

2020 Annual Report

Les Powell School



5712

Introduction

The Annual Report for 2020 is provided to the community of Les Powell 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

I write this message as a record of the events that evolved during the 2020 school year, and acknowledge the historical significance of these events that brought a worldwide matter to the gates of our school.

We started the 2020 school year with hope for more stability in our weather, following a year full of news and pictures about droughts, fire and floods that ravished many parts of Australia. However, we soon began to learn from overseas about a pandemic virus called Coronavirus (COVID-19). The COVID-19 pandemic, also known as the coronavirus pandemic, was identified as an ongoing pandemic of coronavirus disease 2019 (COVID-19) caused by the transmission of severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2), which was first identified in December 2019 in Wuhan, China. The outbreak was declared a Public Health Emergency of International Concern in January 2020, and a pandemic in March 2020.

The first confirmed cases of COVID-19 in Australia were reported in late January 2020. Following an increase to known cases, the pandemic was declared an Australian health emergency shortly after.

As a response to the pandemic, the Department of Education established enhanced cleaning strategies in every public school from 18 March. Targeted areas included toilets and other high-touch areas and hard surfaces, door handles, light switches and handrails in stairways, playground exercise equipment and movement areas. We also received additional supplies that included the provision of soap and hygiene supplies, such as hand sanitizer. At school we further purchased disinfectant wipes and other hygiene materials to ensure our school was hygienically maintained, with our non-teaching staff (SLSOs) continuing to implement intensive self-care and hygiene procedures with our students in and out of the classroom.

In the weeks before the end of Term 1, the NSW Premier Gladys Berejiklian said in her briefing that she would like parents to keep their children at home. At Les Powell School we continued to support student attendance at school, although understandingly a number of families sought exemptions for their children to stay at home because of their low immunity and specific health needs that the virus posed a higher risk to than most.

Head office provided ongoing and regular updates and advice regarding restrictions and other recommendations, that enabled schools to ensure the safety and wellbeing of students and staff. At Les Powell School, we continued to adhere to the strictest of restriction applications, insisting that any staff member or student presenting with illness, particularly with flu or cold-like symptoms, even of the minimal kind, were asked to stay home or sent home.

It was during this time that new words and phrases started to infiltrate our vernacular, including the term "on-site learning" for students attending school, "off-site remote learning" for students accessing their learning virtually from home. The phrase "new norms" also became popular, as the world looked for stability among alternative ways for doing what we were used to doing, including the way we conducted meetings, going to functions, shopping, the gym etc. The Olympic Games were cancelled, along with other major world sports and gatherings. At a more local level, whole state activities such as School Spectacular, Shining Stars, inter-school sports as well as graduations, whole school assemblies were also cancelled.

In anticipation of students not being able to return to school premises for the following Term 2, in the last week of Term 1, we collapsed classes with low numbers, enabling release for staff to commence researching for programs and platforms to be used as alternatives.

The level of adjustment required for our students to successfully engage in their learning when "off-site", meant that what was available to the majority of students across the state, was not suitable or appropriate for our students. Staff not only worked relentlessly in the last week of Term 1 on alternative programs, but also spent a lot of their 2 weeks holiday break to ensure all programs would be ready for the start of the new term. I particularly would like to thank my 3 Assistant Principals for their dedication and motivation during this period.

The outcome of staff's effort enabled students from the Junior School Team to be provided with a program using QR codes, arts and craft resources, laminated hard-copy activities, and online classes using the Instagram platform. The Middle School Team students were provided with books, hard-copy, laminated activities and online classes using the Google Classroom platform. The Senior School Team students were provided with QR codes, books, hard-copy, laminated activities and online classes using the Google Classroom platform as a further option.

As part of the public sector response to the virus and staff who may be at risk, the Department provided staff with flexible working arrangements. For us at school, we had 3 teachers who identified as being at high risk. These staff worked from home and were used to provide intensive contact with students and their families through telephone and School Stream, our school's electronic newsletter. Whilst working from home, staff also recorded storytelling sessions that were provided to students via Instagram.

