

2020 Annual Report

St Andrews Public School



4481

Introduction

The Annual Report for 2020 is provided to the community of St Andrews 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

At the conclusion of the 2020 school year I was again excited by the achievements, efforts and commitment to continuous improvement across our school. I am exceptionally proud and pleased with the many achievements listed throughout our annual report.

Our successes are the result of the ongoing sense of community and the unrelenting pursuit of excellence from our staff and students. Our improvements have been built upon thorough examination of our strengths, identifying areas of need, and accepting the challenge to attempt new and sometimes uncertain processes and strategies in order to obtain new learning and improved outcomes.

2020 was an incredibly challenging year due to the Covid 19 pandemic and the restrictions placed on schools. Our school community was amazing and I'm deeply thankful for the support of our students, staff, parents and wider community. Yet again this showed how fantastic our partnerships are and how we support each other during times of crisis and when things are going really well. THANKYOU!

The main focus continued on developing a consistent approach to the planning and programming of English and Mathematics, the quality of instruction in the teaching of English and Mathematics and improving teaching practice so as to improve student learning outcomes. Throughout 2020 the staff have participated in extensive professional learning, effective planning and programming linked to syllabus outcomes and enhancing their ability to identify individual student achievement in English and Mathematics. This has required a collective responsibility to build skills, knowledge and confidence to make consistently informed judgments based on shared criteria.

In 2021, St Andrews Public School will continue to evolve as a dynamic, high performing school. Our focus for 2021 and beyond will be around our three strategic directions which are student growth and attainment, high expectations through a continuous improvement of culture and opportunities to develop self and others and a collective responsibility for learning, growth and success. All strategic directions will be underpinned by research and analysis of data, and the strengthening of the strong foundations we have across our school community.

Mr Richard Batty

Principal

School vision

Children, First and Foremost Children

School context

St Andrews Public School is situated in the suburb named St Andrews in South Western Sydney, NSW, Australia. There are currently 883 students (7% Aboriginal, 49% English as an Additional Language/Dialect) K to 6 enrolled in our school, comprising 37 classes, including an Opportunity Class (OC) and five support classes. St Andrews Public School prides itself on being an inclusive and supportive educational setting which continually provides authentic learning experiences for all children, including gifted and talented students and students requiring additional support for autism and moderate and mild intellectual disabilities. We are an inclusive school community that focuses on the need to be safe, be respectful and be a learner. Our staff and community have high expectations and aspirations for their children and these are realised through the skill and dedication of our highly qualified staff and are reflected in the quality learning outcomes achieved by our students. St Andrews staff are committed to ongoing professional learning with a whole school focus on visible assessment practices and integrating ICT within all key learning areas. Our Assistant Principals are Instructional Leaders across K-6 and our Support Unit, working in a school designed model exclusive to our context. The role of our executive team is to build teacher capacity in delivering quality differentiated instruction that supports the development of the whole child. Students at St Andrews Public School continue to achieve excellence in State and National testing in literacy and numeracy and also in the University of NSW competitions. The school curriculum provides programs that cater to a wide range of student abilities. The performing arts play an important role in the education of our students with opportunities to participate in dance, school instrumental groups and choirs. Sport also plays an important role, with students given the opportunity to participate in PSSA inter-school sport and a range of other sporting events. St Andrews Public School also provides many other experiences such as debating, public speaking, and social skills programs.

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>

The results of the School Excellence Framework indicate that St Andrews Public School is at Sustaining and Growing across all three domains of Learning, Teaching and Leading.

In the domain of Learning, St Andrews Public School continues to place a focus on student wellbeing ensuring that we address the cognitive, emotional, social, physical and spiritual needs of students, staff and the community. Consistency in our approach to collecting, analysing and using data has seen improvements in the way we embed our whole school wellbeing structures to improve student learning. In the elements of Curriculum and Assessment the school is becoming more responsive by ensuring that teaching and learning programs describe expected student progression in knowledge, skills and understanding. As a result, assessments are being utilised more effectively to capture information about student learning and to assist with future planning. The school is engaging in Visible Learning Practices whereby every class has Learning Goals and Success Criteria evident for all English Lessons. This allows teachers to engage in best practice by ensuring students are aware of the criteria for student assessment. Formative assessment strategies are being utilised to create opportunities for students to receive feedback on their learning. As a whole school, we will continue to focus on effectively implementing formative assessment strategies to inform teaching and learning programs to meet student needs.

