range of sporting PSSA teams, public speaking, debating and the Premier's Reading Challenge.

Valley View Public School has strong alliances with the Valley Schools Learning Community and the Coinda Local AECG, valuing the consultative partnerships that exist. The P&C are committed to the school ensuring timely resourcing and support is provided to enhance the learning opportunities for all.

## Self-assessment and school achievement

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

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

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

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

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

### Self-assessment using the School Excellence Framework

| Elements   | 2020 School Assessment |
|--|------------------------|
| LEARNING: Learning Culture                             | Sustaining and Growing |
| LEARNING: Wellbeing                                    | Sustaining and Growing |
| LEARNING: Curriculum                                   | Sustaining and Growing |
| LEARNING: Assessment                                   | Sustaining and Growing |
| LEARNING: Reporting                                    | Sustaining and Growing |
| LEARNING: Student performance measures                 | Sustaining and Growing |
| TEACHING: Effective classroom practice                 | Sustaining and Growing |
| TEACHING: Data skills and use                          | Sustaining and Growing |
| TEACHING: Professional standards                       | Sustaining and Growing |
| TEACHING: Learning and development                     | 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            | Excelling              |

## Strategic Direction 1

### Quality Teaching

#### Purpose

To provide high quality, evidenced-based instructional professional learning to ensure our teachers are creative, inspirational and inclusive practitioners with the capacity to respond to assessment and feedback and shape teaching around the needs of every student.

#### School Excellence Framework Links

- **Learning:** Curriculum, Assessment
- **Teaching:** Effective Classroom Practice, Data skills and Use, Professional Standards, Learning and Development
- **Leading:** Educational Leadership, School Resources, Management Practices and Processes

#### Improvement Measures

In line with the state priority by 2020, the % of Aboriginal students in the top 2 bands meets or exceeds the broader population ( 2017 data statistically insignificant)

The % of students achieving expected growth in Reading Yr.5 - 59% to 69% and Yr.7 - 69% to 79% and Numeracy Yr. 5 - 64% to 74% and Yr.7 - 58% to 68% with a value add, Yr.3 to Yr. 5 of excelling and Yr.5 to Yr.7 of sustaining and growing. (NAPLAN and SCOUT baseline 2017)

By 2020, the school mean for "Drivers of Student Outcomes" TTFM student survey are equal or higher than the NSW Govt. Norm. 2017 Baseline data Effective Learning Time - school mean 8.0, NSW Govt mean (8.2), Relevance - school mean 8.0 (7.9), Rigour - school mean 8.2 (8.2)

#### Progress towards achieving improvement measures

##### Process 1: Research Informed Pedagogy for Literacy and Numeracy

Implement and embed a focus on continual improvement for all staff to plan and deliver high quality, research-based, technology rich, future focused literacy and numeracy practices that support the learning needs of all students.

| Evaluation   | Funds Expended (Resources)                              |
|--|---|
| <p>In 2020 the National Assessment Program (or NAPLAN) did not proceed due to the COVID-19 pandemic. For this reason we are unable to report on the school's NAPLAN based Improvement Measures as outlined above.</p> <p>School Learning Support Officers (SLSO's) and Interventionist programs provided additional support for targeted students. Individualised programs for EAL/D students targeted language development, articulation and receptive language. Due to NAPLAN assessments not taking place, Yr 3 &amp; 5 students participated in the Department of Education's Check-in Assessments with the following outcomes:</p> <p>Year 5 Check-in Assessment results are as follows:</p> <p>Reading - 58.6% of questions were answered correctly against the State percentage of 60.7%</p> <p>Numeracy - 54.0% of questions were answered correctly against the State percentage of 60.0%</p> <p>Year 3 Check-in Assessment results are as follows:</p> <p>Reading - 53.7% of questions were answered correctly against the State percentage of 58.6%</p> | <p>PDP's</p> <p>Instructional Leader 1 day per week</p> |

## Progress towards achieving improvement measures

Numeracy - 55.1% of questions were answered correctly against the State percentage of 62.8%

The TTFM student survey show a slight decline in student responses as follows:

\* Effective learning time - 7.9 down from 8.0

\* Relevance - 7.5 down from 8.0.

