



2020 Annual Report

Newington Public School



4627

Introduction

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

This report presents an overview of the school and provides parents and the wider community with information about the school's educational performance, self-assessment, development and future goals. The achievements and progress against the school determined 2018-2020 strategic directions are also outlined along with a summary of the financial system.

I want to thank the entire school community for the support shown towards our students and each other over the course of 2020. A year is a long time in the life of a child and 2020 has been a particularly challenging one. Our students have shown incredible resilience through what has to be one of the most extraordinary years of schooling we've ever seen.

Highlights for 2020 include:

- WSPSSA Zone Swimming Champions
- student-led anti-bullying team
- launch of the Newington Public School app
- the transition to learning from home for 7 weeks during COVID-19
- online teaching and learning in a virtual capacity
- the community spirit and connection shown during the state's lockdown
- Blueington's first public appearance, welcoming students back to school and face-to-face teaching
- special events for Harmony Day, ANZAC Day (virtual) and the Book Character Parade
- success in the 7 Steps to Writing Success narrative competition
- 750 Days of PBL implementation including the Colour Run
- extra-curricular opportunities including G.A.T.E.W.A.Y.S, chess, band and strings
- P&C Bluey's Loo project
- expansion of the PBL garden
- success in several external competitions including the Minister's Christmas Card competition, Reid Against Racism, Suez Resource Recovery and Parramatta Council Soft Plastics competition and My World at Home International Art competition.

As principal of this fantastic school, I have been inspired every single day of this year by the way in which the students, have adapted to change, accepted disappointment, yet still been eager to engage in their learning and succeed. As we reflect on this year and look to the future, our focus will be on how we can improve our practice to ensure that every student continues to improve, grow, thrive and ultimately have access to the same lifelong opportunities as their peers. I am proud of what we achieved in 2020 and I am very excited for what 2021 and beyond holds for our school.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Greg Weeks

Principal

School vision

Learning for life in a future focused environment.

We prepare our students to be lifelong learners who are engaged in their local and global communities through a rich, developmental pedagogy.

- *Student learning and success is achieved through quality teaching. A diverse range of experiences is embedded in all key learning areas.*
- *Our students engage with the school and wider community in a safe, positive and respectful manner.*
- *There is a mutual respect between the school and the community and we work in partnership for the benefit of students.*
- *Teachers and support staff are caring, professional and motivated. They work collaboratively to create and sustain a positive and supportive environment for all learners.*

Our school encourages active participation and cooperation in current curriculum practices. Students are respectful and demonstrate care for others and their environment. Staff, students and the community work in partnership to ensure student success and nurture our shared values.

A full version of the Newington Public School Vision statement is available on our website.

School context

Newington Public School, established in 2002 as a legacy of the Sydney 2000 Olympic and Paralympic Games, provides quality, inclusive K-6 public education for the suburb of Newington. The school is located adjacent to and has strong links with Sydney Olympic Park.

In Term 4 2019 enrolment numbers were just under 900 students, with 80.3% of students identified from a language background other than English. There are over 52 different languages or cultural groups identified. Korean and Chinese are the two largest cultural groups.

The NSW School Family Occupation and Employment Index (FOEI) for 2019 was a value of 14, compared with the NSW average of 100. Our schools FOEI value is among the lowest 20% of FOEI values across NSW government schools. This means parental education levels, occupation and income levels are quite high by comparison. As a result the school receives minimal additional equity funding.

Our parents have high expectations and aspirations for their children. Community and parental support for the school is strong. The Parent and Citizens Association (P&C) lead support for the school's learning and extra-curricular programs through fundraising, volunteering and community events.

Our teaching staff are committed to continuous improvement, professional reflection and learning, facilitated through a negotiated and resourced professional learning plan. Classroom programs are planned and evaluated to reflect future focused learning skills, school priorities and differentiated learning for students.

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	Excelling
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	Excelling
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

Strategic Direction 1

FOUNDATIONS FOR LITERACY AND NUMERACY

Purpose

To ensure quality student learning and achievement occurs in an environment where literacy and numeracy skills are the foundation for success in all other learning.

To explicitly teach syllabus outcomes along a progression of learning informed by data and evidence based practice.

To ensure high expectations, differentiation, formative assessment and effective feedback are evident in all classrooms.