For the commencement of the new term, I informed the school community that staff would be in contact with each family to plan delivery in line with isolation procedures. All students remained at home and staff engaged with them via multiple

devices and platforms. From 11 May, during Week 3 in Term 2, students commenced their transition to full time "on-site" learning. Then based on the advice from the department and in line with the Australian Health Protection Principal Committee (AHPPC) and NSW Health, all students were able to return to full-time "on-site" learning.

For the remainder of the 2020 school year, in order to ensure the ongoing health and safety of students and staff, all school/family activities, incursions, excursions, sporting activities outside of school, work-experience and community access, NDIS service provisions at school had to be cancelled. Activities such as student reviews, end of the year awards assemblies and the Year 12 Graduation were provided virtually with a recording provided for all Year 12 graduating students and their families. A further virtual end of the year awards video was recorded and provided via thumb drive for all parents.

I have a great sense of satisfaction at how our school community responded to the recommendations provided by the Department, that enabled us to manage the terrible risk of infection. As a school team, I believe this difficult year provided us with an opportunity to learn new skills that otherwise may not have been prioritised.

On behalf of the Leadership Team, I want to thank every member of the school community for all of your endeavours that prioritised safety, to ensure that all students remained connected to learning throughout 2020.



Staff prepped for delivering remote learning packages to students' homes

School vision

At Les Powell School, the school community works together to provide each student a quality individual, high impact learning and support program that enables them to achieve their full potential.

School context

Les Powell School is located in the Mount Pritchard area of Western Sydney and provides quality individual learning programs for students with a diverse range of complex learning and support needs. The school is divided into twelve classes, each staffed with a teacher and a school learning support officer that cater for students from Kindergarten to Year 12.

Students attending Les Powell School present with moderate to severe intellectual disability, and may have additional needs such as Autism, sensory impairment, challenging behaviour, physical and language disability. Eighty one percent of the student population has language backgrounds other than English.

Facilities provided for students include three playground areas with equipment that cater for the range of student ages across the 12 classes, a heated hydrotherapy pool, library, bike and walking track, motor sensory library, a vegetable garden and a liberty swing. All classrooms have interactive white board technology and access to specialist toilets.



Red carpet and balloons welcomed student to on-site learning, following the Term 2 off-site learning period.

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

Strategic Direction 1

Connected, thriving, succeeding students

Purpose

To ensure all our students are individually known, nurtured, valued and cared for, in a safe and supportive learning environment that enables them to connect, thrive and succeed.

Improvement Measures

Increase the number of students actively engaged in cross stage school programs, from the 2017 baseline.

Overall summary of progress

Due to the COVID-19 pandemic, our anticipated planned initiatives were delayed or replaced by identified activities necessary to meet the needs of the "new norms", during the pandemic period.

What we did

For the 2020 year, the following activities were actioned:

- The establishment of the Middle School and Senior School Team "laundry program", providing students with on-site work experience.
- Senior student leader positions were added to the school captain positions, with blazers and student badges presented to each student during the Year 12 Graduation Day celebrations.
- Extended the transition to Year 7 Kari Foundation Award so that all students who have an Aboriginal cultural background, received an educational pack inclusive of a School Encouragement Award at the end of the year awards assembly.
- A virtual Year 12 Graduation Day was organised at school to celebrate all Year 12 graduates. Year 11 and Year 10 students were given the opportunity to share the day with their seniors peers and help to celebrate the 7 graduating student's achievements. The whole day's activities were recorded and included as part of a COVID-19 graduation package given to students leaving Year 12.
- A COVID-19 graduation package for students leaving Year 12 included a framed student memorial photo, a celebration thumb-drive of the graduation IMovie, a student blazer, a memento year book inclusive of photos from each student's years at school, school logo mouse pad and bookmark.

Impact

- The "laundry program" provided students with further opportunities to generalise leadership skills, practice their independence and work towards outcomes that were directly linked to their life skills program.
- The Graduation Day provided a whole school opportunity to celebrate the Year 12 students. The program was organised as an alternative to the usual evening graduation formal dinner, that has previously been provided to Year 12 students only and attended by their families and school staff. The alternative graduation day activities allowed students to enjoy themselves in a known environment and took place across a full school day.
- Staff feedback slips were actioned to ascertain staff response to the organisation and benefits of the alternative program to that of the usual formal dinner.
- Staffs' response was significantly supportive of the alternative program that not only enabled the graduating students the opportunity to enjoy the range of activities provided in their known environment, but also identified the benefits for the younger students who were able to gain an awareness of what a "formal" was in preparation for their own transition formalities to come.