All ATSI students have completed Personalised Learning Pathways (PLPs) to address individual learning and cultural goals. PLPs were designed in consultation with parents during 'Meet and Greet' interviews at the beginning of the year for students requiring differentiation.

Professional Learning opportunities to develop improved pedagogical practices among all staff was interrupted through COVID-19. A updated spelling scope and sequence was however worked on and developed to better support students through a centralised system based on current research.

### Process 2: Collaborative Practice

Implement a whole school approach to collaborative and collegial practices so that all staff work together to learn from and with each other.

| Evaluation   | Funds Expended (Resources)  |
|--|---|
| <p>Valley View PS staff were unable to run the highly valued 'Professional Partners Program' in 2020 due to restrictions on staff activities. This will be reviewed and the program renewed in 2021 giving all staff valuable feedback on lessons in a collegial and supportive way.</p> <p>English units were developed and written by staff with the support of an Instructional Leader, these were then taught and evaluated in Stage meetings where feedback was sought and changed implemented. Staff who were involved with this program all report a high level of satisfaction with the process and felt that it had improved their teaching.</p> <p>All staff finalised their Performance and Development Plans (PDPs) for 2020 with most staff indicating they had met or had made progress towards achieving their professional goals (COVID-19 had an impact on some staff meeting their goals in some areas). Evaluations identified future goals for 2021.</p> | <p>Casual release</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$5000.00)</li> </ul> |

### Process 3: Leadership Practices

Review and further develop whole school practices on building the capacity of aspiring and current leaders across the school to develop systems and processes to enhance the leadership and management of the school.

| Evaluation  | Funds Expended (Resources)        |
|---|-----------------------------------|
| <p>Leadership opportunities throughout 2020 were halted by the pandemic. Opportunities would have lied in links with the Valley School Learning Community focus groups, AECG and professional learning activities. One staff member was able to continue and successfully complete the Aspiring Leader program via Zoom sessions.</p> <p>Towards the end of 2020 when restrictions began to ease staff were able to participate in MSLE training, with one Assistant Principal to lead the school in the implementation of the program next year.</p> | <p>MSLE professional learning</p> |

## Strategic Direction 2

### Quality Learning

#### Purpose

To improve student outcomes by developing confident and resilient students who monitor their own learning and reflect on and respond to feedback.

#### School Excellence Framework Links

- **Learning:** Learning Culture, Wellbeing, Curriculum, Assessment
- **Teaching:** Effective Classroom Practice, Data skills and Use, Professional Standards, Learning and Development
- **Leading:** School Resources

#### Improvement Measures

By 2020 to increase the percentage of students in the top two bands in Reading: Yr. 3 from 50% to 60%, Yr.5 from 34% to 44%, Yr.7 from 19% to 38% with a target of 36% by 2019 in all years - High Expectations for All (Baseline 2017 NAPLAN data)

By 2020 to increase the percentage of students in the top two bands in Numeracy: Yr. 3 from 35% to 45%, Yr. 5 from 23% to 38%, Yr.7 from 14% to 38% with a target of 36% by 2019 in all years - High Expectations for All (Baseline 2017 NAPLAN data)

An increase from 85% to 90% of students safely engaged in classroom learning and outdoor play.(Baseline 2017 SENTRAL data)

#### Progress towards achieving improvement measures

##### Process 1: Learning and Support

Ongoing implementation and review of learning and wellbeing support systems, and individual support structures that assist students to engage and succeed at school.

| Evaluation  | Funds Expended (Resources)  |
|---|---|
| <p>A review into current Learning Support processes was undertaken with changes made to the flowchart of support and the referral process. The introduction of Stage Case Managers has ensured that systems and processes are followed correctly and weekly meetings timetables to ensure those students requiring additional support are catered for. Each term student PLPS's are evaluated and students receiving Integration Funding Support or are in Out of Home Care have their PLSP's sent home twice per year to ensure parents are kept informed of progress. The learning growth and progress of these identified students was monitored by teachers and the Learning &amp; Support Team (LST) throughout the year.</p> <p>Teaching staff and the LST regularly discuss student learning growth and learning needs to ensure each student is being provided with the teaching and learning program and support that matched the student's needs.</p> | <p>1 day per week mentor</p> <p>Off-class AP LST</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Quality Teaching, Successful Students (QTSS) (\$20000.00)</li></ul> |