In the domain of Teaching, there is strong evidence to suggest that St Andrews Public School places an emphasis on all teachers being committed to identifying, understanding and implementing the most effective teaching methods to improve student learning. The school has embedded structures to support this process by investing in planning days where stages have eight days across the year to focus on teaching and learning. In addition to this, stages meet every fortnight to collaborate and evaluate teaching programs, analyse student progress and achievement and program lessons which meet the needs of all students. Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes. In the element of Professional Standards, all teachers have a Professional Development plan which acknowledges areas of strength and identifies areas of support required that are unique to each individual teacher. Our school Collaborative Leadership model allows our Assistant Principals to build teacher capabilities by working intensively with teachers in classrooms to build and refine professional practice. Teachers are further supported by utilising Data Talk time to develop professional practice informed by research. 1 - 2 hours per week are allocated to teams to engage in Data Talk sessions. All teachers use professional teaching standards to identify and monitor specific areas for development.

In the domain of Leading, St Andrews Public School continues to promote a culture of high expectations. As outlined in our Collaborative Leadership model above, there are structures and processes in place to continuously support and challenge teaching practices and to affirm quality and celebrate our successes. In order to do this effectively, our leadership team works together once a week to collaborate and improve their instructional leadership capacity by utilising current research, engaging in professional learning and reviewing student data to ensure growth. Our Collaborative Leaders engage in coaching and mentoring sessions with our senior executive to facilitate whole school improvement. This year, we trialed our first leadership initiative for classroom teachers whereby staff could express an interest in learning about leadership or staff who already presented outstanding leadership qualities were offered the opportunity to join. The group became known as our Aspiring Leaders and met once a week with our school employed behaviour specialist and our Deputy Principal to learn about leadership. In addition to this, our Aspiring Leaders had the opportunity to meet for individual sessions to further explore areas of leadership required. The aim of this initiative is to develop leadership capacity within our school context. Our school has clear formal and informal leadership opportunities for staff and students. SRC, Peer Mediators, Special Purpose Area student leadership and captain and prefect conferences are just some of the opportunities offered to students.

Our self-assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

Strategic Direction 1

WELLBEING: Connect, Thrive, Succeed

Purpose

Positive, respectful relationships are evident and widespread with a strong focus on wellbeing for all.

Improvement Measures

-An increased percentage in student attendance.

-Positive behaviour to be above 80% based on the fidelity of information.

-An increase of community participation in Aboriginal initiatives.

-Increase in students receiving targeted support

Overall summary of progress

The school consistently implements a whole school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment. At St Andrews Public School, we recognise that there is a need for a predictable, school wide system which focuses on and highlights positive behaviours displayed by our students. In 2020, our PBL team recognised the need for behaviour tracking. The team used Sentral as a way to track and identify students, areas of concerns and at risk behaviours across the whole school setting. This allowed us to refine data collection processes and improve student behavioural outcomes. Through the analysis of this data, teaching behaviour expectations at a whole school level has become a weekly routine and a scope and sequence has been developed based on areas identified. The PBL team analyse this data on a fortnightly basis and plan for improvements. This allows us as a school, to teach, recognise and reward the positive behaviour of all students. Through our fast and frequent reward system, 30 students each week are recognised for their efforts in being a Safe, Respectful Learner and have the opportunity to collect a prize. At the end of each week, classroom teachers hand out a PBL class award to recognise individual student improvements. The PBL team continues to focus on the core values of St Andrews; to be a Safe, Respectful Learner. Quality teaching and professional practice are being developed in every learning environment, providing students with opportunities to succeed at their level of learning and development. Students care for themselves, and contribute to the wellbeing of others and the wider community.

