

# Menai Public School Annual Report



2018



2520

## Introduction

The Annual Report for **2018** is provided to the community of Menai 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.

Kate Drury

Principal

### School contact details

Menai Public School

4R Hall Drive

Menai, 2234

[www.menai-p.schools.nsw.edu.au](http://www.menai-p.schools.nsw.edu.au)

[menai-p.school@det.nsw.edu.au](mailto:menai-p.school@det.nsw.edu.au)

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### Message from the Principal

In welcoming you to the Annual School Report for 2018, I would like to take the opportunity to say I am the proud principal of Menai Public School. Our school is known for the close-knit, collaborative nature of our staff, students and parent body, learning and growing together to nurture a cohesion which is increasingly evident through our genuine identification as members of the Menai Public School community .

Our highly dedicated and hardworking **staff** continually give their best, going beyond the realms of the classroom to contribute to the whole school and wider Menai community. Their ongoing care and concern, passion for education, commitment to improvement, perseverance, enthusiasm, and collective sense of humour is both admirable and humbling and the essence of what makes Menai Public School the special place it is.

I thank the **students** of our school, who have embraced change and taken an active role in leading the task of being nurturing, through showing their care for the wellbeing of others and their learning environment in accord with our C.A.R.E.S values. I especially thank our leadership team; from our SRC, to House Captains and School Captains. These students have shown that leadership is an important quality to have, to model and to use in supporting others around us. In particular, I would like to congratulate our Year 6 students of 2018 who built their capacity to become more compassionate, caring and responsible youth, ready for their transition to High School.

And last, but not least, the school **community**. We have enjoyed the privilege of a strong and supportive P & C, and a number of very helpful parents supporting students in classrooms, the canteen and uniform shop, banking, book club and fundraising activities. Our school would not have all the resources it has without the endeavours of these community members. This year their valuable support has enabled the installation a new school sign, colourful playground markings and a welcome to country sign. The partnership we share as a school community empowers our growing successes, upon which we plan to build in our vision of continuous improvement and school excellence.

## School background

### School vision statement

At Menai Public School we are committed to the building of educational aspiration and ongoing performance improvement throughout the school community. Effective partnerships in learning means students are motivated to deliver their best and continually improve. A strategic and planned approach to developing whole school wellbeing processes supports all students so they can connect, succeed, thrive and learn. Positive, respectful relationships are evident and widespread among students, staff, parents and carers and ensure optimum conditions for student learning across the whole school.

### School context

Menai Public School is a wonderful, inclusive environment where every student is encouraged to learn and grow in a beautiful bushland setting. The school thrives on a culture of kindness and caring, underpinned by our C.A.R.E.S values of Cooperate, Achieve, Respect, Encourage and Safe. Whole school wellbeing processes support the wellbeing of all students so they can connect, succeed thrive and learn. Dedicated and caring staff deliver positive, differentiated learning experiences with a strong focus in all teaching and learning programs to build students' literacy and numeracy skills. The entire school community strives towards aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. Menai Public School works cohesively with local primary and secondary schools through the Community of Schools Between the Rivers (COSBTR) and enjoys wonderful partnerships with local preschools to support our Kindergarten transition program. Menai Public School proudly embraces the motto *Together We Learn and Grow* and welcomes you to join us at our little school where every child is know, valued and cared for.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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 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.

In the **Learning** domain, evaluation evidence determines that the school is Sustaining and Growing across four of the six elements and Delivering in the remaining two elements. Strengths in the school are evident in the ongoing development of positive, respectful relationships among students, caring for students and differentiating for individual student achievement. Transition programs are recognised as highly collaborative and supportive for students at various transition points.

At Menai Public School there is a strong focus on wellbeing. Our Positive Behaviour for Learning (PBL), peer support and C.A.R.E.S values system demonstrate the school consistently implements a whole school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning program. There is a school-wide commitment to strengthen and deliver on school learning priorities in order to ensure student learning and success. The area of student engagement is one where we are continually striving to enhance and improve. Differentiating the curriculum remained a focus with teachers ensuring that teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative delivery mechanisms such as Project Based Learning. We have identified the need for consistent, school-wide, explicit processes to collect, analyse and report on student performance and to inform future teaching focuses and practices. Assessment data is used to monitor achievements and gaps in student learning and inform planning for improvement of student outcomes but improvements to how we do this will be a focus moving forward. Teachers work in collaboration with the Learning Support Team to ensure that well-developed policies and practices identify, address and monitor student learning needs.