##### Process 2: Student Wellbeing

Implement a whole school approach to building respectful, responsible, resilient and confident learners supported by contemporary social skills and student leadership programs, to ensure optimal conditions for student learning and engagement.

| Evaluation  | Funds Expended (Resources)   |
|---|--|
| <p>Our school Positive Behaviour for Learning (PBL) program continued with support 1/2 day per week from a PBL mentor and fortnightly meetings with the PBL team. A review of the program was undertaken and students</p> | <p>\$20,000 - Chaplain grant</p> <p>\$25,000 - .5 PBL mentor/rewards day</p> |

## Progress towards achieving improvement measures

surveyed regarding the rewards menu saw a revamped menu and renewed enthusiasm for earning 'Ok' tickets.

The successful application for a School Chaplain enabled the school to target more support for students with additional needs. Resilience groups were formed and helped develop students' coping mechanisms and was well received by parents.

An opportunity for mentoring through Kids Hope Australia was planned for 2020 by the Learning Support Team, where identified students would receive 1:1 mentoring support from a trained person. Unfortunately due to COVID this could not occur but will start again in 2021.

There have been limited opportunities provided for school leaders to collaborate and develop their leadership skills due to COVID-19 restrictions. The VSLC Leadership Forum was modified with the Leaders Forum held via Zoom and a video made of all school's projects to share digitally with our communities instead of an end of year presentation.

prizes/new display boards for upgraded posters/displays on stairs

### Process 3: High Expectations for All

Review and further develop teaching, learning, assessment, tracking and feedback practices that systematically evaluate what students know and can do to plan learning experiences that lead to measureable improvement at an individual, group and whole school level. **(Bump It Up)**

| Evaluation  | Funds Expended (Resources)   |
|---|--|
| <p>After a review into assessments practices at the end of semester 1, it was identified that the school needed to update our assessment schedule and what assessments were considered valuable.</p> <p>The use of SENTRAL, which staff members were familiar with already, was identified as a method of storing and sharing assessments and data and was begun to be used by teachers after PL provided by one of the AP's. The assessment schedules were reviewed and all spelling and reading assessments that will be stored on Markbook with the view to add additional data next year.</p> <p>The purchase of the CARS and STARS and PAT Maths for Year 2 -6 enabled staff to gather additional data to support the accurate assessment of students.</p> | <p>Internal assessment data</p> <p>PAT Reading</p> <p>STARS and CARS</p> <p>PLSPs</p> <p>SENTRAL</p> |

## Strategic Direction 3

### Quality Connections

#### Purpose

To strengthen connections with parents and the wider community, so that the school is a cohesive and productive place of learning with student achievement and wellbeing as the prime focus.

#### School Excellence Framework Links

- **Learning:** Learning Culture, Curriculum, Reporting
- **Teaching:** Learning and Development
- **Leading:** Educational Leadership, School Performances, Management Practices and Processes

#### Improvement Measures

Greater than 90% of parents surveyed indicate that they have effective two-way communication between home and school. (Baseline data 2018)

90% of school staff have connected with other schools, networks or learning communities to increase collaborative and collegial partnerships.(Baseline data 2018)

#### Progress towards achieving improvement measures

##### Process 1: Learning Communities

Implement a whole school approach to consolidate stronger and productive links with other school networks, Valley Schools Learning Community, AECG, community groups and external agencies to increase student and school success.

| Evaluation  | Funds Expended (Resources) |
|---|----------------------------|
| <p>Due to COVID-19 restrictions all inter-school activities were put on hold making it extremely difficult to continue with the VSLC programs, the Cooinda AECG and community groups. AECG meetings were held once per term via Zoom, however other activities were cancelled altogether. Community based activities such as barbeques, information nights and face-to-face meetings were put on-hold due to restrictions. The hope is that in 2021 these programs can be reinstated to support the development of our students and staff.</p> <p>In Semester 2, external agency support for individual children was permitted under strict guidelines.</p> |                            |

##### Process 2: Community Connections

Review and strengthen connection and communication practices with parents and the wider community to positively promote the school and celebrate success.