Progress towards achieving improvement measures

Process 1:

Students, staff and the community develop and implement strategies to ensure an understanding of whole-school wellbeing initiatives.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">- Sentral used to track all student behaviour- Training provided to staff and Increase in teachers using Sentral to log incidents- Data continuing to be utilised to create and implement purposeful learning experiences for students via weekly lessons of behaviour expectations.- No student attendance awards issued at the end of 2020 due to the complexities associated with Covid-19. Home schooling and part-time	Funding Sources: <ul style="list-style-type: none">• Professional learning (\$5000.00)

Progress towards achieving improvement measures

attendance at school where family groups were allowed to attend one day a week due to having to maintain social distancing were some of the issues that impacted on student attendance data.

Process 2: Improve partnerships with our Aboriginal Community to develop an awareness and respect of the Aboriginal culture and create authentic engagement in aspects of school life, enabling individual students to be proud and connected Aboriginal citizens.

Evaluation	Funds Expended (Resources)
<p>- Opportunity Hub for Stage 3 students did not run this year due to the COVID-19 restrictions.</p> <p>- Junior AECG executive re-elected for 2020 calendar year through the process of a formal election held and facilitated by Katrina Watkins (The Fields AECG president). Positions to be held by students for a period of 12 months with the voting process to happen annually in Term 4.</p> <p>Positions held are:</p> <p>President, Vice President, Secretary, Year 6 Representative, Year 5 Representative, Year 4 Representative, Year 3 Representative, Year 2 Representative, Year 1 Representative</p> <p>- Katrina Watkins (The Fields AECG President) also attended the weekly JR AECG meetings and ran a Sista Speak program with Stage 3 students.</p> <p>- JR AECG worked in conjunction with staff and The Fields AECG president to organise a fundraiser to raise funds to purchase two signs displaying our St Andrews Acknowledgement of Country. The signs were designed by Michael Fardon, local Aboriginal Artist, and are displayed in the primary and infants playground.</p> <p>- PLP process was unable to go ahead as originally planned due to Covid-19 as parents were unable to be invited onto school site. This process was reviewed and undertaken through verbal conversation with parents over the phone during the half yearly reporting conversations.</p> <p>- NAIDOC week celebration activities were restricted to participation across a stage only. Activities included having Year 6 JR AECG students recording themselves reading Dreamtime stories that teachers could play to their classes during the week. Aboriginal students visited classes to speak about what being Aboriginal means to them, an artefacts exhibition was set up in the Library and every class visited. Indigenous sports were organised for classes to participate in and Katrina Watkins taught every grade Indigenous dance.</p> <p>- Michael Fardon, local Aboriginal Artist was employed at SAPS one day per week. He ran art lessons for each class over the course of the year promoting Aboriginal culture. Michael also created several murals across the school landscape.</p> <p>- Michael supported some Year 6 students to design and paint artworks to be entered as part of the Mil-Pra Art Exhibition. 5 students completed their artworks and entered them into the competition with one student winning the Primary Students Category and another student coming third in the same category.</p>	<p>Refer to Aboriginal Background Equity Loading</p>

Process 3: Reviewing and refining current Learning and Support Team (LST) practices to effectively support the wellbeing of all students.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

- Through our Collaborative Leadership Assistant Principal model, targeted support is implemented to develop teacher capacity to improve student learning.
- LST Process are in place to ensure students can be identified and supported.
- Katrina Watkins was employed in the capacity of Aboriginal Education Officer one day per week. She worked alongside classroom teachers to support Aboriginal and Torres Strait Islander students who are experiencing learning difficulty in either Reading, Writing or Mathematics.
- Proactive attendance monitoring procedures continue to be implemented in LST meetings, particularly in light of decline in attendance data due to Covid-19. This process has allowed stages to take an active role in improving overall attendance data of students. It has also enabled strong communication and support strategies implemented by HSLO and school counsellors.

Funded through Equity Loadings

Next Steps

Positive Behaviour for Learning (PBL) - Signage to be purchased and displayed around the school grounds, semester reward days to celebrate student success, scoreboard to be purchased to display Roary tally, continue updating scope and sequences to align with current needs in school setting.