In the **Teaching** domain, evidence across K – 6 indicates the school is Sustaining and Growing and significant advances have been made in extending best practice across all stage teams in the last year. Significant strengths are evident in Professional Standards and Learning and Development. There is clear evidence that staff are more committed to their own professional improvement and to the development of colleagues across a range of roles. Coaching and mentoring is evident in both formal and informal collaborative practices.

Menai Public School staff are highly motivated and promote a culture of collaboration, innovation and evidence-based decision making. They regularly review their practice to sustain quality teaching practice. This year teachers have continued to provide and receive planned constructive feedback from peers and school leaders during our Quality

Teaching Successful Students (QTSS) program where collaborative practices in mentoring, peer observations and feedback allowed teachers to learn from one another and improve teaching practice. Amongst staff there is a focus on improving teaching methods particularly in Literacy and Numeracy, with professional learning activities focussed on building teacher expertise. Teachers at Menai Public School are actively engaged in planning their own professional learning and undertaking professional learning that will align with the school plan. This year focus areas have been training in Trauma-informed practice, Spelling and Phonics and the professional development and mentoring of both permanent and temporary beginning teachers. Menai Public School teachers are committed to working beyond their classrooms to contribute to broader school programs such as sports, music, dance and student leadership.

In the **Leadership** domain, the school is Sustaining and Growing across all elements. There are significant strengths in instructional leadership and school systems and processes that promote and sustain a culture of high expectations. The school plan is at the centre of school decision making and most staff understand the role they play in helping to address school priorities.

At Menai Public School we have strong bonds with the parents and wider community with practices and processes which are responsive to school community feedback and promote ongoing improvement. Staff are committed to developing and achieving the strategic directions reflected in the school plan. Clear process, timelines and milestones direct activity towards the effective implementation of the plan. All teachers take great pride in participating in collaborative feedback and reflection to promote learning and innovation. Teachers are continually looking to make improvements that directly influence improved student learning outcomes. Our school resources are used strategically to achieve improved student outcomes.

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/sef-evidence-guide>

## Strategic Direction 1

### Together We Learn

#### Purpose

To provide a whole school approach to the delivery of quality learning experiences that are focussed and differentiated thereby enabling students to develop strong identities as self-directed learners. Quality learning experiences, along with positive, respectful and caring relationships, will contribute to an aspirational learning culture which will support the cognitive, emotional, social and physical wellbeing of all students.

At Menai Public School we want every student to reach their potential, and to master the foundation literacy and numeracy skills, as well as the personal and social capabilities, required for lifelong learning. Furthermore, all students are given the opportunity, through differentiated learning to extend their skills to their maximum potential. Our purpose is to support our students to grow to love learning, become lifelong learners, be confident, generous and be capable of facing the future with resilience and optimism.

#### Overall summary of progress

All staff participated in a rigorous year of professional learning around our target areas of Spelling, Formative Assessment and Wellbeing.

1. Spelling: We introduced the Spelling Mastery program to all students in Years 1 – 6 and set about facilitating its smooth running and examining how we would measure the impact of the program on spelling achievement. Termly data rounds were incorporated in to our school-based professional learning schedule and this enabled staff to share work samples and collaboratively annotate them to gauge student achievement.

2. Formative Assessment: Staff participated in a semester-long school-based series of professional learning sessions examining Dylan Williams' work on Formative Assessment. Mini-projects were undertaken with students, enabling teachers to engage with the questions "What does the data we are collecting inform?" and "What is the data we are collecting used for?"

3. Wellbeing: Staff began to engage with the Wellbeing Framework as a means to guiding our collective practices around student and staff wellbeing. As the year progressed, we decided our needs were better served re-visiting previous work done with the PBL (Positive Behaviour for Learning) program and the school engaged the services of the on-site PBL AP. Together, staff developed an action plan aligned to the Wellbeing Framework and adjusted it across the year in line with student needs.

#### Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years)  | Funds Expended (Resources)   | Progress achieved this year   |
|---|--|---|
| <p>Innovative teaching strategies increasingly evident through programs, observations and student feedback.</p> <p>Teaching and learning programs increasingly expected student progression in knowledge, understanding and skill and the assessments that measure them.</p> <p>Surveys and focus groups show there is school-wide, collective responsibility for student learning and success, which is shared by parents, carers and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents and carers.</p> | <p>Student data from spelling frequent spelling assessments and writing work samples.</p> <p>WALT and WILF posters, Dylan Wiliam package-work shop 7</p> | <p>2019 groups formed with some changes to how we run the early-years program to incorporate staff from Kindergarten and accommodate the learning needs of the students who did not make the necessary learning milestones from participation in the program in 2018. The whole staff are committed to using the program again in 2019 in order to more accurately assess the impact on students (tracked over time) as well as giving time for new teaching methods to be embedded in every day practice.</p> <p>What is our evidence? How can we improve on the quality of evidence collected moving forward? Are there any gaps in the data collected that we can arrest through improving our evidence collection methods/sources?</p> <p><i>Wellbeing Self Assessment Tool Student surveys – to be undertaken in 2019</i></p> <p>TTFM data analysed and reflected on. Feedback</p> |

## Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)             | Funds Expended<br>(Resources) | Progress achieved this year |
|---|-------------------------------|-----------------------------|
| Surveys show improved levels of student wellbeing and engagement. |                               | and post survey analysis.   |

## Next Steps

In 2019, we will look to the following action points to continue our progress towards achieving the goals of our School Plan:

1. Spelling: In consultation with our professional learning around assessment, we will endeavour to alter how we run the groups across the school, taking into account the needs of those students who have not achieved baseline levels on the program; engage the services of a literacy coordinator to assist us in the construction of a data wall to track our assessment data and student progress in spelling according to continuum statements.
2. Formative Assessment: Engage with CESE publications, School Services and ACER tools to broaden our practice around assessment to focus more deeply on the Learning elements of: *Reporting* and *Student performance measures*; and the Teaching element of: *Data skills and Use*.
3. Wellbeing: Communicate our expectations for behaviour to the community and bringing them in to our intervention processes earlier; engage a new chaplain for 2019; continue engaging deeply with PBL; make a concerted effort to refine and make explicit with the community our expectations around behaviour, uniform, attendance and payments; undertake a whole-school Wellbeing Self-Assessment; continue to work with the School Services team in order to address student wellbeing needs; appoint a Learning Support Coordinator to drive Wellbeing across the school in a more formalised manner; engage with the GOT IT program to involve the community in mental health opportunities, services and connections.

## Strategic Direction 2

Together We Grow

### Purpose

Passionate and skilled teachers inspire lifelong learning. Our purpose is to create and maintain a stimulating and engaging professional environment for educators, supported by a positive collaborative culture that develops skilled and high performing teachers. Within this, we are particularly focused on the teaching of Literacy and Numeracy skills across all learning areas.

We value academic achievement and will maintain our commitment to providing opportunities for all students to maximize their potential through excellence in teaching and learning. Menai PS has an expectation of achievement for all. We will build strong foundations in the pursuit of success by continually reviewing and strengthening the quality of teaching and learning through engagement with current pedagogy. At Menai PS we know that a quality education depends on great teaching and the nurturing of all staff.

### Overall summary of progress

All staff participated in a rigorous year of professional learning around our target areas of Research Informed pedagogy, Collaborative practice and Evaluative practice. The main opportunity for us to do this centred around the Learning Progressions and unpacking the new content, format and opportunities for use.

Staff re-visited Quality Teaching through a series of school-based professional learning sessions and engage collaboratively in reflecting on their current classroom practice and completing a number of 'mini tasks' to bring back and discuss with their peers. Classroom observations were undertaken enabling staff to engage in professional dialogue around research-informed quality teaching strategies in practice.

### Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years)   | Funds Expended (Resources)  | Progress achieved this year   |
|--|---|---|
| <ul style="list-style-type: none"><li>• Progression against the School Excellence Framework descriptors of excellence in the Effective Classroom Practice and Data Skills and Use elements.</li><li>• Programs and observations show an increased use of evidence-informed pedagogy by all teachers.</li><li>• Internal and external measures in Literacy and numeracy show increasing student growth.</li></ul> | <p>In-school professional learning around effective instruction in formative assessment and utilising data gleaned as a result of visible learning practices.</p> <p>Engagement with CESE documents and online learning around evaluative practice.</p> <p>QTSS allocation utilised to enable staff to undertake peer observations and collaborate effectively.</p> | <p>CESE Best Practice document</p> <p>PDPs linked to school plan and regularly discussed in regards to meeting the needs of staff and students</p> <p>Staff meeting minutes document regular and collaborative data-driven discourse around student growth and/or achievement</p> <p>Have we planned to give our community time to engage with the learning progressions as a means of engaging them further in student learning?</p> |