Improvement Measures

By the end of the school planning cycle:

Progress in EALD School Evaluation Framework levels from 2017 baseline.

Improvement in school writing assessment data from 7 Steps to Writing assessment tools.

Improvement in student reading engagement and comprehension as measured by:

Borrowing/reading within their zone of proximal development (ZPD)

Comprehension results (Renaissance STAR and AR Data, PAT comprehension data, school assessment, PLAN and NAPLAN data)

NAPLAN data to reflect a 20% Literacy and 10% Numeracy increase in the percentage of students meeting or exceeding expected growth.

Progress towards achieving improvement measures

Process 1: TELL (K-6) Action learning program to assist teachers to identify and address English learning needs of students across all KLAs.

Evaluation	Funds Expended (Resources)
<p>Significant progress in the learning domain has included;</p> <ul style="list-style-type: none">• all class teachers using the EAL/D Learning Progressions to describe and report on EAL/D student phase of English language proficiency• evidence of differentiation based on effective EAL/D pedagogy for EAL/D students in teaching and learning programs <p>Significant progress in the teaching domain has included;</p> <ul style="list-style-type: none">• class and EAL/D specialist teachers collaborating to plan sequenced teaching and learning programs using vocabulary development and scaffolding to meet the needs of EAL/D students• all teachers engaging in professional learning that focuses on EAL/D pedagogy (TELL) <p>Significant progress in the leading domain has included;</p> <ul style="list-style-type: none">• the development of the school's EAL/D strategy to plan for effective EAL/D student support and allocation of resources which meet relevant policy requirements with reference to the EAL/D Advice for Schools and EAL/D School Evaluation Framework	<p>Funding Sources:</p> <ul style="list-style-type: none">• (\$0.00)

Process 2: 7 STEPS TO WRITING FOR SUCCESS (2-6) Full implementation of 7 Steps to Writing for Success Years 2-6.

Evaluation	Funds Expended (Resources)
Year 3 NAPLAN increase in top 2 bands from 68% (2018) to 74% (2019)	Seven Steps in-school coach [0.1 FTE]
Year 5 NAPLAN increase in top 2 bands from 16% (2018) to 22% (2019)	

Progress towards achieving improvement measures

School assessment data - All students from Years 2-6 have been assessed twice a year with a pre- and post-test for each text mode: narrative, informative and persuasive writing. The overall average percentage improvement for all classes, against each of the assessed criterion and the self-assessment rate of confidence and enjoyment after the implementation of the Seven Steps program has increased across all 23 classes.

Newington Public School was the national 2020 Seven Steps Narrative Writing competition's winning school for the most entries submitted.

Funding Sources:

- Quality Teaching, Successful Students (QTSS) (\$11200.00)
- Subscription to Seven Steps (\$2500.00)

Process 3: READING RENAISSANCE (3-6) Trial implementation of Renaissance: Accelerated Reader and STAR across Stage 2 and 3 classroom and Library programs.

Evaluation

Renaissance was utilised during Learning from Home. May 2020 data indicated an average of 5 months improvement in students' reading ages in 4 months from February 2020. Renaissance was expanded to identified students in year 1.

Renaissance myON Reader, a student-centered, personalised literacy environment was introduced providing students with access to more than 6,000 digital books.

Funds Expended (Resources)

Funding Sources:

- Renaissance subscription (\$8000.00)

Process 4: READING SUPPORT (K-4) Early literacy support is targeted through L3, L3+1, Reading Support (formerly Reading Recovery) and Reading Tutor using Multi-Lit.

Evaluation

Students in K-4 are supported in reading development through a range of effective strategies and programs. Kindergarten students engage in quality lessons daily using L3 strategies, taught by teachers who have completed rigorous, evidence-based training. Similarly, Year 1 teachers are trained in L3+1 and deliver quality literacy instruction utilising learnt strategies.

Individualised reading support (formerly Reading Recovery) was offered to identified students in Year 1 and 2 in order to provide remediation in reading. The Learning and Support Teachers, along with Student Learning Support Officers, implemented the Reading Tutor Program and Multi-Lit on a daily basis to support students in Stage 2 who require additional support to read fluently.