Attendance - Continue to monitor attendance through Sentral, classroom teacher/parent relationships, Learning and Support Team (LST) meetings and Home School Liaison Officer. Continue to monitor attendance and review processes and procedures with staff including through regular stage meeting agendas and monitoring. Recognition of excellence attendance throughout K-6 at the end of each year.

Aboriginal Education - Junior AECG meetings held fortnightly with an increased attendance by all students. Focus will be to increase their profile across the school community as we continue to establish their roles and responsibilities. Opportunity Hub to recommence as well as the return of Heartbeat programs and COS NAIDOC events. PLP BBQ will be re-implemented (current restrictions considered).

Strategic Direction 2

LEADERSHIP: Growing Together

Purpose

To create a high performing learning culture based on innovative educational practices that builds leadership capacity for all.

Improvement Measures

-Establish high quality systems and processes so SAPS is recognised as a lighthouse school for Instructional leadership.

-Increased opportunities for students to be involved in leadership roles across the school.

-Increase the leadership capacity across our executive team.

-Increased opportunities for parents to be involved in leadership roles across the school.

Overall summary of progress

The school has continued to develop leadership opportunities that support each tier from our students, to staff and the community. As Covid-19 hit schools early in 2020, many student leadership opportunities could no longer go ahead due to social restrictions as per DoE Covid-19 guidelines. Students were limited from connecting with other students outside their stage and all whole school events were placed on hold. We have strong processes and structures in place for the election of our student leadership groups and fortunately, these processes were able to go ahead at the beginning of 2020. Our Collaborative Leadership model has evolved into its next phase with great feedback and success. We have invested time into professional learning for our Assistant Principals who are acting as Collaborative Leaders. This model helps us ensure the continued development of building teacher capacity to improve student learning. The investment into this leadership model has seen much success for student learning outcomes. Through developing the Collaborative Leadership Model together as an executive team we have looked at transformational change through research which is based on best practice, developed expert knowledge together and continued professional learning within stage teams. This has been achieved through developing structures and processes which allow for collaborative learning, working towards PDP goals and Assistant Principals supporting teachers to reflect on their practice on a daily basis in classrooms. The next phase of learning in this model has been focused on developing the next tier of leaders who have been identified as Aspiring Leaders of the future. This group of classroom teachers who want to pursue further areas of leadership are trained by our school employed Behaviour Specialist, Carl Warren, and have weekly discussions with our Senior Executive. The aim is to develop the capacity of the next generation of leaders, taking into account the context of our school, to create sustainability in having our Assistant Principal's act as Collaborative Leaders. Community members are an important aspect of our school's leadership. We continue to involve our community through our Friday Parent Group and Coffee and Chat time. These community initiatives are constantly reflected upon as a school and opportunities are provided for community members to share feedback about their role within our school through community surveys and forums. Unfortunately all interaction with our parent groups ceased once Covid-19 came into effect due to the restrictions which were imposed on schools to support student health and safety. We value the role of our students, staff and community in leading our school to constantly strive for excellence and we look forward to resuming these initiatives again in 2021.

Progress towards achieving improvement measures

Process 1:

Develop and maintain a focus on distributive instructional leadership to create and sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress.

Evaluation	Funds Expended (Resources)
Successfully implemented the second phase of our Collaborative Leadership model:	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$165000.00)

Progress towards achieving improvement measures

- 1 x Assistant Principal per stage, building teacher capacity and student outcomes through shoulder to shoulder teaching across each stage
- Eight planning days/weekly collaborative meetings - feedback from staff is they find these days valuable in helping improve teacher practice, create high expectations and develop consistency in teacher judgement.
- Investment into Assistant Principals professional learning and development to build their capacity to lead improvement across the school, inclusion of executive team conference to build leadership skills and collaborative practices across the team.