### Next Steps

Approximately half of the intended milestones for this Strategic Direction were pushed in to 2019 as it became apparent for the need for staff to have more time to engage with the content, ideas and goals linked to Strategic Direction 1 before jumping in to more complex learning attached to Strategic Direction 2. All staff agree that, given the small school context, we would prefer to engage with things deeply and to their conclusion than jump from one focus to the next. As all school-based PL is done collaboratively and from a whole-school perspective, there is not the opportunity, nor the desire, to break up into committees/working parties to complete different aspects of the plan. As such, the commitment is there to pursue the untouched milestones in 2019 and 2020.

| Key Initiatives   | Resources (annual)   | Impact achieved this year   |
|---|--|---|
| <b>Aboriginal background loading</b>                          | \$9016 Flexible funding<br><br>Sharlene McKenzie – 3<br>Bridges liaison<br><br>Menai High School LST<br><br>Kirrawee High School LST | Teaches provided explicit and targeted support for identified ATSI students.<br><br>All transitioning students engaged with their destination high schools; any needs (financial, emotional, academic) were communicated to the LST at the respective high schools. Parents/carers informed of significant dates (orientation days etc...) and supported to ensure their child attends. |
| <b>English language proficiency</b>                           |  | NAPLAN, PLAN and EAL/D data utilised to form a summative assessment of student progress and LaST impact. Student achievement as been accurately reported to parents and ongoing needs noted for 2019 teacher and LaST information.  |
| <b>Low level adjustment for disability</b>                    | \$32,015 Staffing<br><br>\$14,162 Flexible funding   | All students requiring adjustments and accommodations continued to be catered for within the school and tracked by the Learning Support Team.   |
| <b>Quality Teaching, Successful Students (QTSS)</b>           | Staffing resource allocation<br>0.151  | A part time curriculum leader supported teachers K–6 in the delivery of curriculum.   |
| <b>Socio–economic background</b>                              | \$34,418 Flexible funding  | Three Student Learning and Support Officers were employed across varying days and across all grades to ensure support for all students in accessing the curriculum.   |
| <b>Support for beginning teachers</b>                         | \$14,084   | All beginning teachers received additional support through additional RFF and teacher mentors.  |
| <b>Targeted student support for refugees and new arrivals</b> |  |   |



## Student information

### Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2015       | 2016 | 2017 | 2018 |
| Boys     | 57         | 47   | 40   | 43   |
| Girls    | 52         | 52   | 46   | 61   |

### Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2015 | 2016 | 2017 | 2018 |
| K         | 92.9 | 94.8 | 97.5 | 95.7 |
| 1         | 95.3 | 91.7 | 92.2 | 90.1 |
| 2         | 94.7 | 86.7 | 92.9 | 88   |
| 3         | 93.2 | 91.7 | 91.5 | 87.7 |
| 4         | 91.1 | 92   | 95.9 | 91.2 |
| 5         | 92.9 | 90.8 | 93   | 94.8 |
| 6         | 92   | 92.6 | 94.7 | 93.2 |
| All Years | 93.1 | 91.7 | 94.2 | 92.1 |
| State DoE |      |      |      |      |
| Year      | 2015 | 2016 | 2017 | 2018 |
| K         | 94.4 | 94.4 | 94.4 | 93.8 |
| 1         | 93.8 | 93.9 | 93.8 | 93.4 |
| 2         | 94   | 94.1 | 94   | 93.5 |
| 3         | 94.1 | 94.2 | 94.1 | 93.6 |
| 4         | 94   | 93.9 | 93.9 | 93.4 |
| 5         | 94   | 93.9 | 93.8 | 93.2 |
| 6         | 93.5 | 93.4 | 93.3 | 92.5 |
| All Years | 94   | 94   | 93.9 | 93.4 |

### Management of non-attendance

Menai Public School is proactive in managing student non-attendance with clear and consistent reporting practices existing between home and school.

Menai Public School consistently observes and applies all policy requirements. All attendance is monitored and tracked by the principal, in conjunction with the Learning Support Team. Systems and processes ensure student attendance meets policy requirements. If issues arise then parents are contacted and processes instigated to address attendance issues.

Data indicates attendance levels at Menai Public School have remained consistent.

## Workforce information

### Workforce composition

| Position                                | FTE* |
|---|------|
| Principal(s)                            | 1    |
| Classroom Teacher(s)                    | 3.49 |
| Teacher of Reading Recovery             | 0.32 |
| Learning and Support Teacher(s)         | 0.3  |
| Teacher Librarian                       | 0.2  |
| School Counsellor                       | 1    |
| School Administration and Support Staff | 1.61 |

\*Full Time Equivalent

No staff at Menai Public School identify as Aboriginal.