| Evaluation   | Funds Expended (Resources) |
|--|----------------------------|
| <p>The impact of COVID-19 restrictions was substantial, particularly in regards to community participation and parent involvement in school planned events . There were limited opportunities for the school to participate in whole school activities. Parents engaged well in 'Learning from Home' programs, both online and using hard copies of activities. Staff were upskilled in the use of Google Classrooms and moved to online programs in Term 2.</p> <p>Due to COVID-19, there was a significant increase in the use of online communication tools eg Class Dojo, our Skoolbag App and Facebook as an additional means to communicate to parents once guidelines came out stating that parents were unable to be onsite.</p> |                            |

## Progress towards achieving improvement measures

At the end of the year we were able to have a modified 'Circle of Tears' for Year 6 on the oval where parents were able to adhere to social distancing rules.

| Key Initiatives                                   | Resources (annual)  | Impact achieved this year   |
|---|---|---|
| <p><b>Aboriginal background loading</b></p>       | <p>An additional \$2500 from School and Community funds.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$26 937.00)</li> </ul> | <p>Increased student engagement and the proportion of Aboriginal students in the top two bands of NAPLAN in reading and numeracy, as per the Premier's targets could not be reported on this year due to NAPLAN tests being canceled due to COVID-19 . This however, will continue to be a focus moving forward.</p> <p>Strengthened links with the local Aboriginal Educational Consultative Group (AECG), Cooyinda. Once again, this is unable to be evaluated and reported on due to meetings being cancelled and moved on-line due to COVID-19 restrictions.</p> <p>Identified student goals were supported extensively through in class support and guided conversations. End of year PLP evaluations showed the majority of Aboriginal students had achieved their set goals.</p> <p>Each term the Valley View Public School's Aboriginal education Team held a meeting to design quality initiatives to meet the individual learning needs of all indigenous students.</p>   |
| <p><b>English language proficiency</b></p>        | <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>English language proficiency (\$32 171.00)</li> </ul>   | <p>In 2020, students with a background other than English who required additional support were plotted on the EAL/D learning progressions and case managed through our Learning Support Team. Programs focusing on individual needs were developed and support provided one-to-one and in class. Semesterly reports were provided for parents with evidence of achievement.</p>   |
| <p><b>Low level adjustment for disability</b></p> | <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$42 150.00)</li> </ul>  | <p>In 2020, students with low level disabilities were supported through our Learning and Support Teacher programs. This included intensive support to individual and small groups of students as well as providing advice to teachers on the development of PLSP's.</p> <p>\$130,000 has been successfully applied for to support our students with additional needs with the school, employing 2 full-time and 3 part-time SLSOs, and additional time supported non-funded students using our flexible funding. This has allowed us to also provide 1:1 support in the playground for some students experiencing social difficulties as well as small social group activities. SLSOs are in most classrooms and support both the student and their peers in small group learning experiences following teacher developed PLSPs.</p> <p>SLSO support for students in the school's structured play area and in the playground was provided to improve social skills and behaviour. Learning and Support Teachers and SLSOs provided literacy and numeracy intervention for targeted students through</p> |

|   |   |  |
|---|---|--|
| <b>Low level adjustment for disability</b>          | <b>Funding Sources:</b><br>• Low level adjustment for disability (\$42 150.00)          | Multi-lit.   |
| <b>Quality Teaching, Successful Students (QTSS)</b> | <b>Funding Sources:</b><br>• Quality Teaching, Successful Students (QTSS) (\$60 927.00) | An Instructional Leader was employed one day per week to help teachers improve pedagogical practice.   |
| <b>Socio-economic background</b>                    | <b>Funding Sources:</b><br>• Socio-economic background (\$92 201.00)                    | <p>An Assistant Principal was released from teaching duties to enable case management and support for students and families requiring additional support. This was a highly successful strategy for families and students and will continue into 2021.</p> <p>An additional staff member was employed on a part-time basis to support the Learning and Support program which targeted students who required additional support in literacy and numeracy.</p> |

# Student information

## Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2017       | 2018 | 2019 | 2020 |
| Boys     | 176        | 170  | 151  | 164  |
| Girls    | 178        | 173  | 173  | 172  |

## Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2017 | 2018 | 2019 | 2020 |
| K         | 96   | 95.9 | 95.7 | 96.8 |
| 1         | 95.1 | 95.2 | 95   | 95   |
| 2         | 92.8 | 95.9 | 93.5 | 94.9 |
| 3         | 93.4 | 93.2 | 95.3 | 94.9 |
| 4         | 92.9 | 93.8 | 92.8 | 93.9 |
| 5         | 92.5 | 93   | 91.6 | 93.7 |
| 6         | 91.5 | 93.3 | 90.6 | 94.9 |
| All Years | 93.4 | 94.4 | 93.7 | 94.9 |
| 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)                  | 4     |
| Classroom Teacher(s)                    | 14.11 |
| Literacy and Numeracy Intervention      | 0.84  |
| Learning and Support Teacher(s)         | 1     |
| Teacher Librarian                       | 0.8   |
| School Administration and Support Staff | 4.32  |

\*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.

Significant amounts of professional learning were undertaken by staff in 2020. As well as completing the mandatory training elements required by the Department of Education, staff focused their professional learning on evidence based programs such as Big Write, Multisensory Structured Language Education (MSLE) and Spelling. Professional learning in

relation to these programs and others occurred on school development days and additional weekly sessions, which were attended by all teaching staff.

# 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>                | 822,953          |
| <b>Revenue</b>                        | 3,635,564        |
| Appropriation                         | 3,546,202        |
| Sale of Goods and Services            | 56,883           |
| Grants and contributions              | 31,434           |
| Investment income                     | 1,044            |
| <b>Expenses</b>                       | -3,693,349       |
| Employee related                      | -3,341,181       |
| Operating expenses                    | -352,168         |
| <b>Surplus / deficit for the year</b> | -57,785          |
| <b>Closing Balance</b>                | 765,167          |

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

## Financial summary - Equity loadings

---

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

|                         | 2020 <b>Approved SBA</b> (\$) |
|-------------------------|-------------------------------|
| <b>Targeted Total</b>   | 65,123                        |
| <b>Equity Total</b>     | 288,553                       |
| Equity - Aboriginal     | 26,937                        |
| Equity - Socio-economic | 77,911                        |
| Equity - Language       | 32,171                        |
| Equity - Disability     | 151,534                       |
| <b>Base Total</b>       | 2,785,573                     |
| Base - Per Capita       | 79,164                        |
| Base - Location         | 0                             |
| Base - Other            | 2,706,408                     |
| <b>Other Total</b>      | 375,121                       |
| <b>Grand Total</b>      | 3,514,370                     |

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

---

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

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

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of the school community including parents, students and teachers about the school. In 2020 the school conducted the Tell Them From Me Survey for both students and parents and also utilised the services of a retired teacher to conduct a random phone survey of our parents.

The 2020 Tell Them From Me - Parent Survey was conducted in Semester 2 of 2020. Some of the responses are as follows:

- \* 6.7 (State norm 7.4) feel welcome when they visit the school (up from 5.8 in 2016)
- \* 6.2 (State norm 6.6) parents are informed (up from 4.9 in 2016).
- \* 7.6 (State norm 7.7) school supports positive behaviour (up from 7.1 in 2016)

The 2020 Tell Them From Me - Student Survey was conducted in Semester 1 for students in Year 4 to Year 6. Some of the student responses areas follows:

- \* 88% (State norm 96%)believe that schooling is useful in their everyday life and will have a strong bearing on their future
- \* 85% (State norm 85%) feel they have friends at school they can trust and who encourage them to make positive choices
- \* 89% (State norm 83%) do not get in trouble at school for disruptive or inappropriate behaviour
- \* 85% (State norm 88%)try hard to succeed in their learning
- \* 66% (State norm 78%) are interested and motivated in their learning
- \* 235% (State norm 36%) of students feel they are subjected to physical, social, or verbal bullying, or are bullied over the internet.
- \* 26% (State norm 63%) of students do homework for their classes with a positive attitude and in a timely manner.

The Tell Them From Me surveys have provided valuable feedback to the school on current programs and practices. These results will be used to further improve the school and have identified areas requiring further development and attention.

The school also employed a retired teacher to conduct a random phone survey of our parent community over two days. She cold called 45 families, 37 of whom were able to complete the survey. All parents overwhelmingly saw an upgrade of technology as a focus for the next school planning phase. Programs that parents found helpful for their children were the Learning Support and Chaplain programs which will continue in 2021.

# 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.