- Literacy and numeracy (\$14000.00)
- Quality Teaching, Successful Students (QTSS) (\$104000.00)

Process 2: Differentiated professional learning targeted at identified teacher need linked to SAPS strategic directions, Australian Teaching Standards and PDP goals utilising internal expertise.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> - Collaborative stage meetings and reflective practices implemented within stage teams to target differentiated Professional Learning opportunities for teachers - Data Talk times for teachers to plan their PDP goals aligned to Professional Teacher Standards with their Stage Leaders based on evidence within classrooms - Assistant Principals acting as Collaborative Leaders and working alongside staff members to support them with PDP goals by directly assisting in the classroom and using collaborative planning sessions to develop teacher capacity to improve student learning 	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$97000.00) • Professional learning (\$27000.00)

Process 3: The students, staff and parents engage in authentic leadership opportunities that contribute to the leadership of the school and supports the achievement of its goals and priorities.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> - Continuation of Student Representative Council and School Leaders program - Continued development of Junior AECG committee involvement in whole school events - Continued development of the Student Prefect Leadership Team responsibilities and follow through with leadership training once a week with the Principal. - PaTCH program implemented but training for parents volunteering did not go ahead due to Covid-19 restrictions. - Parents who already were successfully trained in PaTCH to support student learning were unable to get into classrooms to support with student learning due to Covid-19 restrictions - Professional Learning for our executive team to continue to develop and refine the Collaborative Leadership model to ensure that data reflects student growth. - Six teachers were a part of the Aspiring Leaders initiative and overall feedback was that the training provided had a positive impact on the way teachers reflected on their classroom practice and the changes they made accordingly to improve student wellbeing and learning. 	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Professional learning (\$22000.00) • Low level adjustment for disability (\$62000.00) • Socio-economic background (\$21000.00)

Next Steps

Continue to build the capacity of the Aspiring Leaders to become future school leaders striving for continued school improvement.

Build the profile of our student leadership group, by improving their leadership capabilities and promoting student voice within our school through regular, scheduled meetings.

Reigniting community involvement after the pause that was placed on all community initiatives due to COVID-19. Re-establishing collaborative partnerships with the local community.

Strategic Direction 3

LEARNING AND ASSESSMENT: Striving for Continuous Improvement

Purpose

To build effective teaching and learning capacity underpinned by high quality teaching, evidence- based assessment and learning for all.

Improvement Measures

- Increase in students achieving 12 month growth in literacy
- Increase in students achieving 12 month growth in numeracy
- Internal and external school measures identify that students are achieving higher than expected growth

Overall summary of progress

The Assistant Principal Collaborative Leadership model has allowed executive to work alongside classroom teachers to build their repertoire of teaching strategies. This model provides additional opportunities to observe teaching practice, engage in professional dialogue and provide feedback to classroom teachers to improve student growth. The Formative Assessment Pilot group continued to engage in professional learning in 2020. This group includes 9 teachers across K-6 and Support classes, who are interested in deepening their understanding of formative assessment practices and want to use these practices effectively to drive teaching and learning. All teaching staff engaged in whole school professional learning to support them in embedding formative assessment practices within their teaching and learning programs. The school wide assessment schedule developed in 2019 continues to be refined as we gain feedback from classroom teachers.

Progress towards achieving improvement measures

Process 1:

The school community is engaged in ongoing learning opportunities that facilitate professional dialogue, collaboration, classroom observations, the modelling of effective practice and the provision of specific and timely feedback to ensure quality learning and assessment.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">- Assistant Principals are providing sustained, high quality, differentiated professional learning through weekly stage collaboration meetings and Stage planning days.- The Collaborative Leadership model is allowing the school executive team to work shoulder-to-shoulder with teachers to assist in expanding their repertoire of teaching strategies.- Evidence of visible learning within classrooms such as Learning goals/Success criteria, student work samples, Bump it up walls.- Students are beginning to articulate learning goals in guided reading, responding and composing- Employed five School Learning Support Officers to support students who had access to funding support.	Funding Sources: <ul style="list-style-type: none">• Support for beginning teachers (\$41000.00)• Integration funding support (\$207000.00)

Process 2: Quality, reliable and valid internal and external student data is analysed, monitored and used to inform planning, identify interventions and modify teaching practice.