Progress towards achieving improvement measures

Process 1: Implement a whole school approach to creating opportunities for student leadership.

Evaluation	Funds Expended (Resources)
<p>The overall impact of this initiative against the improvement measures has not been possible to establish, as resources were redirected to alternative activities required during the COVID-19 pandemic.</p> <p>The funding expended reflects the overall resources that the identified initiative was funded from in-part.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$16955.00) • Aboriginal background loading (\$1520.00)

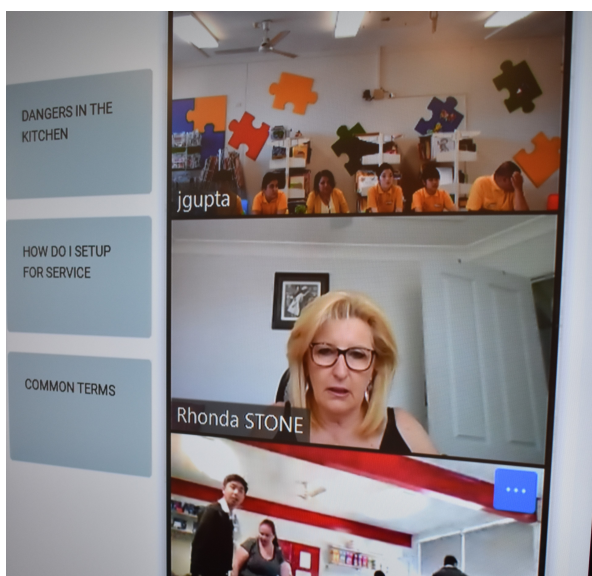
Process 2: Upgrade the school playground so that students have access to safe, age appropriate, needs appropriate and engaging learning facilities that promote them to connect, thrive and succeed.

Evaluation	Funds Expended (Resources)
<p>The overall impact of this initiative against the improvement measures has not been possible to establish, as resources were redirected to alternative activities required during the COVID-19 pandemic.</p> <p>Resources were redirected to enable the implementation of alternative actions, particularly to support the delivery of alternative and remote teaching and learning activities.</p> <p>The funding expended reflects the overall resources that the identified initiative was funded from in-part.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$155379.00)

Next Steps

For 2021 plans are in place to:

- complete the "living skills unit" to be used by Middle School and Senior School students.
- upgrade the existing bike track area by resurfacing and constructing engaging activities for all stages. This will also include the purchasing of new tricycles and safety gear.
- upgrade the ramp that provides access to the Junior School site, Block C and the big playground.
- upgrade the school hydrotherapy pool.
- upgrade the 3 toilet areas currently accessed by the Middle School and Senior School students.



Senior students participating in a virtual student leaders' conference.

Strategic Direction 2

High impact, quality teaching and learning

Purpose

To create a thriving learning community, where staff work collaboratively in recurring cycles of collective inquiry to ensure every student, every teacher and every leader experiences growth every year.

Improvement Measures

100% of student progress is mapped in PLAN2 by teachers against the National Literacy and Numeracy Learning Progressions, to drive their teaching.

A school assessment framework is fully implemented to inform high impact, quality teaching and learning across all Key Learning Areas.

100% of staff are using the SMART model performance indicators that evidence improved professional knowledge and practice.

100% of teachers actively engage in professional discussions with colleagues and their supervisors to evaluate practice directed at improving professional knowledge, practice, and the educational outcomes of students.

Overall summary of progress

Due to the COVID-19 pandemic, our anticipated planned initiatives were delayed or replaced by identified activities necessary to meet the needs of the "new norms", during the pandemic period.