In term 3, Newington was one of 26 schools selected to be involved in the Reading for School Improvement Project. A Literacy and Numeracy Strategy Advisor was appointed to the school for 1.5 days per week and collected information about the schools approach to reading. A thorough evaluation of the current reading practices was made and directions for 2021 onwards have been clearly identified including a focus on vocabulary and phonological awareness, revisiting formative assessment strategies (LISC) and introducing classroom walkthroughs.

Funds Expended (Resources)

Funding Sources:

- MiniLit (\$2000.00)

Process 5: LEARNING PROGRESSIONS (K-6) Literacy and Numeracy learning progressions are introduced and implemented across all classrooms to monitor, track and effectively plan for all students.

Evaluation

All staff have a basic understanding of the learning progressions. Year 1 teachers used Bump It Up walls for writing and the Phonological Diagnostic Assessment was utilised in term 4 to plot progress on the progressions. Further strategies need to be devised for more effective use of the progressions.

Funds Expended (Resources)

Funding Sources:

- (\$0.00)

Strategic Direction 2

WELLBEING FOR LEARNING AND TEACHING

Purpose

To promote a culture where student and staff learning and wellbeing is prioritised, targeted, differentiated and celebrated.

To ensure student wellbeing encompasses support which allows all students to connect, succeed, thrive and learn; and that students are nurtured to become tolerant, empathic and resilient life-long learners.

To build capacity of staff to effectively meet the needs of all students, develop their professional standards and to lead others.

Improvement Measures

By the end of the school planning cycle:

To consistently score at least 90% as measured in BOQ scoring guide, the SET and the TFI.

100% of teachers engaged with the speech pathologist will embed the explicit teaching of receptive and expressive language skills in their teaching. Pre and post data from screenings, in-class therapy models and programs eg. *Kinder Kapers* to reflect an improvement in student language skills.

100% of teachers and leaders will engage with and provide evidence of the Australian Professional Standards for Teachers at a range of levels through their teaching and engagement across the school.

100% of identified students are supported through effective transition programs P-7.

Progress towards achieving improvement measures

Process 1: POSITIVE BEHAVIOUR for LEARNING Maintaining Tier 1 universal intervention based on data-driven decisions. Establishing classroom systems of support and Tier 2 targeted interventions.

Evaluation	Funds Expended (Resources)
<p>The school-wide Self Evaluation Tool [SET] evaluates the school's level of implementation on school-wide practices and systems</p> <p>2017 - 93.2%</p> <p>2018 - 95.8%</p> <p>2019 - 100%</p> <p>Processes for Tier 2 behaviour interventions were introduced and implemented. A handbook including student identification process, selecting function-based interventions, Check-in, Check-out, Social skills, Self-monitoring, Staff professional learning, Monitoring and evaluation was developed by the Tier 2 team. 750 days of PBL implementation was celebrated in Term 4. Over \$25000 was raised by the students in the PBL Colour Run to purchase playground and sensory equipment.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• (\$2000.00)

Process 2: LEARNING SUPPORT *Speech Pathologist* - Customised speech pathology program, building capacity of teachers to address identified students' needs. ***Transitions*** - Establishing processes to cater for key transitions P-7. ***Student Wellbeing Support Program*** - Engaging a Wellbeing Support Officer and implementing a 'Kids Club' to nurture wellbeing.

Evaluation	Funds Expended (Resources)
<p>Speech Pathology services have been effectively utilised to continue customised speech therapy programs to support the receptive and expressive language skills of students in Kindergarten through the Kindy</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Speech Pathology (\$28000.00)• Student Wellbeing Support Officer

Progress towards achieving improvement measures

Kapers program and Kindy Speakers group, as well as targeted students and groups of students from other grades. The speech pathologist worked in classrooms, attended learning support team meetings and ran professional learning to support the upskilling of teachers.

(\$21000.00)

21 targeted Kindergarten students attended a 14 week Kindy Kapers Speech and Language Program. Pre and post testing data showed students achieved an average growth of 4.57 points (from 23.43 to 28) in their Semantic scores; an average growth of 3 points (from 12.38 to 15.38) in their Comprehension scores; an average growth of 4.8 points (from 10.2 to 15) in their Expressive Language scores; and an average growth of 6.9 points (from 9.3 to 16.2) in their Phonological Awareness scores.