Evaluation	Funds Expended
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Progress towards achieving improvement measures

Evaluation	(Resources)
<ul style="list-style-type: none">- Additional Benchmarking kits were purchased in Term 4 to support Consistent Teacher Judgement (CTJ) and gather data on student reading growth in 2020.- Growth in reading is tracked on a whole school data wall which aligns to a K-6 database.- Writing assessments from K-6 were scheduled twice a year to support CTJ leading to analysis of data which informs explicit teaching in writing. Due to the interruptions to learning during Covid-19 with home schooling, this process was placed on hold until 2021.- Syllabus outcomes, anecdotal notebooks and diagnostic pre and post tests are used by classroom teachers to track student data.- Consistent teacher judgment is formed as data is looked at across the grades through Stage Collaboration Meetings- Year 3 and Year 5 completed the Check-in Assessments provided during Covid-19.	<p>Funding Sources:</p> <ul style="list-style-type: none">• Literacy and numeracy (\$15000.00)

Next Steps

- In Literacy each stage will continue to collaboratively plan English lessons in responding and composing to ensure syllabus outcomes and content are relevant and consistent across the stage. Stage planning days will participate in Spirals of Inquiry in reading and writing to ensure effective analysis of data which leads to informing teaching and learning programs, creating individual learning goals and targeted professional learning for teachers. Data walls and databases continue to track student growth from K-6. Whole school professional learning will target upskilling teacher knowledge and skills in phonemic awareness and phonics to ensure consistency in all classrooms in K-2 (Phonics) and 3-6 (Spelling).
- In Numeracy each stage will continue to collaboratively plan Mathematics lessons to ensure syllabus outcomes and content are relevant and consistent across the stage and well as embedding learning experiences that reflect mathematical thinking and investigation. Students continue TEN (K-2) and Number Talks (3-6) in order to develop understanding, accuracy and fluency in number. Staff to be provided with ongoing PL related to the effective implementation of Number Talks and TEN. Implementation of a K-6 data wall and database to track student growth in number will be our next focus.
- A data wall will be created to extend from reading to other strands in English and Mathematics. Continued emphasis on utilising data to drive programs for student learning such as using pre and post assessment data. Implementation and ongoing review of a school wide assessment schedule. This will be used to gather consistent data using external and internal sources to allow for triangulation of data to reflect consistent patterns and trends. All new student enrolments to St Andrews PS are to complete Focused Individualised Assessments (FIA) to determine their current learning needs. At risk students also need to complete FIA prior to referral to Learning and Support Team meetings. PAT Testing to resume in 2021 across K-6.
- Formative Assessment Pilot Group to continue exploring the five key elements of Formative Assessment and supporting executive to drive new learning across the whole school.
- Formative Assessment professional learning to be delivered to the executive team to deepen the levels of understanding around the effective use of formative assessment strategies to support teachers in embedding these strategies during teaching and learning.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$58 972.00) 	<p>- Michael Fardon, local Aboriginal Artist was employed at SAPS one day per week. He ran art lessons for each class over the course of the year promoting Aboriginal culture. Michael also created several murals across the school landscape.</p> <p>- Katrina Watkins (The Fields AECG President) works with our Indigenous students and attends weekly JR AECG meetings. She ran a Sista Speak program with Stage 3 students in 2020. She also work with Indigenous students in classrooms to support them with literacy and numeracy skills.</p> <p>- Due to Covid-19 restrictions it was difficult to work with our community members to continue to strengthen partnerships and promote genuine collaboration between schools, Aboriginal families, outside agencies and local AECG. This goal will again be a priority in 2021.</p>
English language proficiency	Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$203 004.00) 	<p>48% of the total school enrolment were LBOTE students speaking fifty different languages. A teacher was employed one day per week to support EAL/D students requiring additional learning support. The quality teaching and learning for EAL/D students was driven through the effective use of data to inform differentiation in programs and assessment. These programs were taught in small groups with differentiated tasks for individual students to meet needs.</p>
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$293 100.00) 	<p>Support targeted students in the classroom by funding additional SLSOs to assist students at key transition points, and the implementation of Individualised Learning Plans. Timetable modified weekly to support funded students at times of need.</p> <p>ILP/IEP/PLASPs created where necessary in accordance with DDA requirements to ensure adjustments for improved access to curriculum.</p> <p>All staff were supported in professional learning sessions led by stage leaders to ensure understanding and expectations of staff were consistent with DoE requirements.</p> <p>SLSOs updated and trained in strategies implemented within each ILP/IEP/PLASPs to assist in supporting students with additional needs.</p>
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$168 065.00) 	<p>Our unique Collaborative Leadership Model at St Andrews PS allows our Assistant Principals to be off class to work as Instructional Leaders aligned against a stage. This means our teachers have regular access and support to Assistant Principals who work alongside our classroom teachers to develop</p>

Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$168 065.00) 	<p>their capacity to ultimately improve student learning. Data is used to identify areas of focus and support is structured uniquely to support classroom teachers at point of need. Professional learning conversations occur regularly as follow up to reflect on progress and support provided such as demonstration, team teaching opportunities, research supporting evidence or even general observations.. Data is used to reflect on progress made and to celebrate the achievements gained to improve student learning.</p>
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$284 311.00) 	<p>Socio-economic funds were expended throughout a variety of activities across our three strategic directions. These included, Assistant Principals off class working shoulder to shoulder with experienced and beginning teachers, providing professional learning for all staff in behaviour management, and some additional allocation to School Learning and Support Officers to support students with their learning in classrooms.</p>
Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> • Support for beginning teachers (\$38 752.00) 	<p>In 2020, all beginning teachers had the opportunity to participate in an Early Career Teacher group. During fortnightly meetings, teachers received targeted professional learning led by two Assistant Principals. Each teacher was guided by a supervisor and given opportunities to observe lessons by a mentor or colleagues/supervisors. All beginning teachers were involved in professional learning opportunities to build on teaching strategies, support wellbeing and set up good practices to allow for student success. Assistant Principals who are working as Collaborative Leaders supported Early Career Teachers (ECT) through shoulder to shoulder support and regular 1:1 conversations. Three ECTs completed their Accreditation and gained Proficiency in teaching standards.</p>
Targeted student support for refugees and new arrivals	N/A	<p>The school did not have any refugee or new arrival students commence enrolment at St Andrews PS during 2020.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	419	472	461	426
Girls	374	386	400	383

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.3	92.5	92	93.9
1	94.4	93.9	92.2	95.5
2	93.5	92.7	91.7	94.5
3	94.4	92	91.5	93.3
4	94.1	94	90.5	95
5	93	93.6	91.9	94.2
6	93.5	91.6	91.4	95.3
All Years	94	92.9	91.6	94.6
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)	5
Classroom Teacher(s)	34.73
Literacy and Numeracy Intervention	0.95
Learning and Support Teacher(s)	1.7
Teacher Librarian	1.4
Teacher ESL	1.4
School Counsellor	1
School Administration and Support Staff	9.87

*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	223,590
Revenue	8,592,469
Appropriation	8,410,074
Sale of Goods and Services	37,647
Grants and contributions	143,847
Investment income	901
Expenses	-9,017,392
Employee related	-7,939,099
Operating expenses	-1,078,293
Surplus / deficit for the year	-424,923
Closing Balance	-201,333

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.

Due to Covid-19, all uniform stock was transferred to our local uniform retailer to sell on our behalf. \$170 000 is to be reimbursed by the retailer over the next 12 months.

St Andrews PS to be reimbursed \$75 000 for additional Aboriginal Education Strategies.

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	174,200
Equity Total	839,387
Equity - Aboriginal	58,972
Equity - Socio-economic	284,311
Equity - Language	203,004
Equity - Disability	293,100
Base Total	6,376,895
Base - Per Capita	216,175
Base - Location	0
Base - Other	6,160,720
Other Total	556,969
Grand Total	7,947,451

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

The impact of Covid-19 across the school community meant there were many complexities and unpredictability which arose due to school routines being disrupted. With Covid-19 restrictions in place, our parents were unable to access our school site to be involved in the many events and celebrations that we have throughout the school year. Student interaction was limited as students whole school events were placed on hold and student interaction was permitted within stage cohorts only. As a result, St Andrews Public School were unable to gather feedback from staff, parents and students as per usual process due to the interruptions to learning across the whole school community. Data will be sought as per normal 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.