What we did

For the 2020 year, the following activities were actioned:

- Undertook research of alternative tools to map our student's global strengths and needs. The research and sourcing resulted in us piloting the Student With Additional Needs (SWANs) planning program from the Assessment Research Centre, The University of Melbourne. The Junior School Team trialed the tool and then trained the rest of the staff to establish benchmarks of capacity for each student.
- Applied and were successful taking part of a state-wide assessment trial for the Assessment for Complex Learners, Passport initiative conducted by CESE.
- Researched, planned, designed and implemented high impact, quality remote learning programs for students K-12, using a range of platforms to meet the age and intensive level of adjustment needs.
- Stage specific remote learning packages were developed and implemented to enable students to engage with their learning off-site. The remote learning packages were designed to support students to continue with a similar on-site timetable of activities, in order to reduce student's disengagement and anxiety as a result of their changed routines:
- The Junior School Team students were provided with a program using QR codes, a visual timetable, arts and craft resources, laminated hard-copy activities and online classes using the Instagram platform.
- The Middle School Team students were provided with a visual timetable, hard-copy reading material and story books, laminated activities and online classes using the Google Classroom platform.
- The Senior School Team students were provided with a visual timetable, QR codes, hard-copy reading material and story books, laminated activities and online classes using the Google Classroom platform as a further option.
- Reviewed the school process for transitioning student learning support plan information from teacher to teacher.

- Co-designed a year long professional learning program in partnership with Toni Robinson, Teacher Quality Advisor and Elizabeth Papayiannis, Curriculum Advisor (School Services). The project focused on the performance and development framework, with emphasis on SMART goals using the Australian Professional Standards for Teachers.

Impact

- All students were mapped against the SWANs tool.
- Student plans were completed earlier than previous years, due to the increased access of information that reduced the need to "reinvent the wheel", or "starting from scratch".
- Positive feedback was received from teachers who demonstrated a greater level of confidence when completing student plans.
- Established a whole-school model for sharing and communicating student information, enabling transparency of information, teaching and learning continuity and support. An electronic platform was established and implemented to facilitate this new way of working and sharing information.
- Parent/carer feedback indicated a high level of satisfaction with the the adjusted remote learning packages that their children were provided with.
- Teacher feedback indicated an increase to their confidence when engaging with the Australian Professional Standards for Teachers..
- Assistant Principal feedback indicated a significant increase to their capacity to support staff working through the professional development plan framework.
- Assistant Principal feedback indicated a significant increase to their capacity when supporting teachers who were applying for further accreditation.

Progress towards achieving improvement measures

Process 1: Embed a whole school approach for consistent, robust assessment that maps student progress and drives high impact differentiated teaching and learning.

Evaluation	Funds Expended (Resources)
<p>The overall impact of this initiative against the improvement measures has not been possible to establish, as resources were redirected to alternative activities required during the COVID-19 pandemic.</p> <p>As a direct result of the pandemic, the Assessment for Complex Learners, Passport trial was put on hold by CESE until 2021.</p> <p>Resources were redirected to enable the implementation of alternative actions, particularly to support the delivery of alternative and remote teaching and learning activities.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$155379.00) • English language proficiency (\$11398.00)

Process 2: Implement stage specific scope and sequence across the junior, middle and senior school teams, using instructional collaboration.

Evaluation	Funds Expended (Resources)
<p>Overall impact of initiatives against the improvement measures was not been possible to ascertain due to the effects of the COVID-19 pandemic, particularly during the off-site remote learning period and towards the end of Term 3, as families sought exemptions from attendance for children at risk.</p> <p>Resources were redirected to enable the implementation of alternative</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$155379.00)

Progress towards achieving improvement measures

actions, particularly to support the delivery of alternative and remote teaching and learning activities.

Process 3: Embed a collegial, evaluative feedback approach that supports teachers to improve their professional knowledge, practice, and the learning and support outcomes of students.

Evaluation

Funds Expended (Resources)

Our progress towards establishing a collegiate, evaluative feedback approach that supports teachers to improve their professional knowledge and practice, has been successful. Ongoing support will be required to ensure this practice is embedded into the school's culture.

To ensure a culture of collegiality and evaluative feedback is embedded, ongoing professional learning and support will be a key factor to assist with the consolidating process. Therefore, this initiative will be rolled over and incorporated as part of the 2021-24 School Improvement Plan's strategic directions, to be further implemented, extended and consolidated over the next 4 years.

The funding expended reflects the overall resources that the identified initiative was funded from in-part.