Transition - Students were supported at vital transition points in their education (preschool to school, from grade to grade and from year 6 to high school) through the use of Transition to School documents, Class Builder and a successful 3-day Mock High School. Individualised transition for targeted students took place, as required.

The role of the **Student Wellbeing Support Officer** [SWSO] has included wellbeing check-ins, social skills programs and playground support. The NSW DoE is not funding this program beyond 2020.

Process 3: PROFESSIONAL SUPPORT Accreditation for professional standards for all teachers. Promotion and support of accreditation at higher levels and leadership capacity development. Innovative and differentiated professional learning for all staff.

Evaluation	Funds Expended (Resources)
<p>The School Plan and the staff Professional Development Plans were used to develop Newington's professional learning calendar, taking into account teachers' preferred professional learning delivery and areas for professional development. 100% of teachers and leaders engaged with the Australian Professional Standards for Teachers through the annual PDP process.</p>	

Strategic Direction 3

INNOVATIONS FOR ENGAGEMENT AND CONNECTIONS

Purpose

To ensure the school's innovative and differentiated curriculum supports high expectations and a growth mindset for all student learning progress and achievement.

To ensure all students are challenged and all adjustments lead to improved learning.

To create a stimulating and engaging teaching and learning environment underpinned by dynamic, evidence based teaching practices.

Improvement Measures

By the end of the school planning cycle:

Identification strategies implemented to identify gifted and talented students and highly abled students K-6.

Embedded policy and programs catering for gifted and talented and highly abled students across all Key Learning Areas.

25% increase in Selective High School and Opportunity Class offers from those who apply.

An increase, to state norms or higher, in the percentage of students who indicate a high level of confidence in their skills combined with a high level of challenge in the TTFM survey.

100% of class learning programs clearly address learning across the curriculum content, including cross-curriculum priorities and general capabilities.

Progress towards achieving improvement measures

Process 1: GIFTED AND TALENTED EDUCATION Formation and operation of an active GATE Team to promote and embed gifted and talented pedagogy through quality professional learning and school programs K-6 to cater for gifted and talented and highly abled students.

Establishment and operation of Majors Bay Community of Schools Gifted and Talented Network, utilising DoE curriculum advisors and enlisting experienced and knowledgeable staff from other schools to enhance NPS programs and identification systems.

Evaluation	Funds Expended (Resources)
<p>14 members of the staff have completed the Mini-COGE course with the University of NSW. The NPS HPGE team has developed identification processes and several extension groups have been formed over the last 3 years with a focus on reading and mathematics. Data informed clusters of HPG students were created for 5 classes in 2020. Differentiation, using the Maker Model and Gagnes' Model of Giftedness have been a focus of teaching and learning K-6. A DoE Acceleration Tool is being utilised to support the needs of identified gifted students.</p> <p>Although above state norms (26%) there has been a steady decrease in the percentage of students in years 4-6 who report a high level of confidence in their skills combined with a high level of challenge. 2018 (36%), 2019 (33%) and 2020 (27%)</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> Professional learning (\$5000.00)

Process 2: ASSESSMENT Implement a K-6 integrated and monitored approach to collecting, analysing and using formative and summative data to respond to trends in student achievement at individual, group and whole school levels for improvement.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

Whole school standardised testing has remained a priority. Data from Progressive Achievement Tests [PAT], including on and off-level, was used to understand where students are in their learning and to inform teaching and learning.

Process 3: CURRICULUM INNOVATIONS Project teams will lead school planning to introduce and deliver new or enhanced curriculum offerings including: Science, PDHPE, Creative Arts, Language and ICT.