Funding Sources:

- Professional learning (\$20950.00)

Next Steps

For 2021 plans are in place to:

- resume the trial for the Assessment for Complex Learners, Passport initiative conducted by CESE.
- develop a school specific professional development plan framework for teachers and SASS staff.
- consolidate the learning from the strategic support project around professional development plans.



John showing one of his learning activities that made up part of his morning off-site remote learning program.

Strategic Direction 3

Effective communication & connections

Purpose

To grow a staff and parent/agency collaborative culture, where learning, communication, and experimentation become part of the school's daily routine so that our student's attendance and behaviour levels improve, and their social and independence skills grow across all settings.

Improvement Measures

Increased student attendance, from the start of the 2017 school year baseline.

Decreased student behaviour incidences, from the start of the 2017 school year baseline.

Increased parent/carer confidence in the quality of teaching and learning programs that Les Powell School delivers.

Overall summary of progress

Due to the COVID-19 pandemic, our anticipated planned initiatives were delayed or replaced by identified activities necessary to meet the needs of the "new norms" during the pandemic period.

What we did

For the 2020 year, the following activities were actioned:

- Developed a Middle School vignette using the IMovie platform to showcase to new parents/carers, the teaching and learning activities that students access on-site. The vignette was shown to parents who's children were transitioning to our Year 7, in place of the usual orientation that includes a tour of the school.
- Provided each family with a thumb-drive IMovie copy of the end of year awards assembly, as the COVID-19 restrictions did not permit visitors on-site or for large groups such as assemblies to take place. The IMovie platform, allowed each team's item and award presentations to be pre-recorded and actioned in smaller groupings.
- An artifacts folder was created to evidence the remote learning programs delivered that students accessed when learning off-site. The folder included a hard-copy of all the learning programs as a historical record of the period, as well as a collection of photographs of students taken by their families and forwarded to their teachers, demonstrating students engaging daily with their remote learning.

Impact

- The transition to Year 7 video vignette provided a more authentic understanding for parents about our programs. Parents were able to see in action, programs such as our Community Access, Morning Circle and Water Sports that are not able to be seen during a typical orientation.
- Pre-recordings of activities to include in a whole school IMovie assembly, enabled students to participate in a comfortable setting and be given additional time to enjoy each activity.
- The remote learning artifact's folder evidences how as a school, this difficult and historical period enabled an increase to the collaborative culture, where learning, communication, and experimentation became part of the school's daily routine so that our student's skills where able to be maintained across all settings.

Progress towards achieving improvement measures

Process 1: Embed a whole school approach to Positive Behaviour for Learning with clear, realistic and transparent behaviour expectations that promote a positive teaching and learning school culture.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

The overall impact of this initiative against the improvement measures has not been possible to establish, as resources were redirected to alternative activities required during the COVID-19 pandemic.

However, photo artifacts and student engagement with school initiated online platforms, did indicate that students on a whole remained engaged with their learning when at home.

As a result of the ongoing risk to students' health, from Term 2 through to the end of the year, a number of families sought exemptions from attendance for their children.

Funding Sources:

- Socio-economic background (\$155379.00)

Process 2: Embed a teacher, parent/carer and agency collaborative approach to planning student goals that are meaningful, realistic, achievable and high impact.

Evaluation

Funds Expended (Resources)

Whilst the initial activities intended to action the improvement measures were not able to be implemented due to the effects of the COVID-19 pandemic, the alternative activities put in place did impact positively against the improvement measures.

Funding Sources:

- Socio-economic background (\$155379.00)

Resources were redirected to enable actioning of alternative activities, or resources to deliver alternative / remote teaching and learning activities.

Next Steps

For 2021 plans are in place to:

- create video vignettes to showcase the teaching and learning programs provided by our 3 stage teams, for parents/carers to view at their child's IEP planning meeting in Term 1 and at reviews.
- provide opportunities for staff to collaborate in reviewing the Positive Behaviour for Learning (PBL) framework, with a view of refreshing its implementation at Les Powell School.
- provide opportunities for staff to collaborate in reviewing the existing school risk assessment framework.
- provide opportunities for staff to collaborate in reviewing the existing school health care framework.
- provide staff with ongoing professional learning in these areas in order to support their understanding and develop contextual wellbeing practices.
- provide opportunities for staff to collaborate in the establishment of a sustainable transition from school framework, that fosters strong collaborative planning for student between staff, parents and service providers.



Laura proudly shows off her prize, awarded for being the Junior School most engaged student during the off-site remote learning period.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$1,520.00	Extended the transition to Year 7 Kari Foundation Award to include all students who have an Aboriginal Torres Strait Islander cultural background. Each student was presented with an educational pack, inclusive of a School Encouragement Award at the end of the year award's assembly.
Quality Teaching, Successful Students (QTSS)	\$16,955.00	<p>A "laundry program" was funded to provide students with further opportunities to generalise leadership skills, practice their independence and work towards their life skills outcomes.</p> <p>An alternative Graduation Day was funded. The program replaced the usual evening graduation formal dinner, that has previously been provided to Year 12 students and their families only.</p>
Socio-economic background	\$155379.00	<p>The "laundry program" and the alternative Graduation Day activities were also funded in part using QTSS.</p> <p>Teacher release was provided to enable all students being mapped against the SWANS tool.</p> <p>Release was funded to enable the 3 Assistant Principals undertake instructional leader roles.</p> <p>Teacher release, equipment, online platforms, materials, printing and other necessary stationary was provided to implement remote teaching and learning activities..</p> <p>Additional school learning and support officer positions were provided in Term 1, Term 3 and Term 4. The additional support positions were allocated to each stage, where high levels of difficult student behaviour, health care, re-positioning and/or dietary adjustments were required.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	46	45	45	46
Girls	30	30	31	29

This year, we had a total of 75 students consistently enrolled across the year. Seven senior students graduated from Year 12 and transitioned to post school options at the end of Term 4. Eight students were identified by the Regional Placement Panel to transition into our Year 7 2021 cohort, replacing the vacancies provided by the Year 12 cohort that graduated in Term 4 of 2020. Throughout the year, as families moved away from the school's drawing area, we had 6 new students transition across the Junior and Middle School Teams. Based on our 12 classes' total factor of need, our school was at full capacity throughout the year.

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.

At Les Powell School, attendance remained stable across Term 1 and we continued to support student attendance at school until the last week of Term 1.

As with students across the state, Les Powell School students remained at home for the first part of Term 2, accessing their learning using a range of soft and hard-copy resources, including a range of software platforms.

From 11 May students commenced their transition to full time "on-site" learning.

Due to the number of COVID-19 cases identified in the community and nearby suburbs, a number of families sought exemptions for their children to stay at home for the remainder of Term 2 and Term 3. All Term 2 applications for exemptions were endorsed to support families' concern regarding their child's low immunity and specific health needs, that the virus posed a higher risk to than most.

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.

Post school destinations

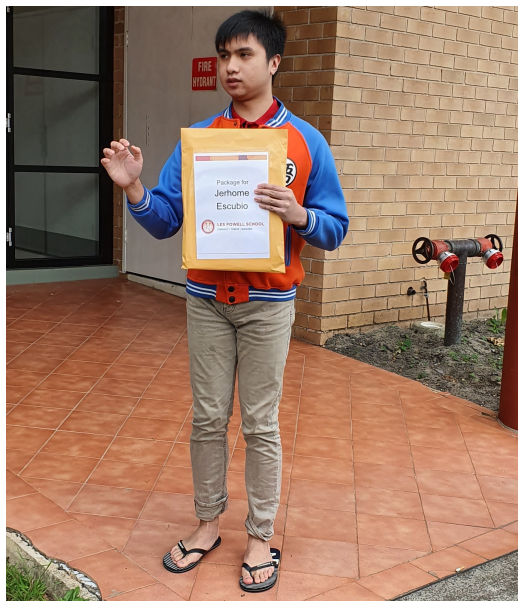
Our 7 senior students who completed their education at Les Powell School, transitioned to community programs funded through their National Disability Insurance Scheme support package.

Year 12 students undertaking vocational or trade training

One of our Year 12 graduates, transitioned to a supported employment position working with Afford Industries.

Year 12 students attaining HSC or equivalent vocational education qualification

Our Year 12 students access Stage 6 Life Skills courses that are Board Developed, and study them to meet the requirements for the High School Certificate (HSC) award.