Evaluation	Funds Expended (Resources)
Innovative teaching practices emerged during learning from home. Continuity of Learning Plans delivered new approaches to learning and all classes K-6 took part in online lessons. The new PDHPE syllabus was fully implemented in 2020.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$2 050.00) 	<p>All Indigenous students (<1% of enrolment) have Personalised Learning Plans to track their success and to target aspects of their learning requiring further development. In class SLSO support was provided to all Indigenous students.</p>
English language proficiency	Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$294 354.00) 	<p>The English language proficiency funding was used to employ EAL/D teachers, FTE (2.7). These teachers worked collaboratively with classroom teachers to support all students from non-English speaking backgrounds. EAL/D teachers developed formal diagnostic, formative and summative assessment strategies to assess student learning through the EAL/D learning progressions.</p> <p>The 2020 EAL/D Advice for Schools was implemented. This enabled the EAL/D team to ensure that EAL/D priorities are embedded into school planning, processes and practices.</p>
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> Integration funding support (\$76 313.00) Low level adjustment for disability (\$181 365.00) 	<p>Learning and support for students with additional education needs funding consisted of two components: 1) Learning and Support Flexible Funding</p> <p>2) Learning and Support Teacher staffing (FTE 1.0)</p> <p>Targeted funding Integration Funding Support was used to:</p> <ul style="list-style-type: none"> provide in-class and playground support to identified students through the employment of School Learning Support Officers (SLSOs) engage students and their parents/carers in consultative and collaborative processes to personalise learning and support reflecting student needs improve professional knowledge of SLSOs and classroom teachers through their enrolment and completion of courses in Autism Spectrum Disorder, behaviour management, dyslexia and language disorders support teachers in recognising and responding to students' additional learning needs by completing Disability Standards online training modules support participation in the Nationally Consistent Collection of Data on students with disability provide staff with opportunities to utilise the Personalised Learning and Support Signposting Tool (PLASST)
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$158 169.00) 	<p>The Quality Teaching, Successful Students (QTSS) initiative provided an additional staffing resource allocation to improve the quality of teaching in classrooms. This initiative was delivered to ensure that all students benefited from high quality teaching and learning practices that better met the full range of student needs. The allocation was</p>

<p>Quality Teaching, Successful Students (QTSS)</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$158 169.00) 	<p>used to;</p> <ul style="list-style-type: none"> create collaborative practices allowing teachers to jointly plan and observe each other's lessons jointly develop units of work and assessment tasks and work together to assess and analyse student data to provide constructive feedback to individual teachers on lesson delivery and classroom management provide comprehensive and focused support for all teachers and non-teaching staff with the Performance and Development Framework release a Seven Steps coach to team teach in classrooms provide additional support to classrooms with HPGE clusters.
<p>Socio-economic background</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> Socio-economic background (\$18 019.00) 	<p>Socio-economic background funding provided a small percentage of students with greater access to a wider range of curriculum learning experiences. Supplementation was provided to families from low socio-economic backgrounds to give all students equal opportunity to attend school excursions, in school performances and overnight camps increasing the students' participation and engagement in learning. School uniforms were provided to some families while others accessed funding to support involvement in extracurricular activities including band, FLIP Gym and recreational sport. These initiatives helped develop and sustain a positive and inclusive school culture.</p>
<p>Support for beginning teachers</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> Support for beginning teachers (\$28 962.00) 	<p>In 2020, Newington Public School had 2 temporary Beginning Teachers in their first two years of teaching.</p> <p>Under the Great Teaching, Inspired Learning (GTIL) model each teacher received funding to assist in the new teachers' induction, professional learning and achievement of accreditation at the level of Proficient Teacher.</p> <p>Experienced teachers and learning leaders provided mentoring support to beginning teachers in their first year. Beginning teachers utilised their additional release time in a variety of ways including:</p> <ul style="list-style-type: none"> observing other teachers' lessons engaging in professional discussion and personal reflection assessing and evaluating student work preparing lessons and resources undertaking individualised programs of professional learning with mentor compiling evidence to achieve and maintain mandatory accreditation team teaching; and structured feedback meetings with supervisors and mentors professional learning <p>A school induction program was implemented including;</p> <ul style="list-style-type: none"> school routines

<p>Support for beginning teachers</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$28 962.00) 	<ul style="list-style-type: none"> • programming policy and requirements • classroom management and wellbeing framework • writing PLaSPs • accreditation • EALD strategies • communication with parents • Performance and Development Framework • differentiation and assessment strategies • report writing • Quality Teaching Framework
<p>Targeted student support for refugees and new arrivals</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Targeted support for refugees and new arrivals (\$0.00) 	<p>The English as an addition language New Arrivals Program (NAP) provides initial, on arrival intensive English tuition for newly arrived students at the beginning and emerging levels of English language proficiency. Support is provided to newly arrived students in primary schools in order to develop their English language skills so that they are able to participate in learning with their peers in mainstream classes. In 2020, 5 students received funded support through the New Arrivals Program.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	499	469	457	423
Girls	444	428	415	400