We are proud of Jerhome Escubio who gained employment at the end of 2020, after completing his HSC Life Skills program.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	10.35
Teacher Librarian	0.4
School Administration and Support Staff	14.82

*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.

At Les Powell School, staff participated in a number of professional learning activities designed to build their capacity in support of the key priorities outlined in the School Plan. Staff were required to align any professional learning requests with their professional learning plans.

Throughout 2020, staff accessed professional learning that built their capacity as early career teachers to aspiring and current school leaders. A strong focus to the professional learning direction was to enhance teacher capacity in the use

of technology and applications used to provide students with engaging and needs appropriate remote learning programs.

Aligned with the school plan's strategic directions, the department's compliance training requirements and each staff's professional development plans, all staff were supported in accessing a range of capacity building opportunities across the year, consisting of the following:

- ICT staff Workshop in Word, Publisher, SMART Notebook, Instagram and Google Classroom software sessions catering for beginners through to experienced operators
- What Works Best in Practice, CESE
- What Works Best 2020 update, CESE
- What Works Best toolkit, CESE
- Student Wellbeing, CESE
- Team teaching opportunities
- Observation lessons provided by school instructional leaders
- Effective leadership, CESE
- Co-design professional learning program in partnership with Toni Robinson, Teacher Quality Advisor and Elizabeth Papayiannis, Curriculum Advisor (School Services)
- Leading at Speed of Trust Online Program
- Agile School Leadership Online Program
- 6 Successful Strategies for Teaching the Australian Curriculum to Students with Intellectual Disability Online Program
- Assessment for Complex Learners Trial
- Uplifting Leadership, Jossey-Bass
- Reduce Change to Increase Improvement, Viviane Robinson
- Visible Learning for Teachers, John Hattie
- Strengthening school and system capacity to implement effective interventions to support student behaviour and wellbeing in NSW public schools: An evidence review, Learning and Wellbeing Directorate
- Anaphylaxis e-learning
- Anti-Racism Contact Officer Training
- AUSTSWIM Teacher of Swimming and Water Safety Certificate for NSW Teachers
- Child Protection
- Corruption Prevention for Public Schools e-learning
- Disability Standards
- Duty of Care to Students
- Cardio Pulmonary Resuscitation
- Health Care Procedures Certification/Re-certifications
- Code of Conduct
- SASS Conference
- PDP Framework - Year long co-designed project with Student Services Regional Team



Members of the Leadership Team meet with Advisors from the Teaching Quality and Impact Directorate, to plan for teacher accreditation professional learning.

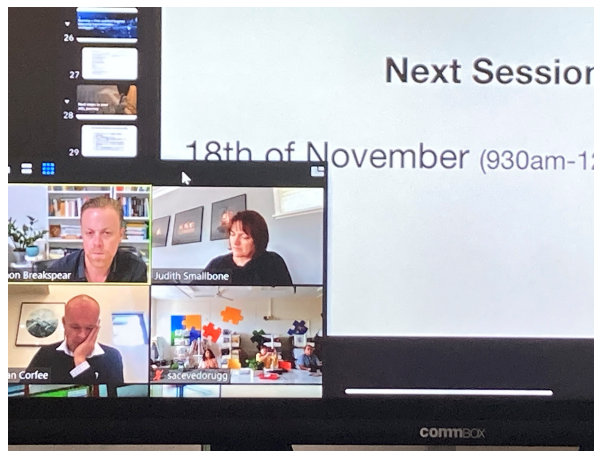
Financial information

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	516,690
Revenue	3,713,698
Appropriation	3,700,183
Grants and contributions	12,605
Investment income	910
Expenses	-3,361,104
Employee related	-2,992,574
Operating expenses	-368,529
Surplus / deficit for the year	352,594
Closing Balance	869,284

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.



A screen shot of staff engaging remotely with other schools and Dr Simon Breakspeare, during one of the Agile Leadership sessions.

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	2,026
Equity Total	168,298
Equity - Aboriginal	1,520
Equity - Socio-economic	155,379
Equity - Language	11,398
Equity - Disability	0
Base Total	3,054,978
Base - Per Capita	38,615
Base - Location	0
Base - Other	3,016,362
Other Total	427,897
Grand Total	3,653,199

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.