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.2	95.3	97	96.1
1	94.3	95.6	95.2	95
2	95.4	94.7	95.9	94.5
3	94.9	95.5	96.3	93.9
4	94.6	95.2	95.7	95.5
5	94.9	95.1	95.5	94.4
6	95.3	94	94.9	95.2
All Years	94.9	95.1	95.8	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
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	30.13
Literacy and Numeracy Intervention	0.74
Learning and Support Teacher(s)	1
Teacher Librarian	1.4
Teacher ESL	2.2
School Administration and Support Staff	4.87

*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	719,708
Revenue	6,834,156
Appropriation	6,515,333
Sale of Goods and Services	38,067
Grants and contributions	271,444
Investment income	2,136
Other revenue	7,176
Expenses	-6,651,249
Employee related	-6,155,071
Operating expenses	-496,178
Surplus / deficit for the year	182,907
Closing Balance	902,615

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

Financial summary - Equity loadings

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

	2020 Approved SBA (\$)
Targeted Total	76,313
Equity Total	495,788
Equity - Aboriginal	2,050
Equity - Socio-economic	18,019
Equity - Language	294,354
Equity - Disability	181,365
Base Total	5,389,435
Base - Per Capita	209,720
Base - Location	0
Base - Other	5,179,715
Other Total	377,519
Grand Total	6,339,055

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

School performance - NAPLAN

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

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

2020 NAPLAN

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

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

Parent/caregiver, student, teacher satisfaction

Students have actively participated in decision-making at school on things which shape their educational experiences. These have included representation on the PBL team, SRC and leadership and participation in the Anti-bullying summit. Recent Tell Them From Me data shows that:

- 61% of students participate in school sports and clubs (down from 2018-77% and 2019-86%)
- 89% of students display positive behaviour at school (down from 2018-90% and slightly up from 2019-88%)
- 86% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future (down from 2018-93% and 2019-87%)

In 2019 and 2020 students reported that they would like teachers to communicate higher expectations for their learning. The 2020 social/emotional report says the following:

- 27% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge. The NSW Govt norm for this category is 53%.
- 39% of students were confident of their skills but did not find classes challenging. The NSW Govt norm for this category is 26%.
- 26% of students were not confident of their skills and found English or Maths challenging. The NSW Govt norm for this category is 14%.
- 8% of students lacked confidence in their skills and did not feel they were challenged. The NSW Govt norm for this category is 7%.

The highest scoring responses from the TTFM teachers survey included:

- talking with other teachers about strategies that increase student engagement
- monitoring the progress of individual students
- setting high expectations for student learning
- using results from formal assessment tasks to inform lesson planning
- establishing clear expectations for classroom behaviour
- striving to understand the learning needs of students with special learning needs

136 parents responded to the NPS parent survey (November 2020). The main observations were;

- 94% of students are happy to come to school
- 65% agree that Newington Public School sets high expectations for teaching and learning
- 56% agree that teachers provide children with regular feedback about their learning
- 93% agree that their child has a clear understanding of behaviour expectations in the classroom
- 48% agree that teachers use high quality student assessment as an integral part of teaching and learning programs
- most parents reported that their child's learning and wellbeing needs are being met at school
- there is greater focus on teaching skills in literacy than in numeracy
- 14% reported that their child is not engaged in their learning
- parents reported that Reading Renaissance, 7 Steps for Writing Success and Positive Behaviour for learning have had the biggest impact on their child's learning over the past 3 years

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.

Acknowledgment of Country is an important part of the school's assemblies and events and is helping create a wider awareness in the community of Indigenous history and current issues. Students are recognised for displaying positive behaviour in non-classroom settings by receiving Boonmarras. Boonmarra is the Aboriginal term for blue-tongue lizard (our school PBL mascot).

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.

Anti racism plays a major role in our school Code of Behaviour. Students are taught values, rights and responsibilities and are encouraged to act in a way that promotes respect, responsibility, fairness and caring. We embrace and celebrate our multicultural and diverse community. Our school has three trained staff members who take on the role of Anti Racism Officers [ARCO].

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.

With 80% of our student population identified as from a language background other than English, catering for the needs of these students is a major focus for our school. This year there were 33 Beginning English students, 71 Emerging English students, 188 Developing English students and 156 Consolidating English students requiring EAL/D support.