Parent/caregiver, student, teacher satisfaction

We continue to encourage our parents/carers and staff to take the opportunity to feedback electronically using our school's 'School Stream' App. Along with the communication book that every student is provided with, we are proud of the collaboration and communication that takes place between staff and our student's families.

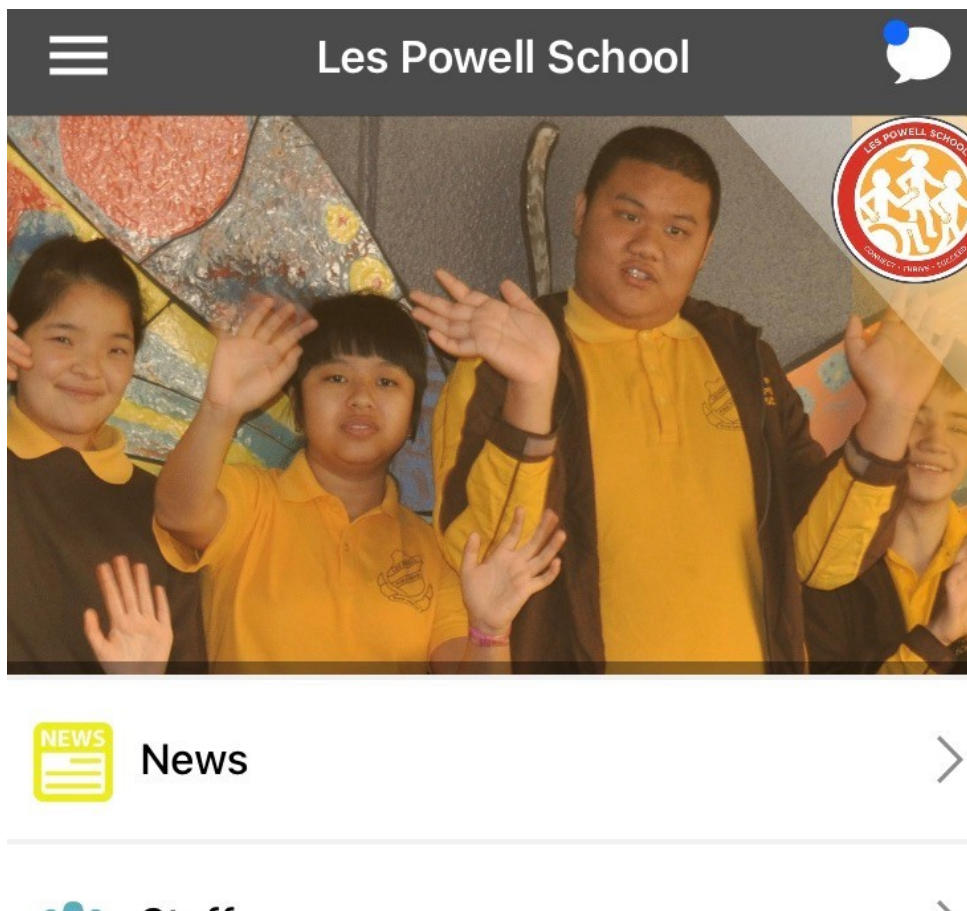
Parents/carers are consistently using the school App to communicate with the Leadership Team by responding to the electronic newsletter articles, stories and advice. Families are now further engaging with the App to advise the school on their child's absences.

Staffs' feedback on the 2020 People Matter Survey indicate our school's operation to be at a higher rate than the local sector and cluster for:

- job satisfaction
- wellbeing, health and safety
- senior manager
- communication and change management
- role clarity and support
- feedback and performance management
- learning and development
- risk and innovation
- grievance processes

The 2 areas we rate lower than the local sector or cluster will be included in the 2021-24 as targets for improvement. The 2 areas include:

- teamwork and collaboration
- employee engagement



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.

Les Powell School has a rich multicultural representation from both students and staff that represent 26 cultural groups. The school promotes acceptance of Australia's cultural, linguistic and religious diversity through communication with parents and community members from all cultural backgrounds, encouraging their participation in their children's individual learning programs and at special celebrations.



Staff and students proudly deliver Acknowledgement of Country for the end of the year's virtual assembly.