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

### Teacher qualifications

| Qualifications                  | % of staff |
|---------------------------------|------------|
| Undergraduate degree or diploma | 100        |
| Postgraduate degree             | 2          |

### Professional learning and teacher accreditation

Menai Public School teaching staff participated in a range of professional learning opportunities aligned to the school's strategic directions. Professional Learning was focused around Curriculum and Pedagogy, Data, Assessment and Reporting and Well being. In addition, further professional learning was provided for Early Career Teachers and aspiring Executive. One teacher was accredited and all staff maintained accreditation as required by NESA.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

|                                       | 2018 <b>Actual</b> (\$) |
|---------------------------------------|-------------------------|
| <b>Opening Balance</b>                | 549,873                 |
| <b>Revenue</b>                        | 1,120,251               |
| Appropriation                         | 1,038,658               |
| Sale of Goods and Services            | 6,038                   |
| Grants and Contributions              | 71,992                  |
| Gain and Loss                         | 0                       |
| Other Revenue                         | 0                       |
| Investment Income                     | 3,562                   |
| <b>Expenses</b>                       | -1,417,350              |
| Recurrent Expenses                    | -1,417,350              |
| Employee Related                      | -1,136,977              |
| Operating Expenses                    | -280,373                |
| Capital Expenses                      | 0                       |
| Employee Related                      | 0                       |
| Operating Expenses                    | 0                       |
| <b>SURPLUS / DEFICIT FOR THE YEAR</b> | -297,099                |
| <b>Balance Carried Forward</b>        | 252,773                 |

This information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018. Menai Public School's financial management processes and governance structures meet financial policy requirements. Balances carried forward will be used for additional Release from Face to Face and associated staffing on-costs and student resources.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

|                       | 2018 <b>Actual</b> (\$) |
|-----------------------|-------------------------|
| <b>Base Total</b>     | 783,236                 |
| Base Per Capita       | 16,630                  |
| Base Location         | 0                       |
| Other Base            | 766,606                 |
| <b>Equity Total</b>   | 91,522                  |
| Equity Aboriginal     | 9,016                   |
| Equity Socio economic | 34,418                  |
| Equity Language       | 2,692                   |
| Equity Disability     | 45,396                  |
| <b>Targeted Total</b> | 45,791                  |
| <b>Other Total</b>    | 154,590                 |
| <b>Grand Total</b>    | 1,075,139               |

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 full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## 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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

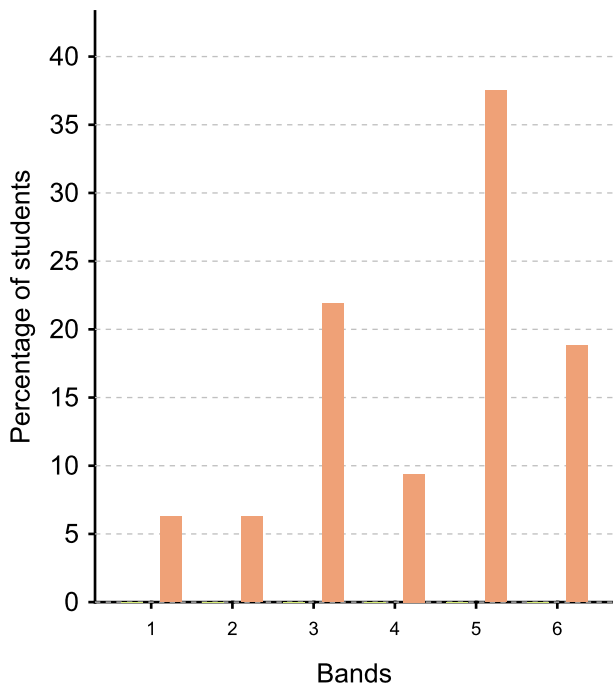
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

The Premier's priority calls for an increase of 8% of student performance in the top two bands in reading and numeracy. The state priority calls for an increase of the proportion of Aboriginal and Torres Strait Islander students in the top two NAPLAN bands for reading and numeracy by 30%.

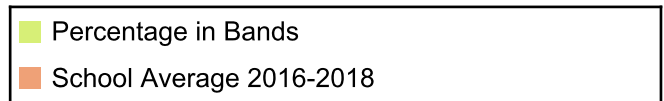
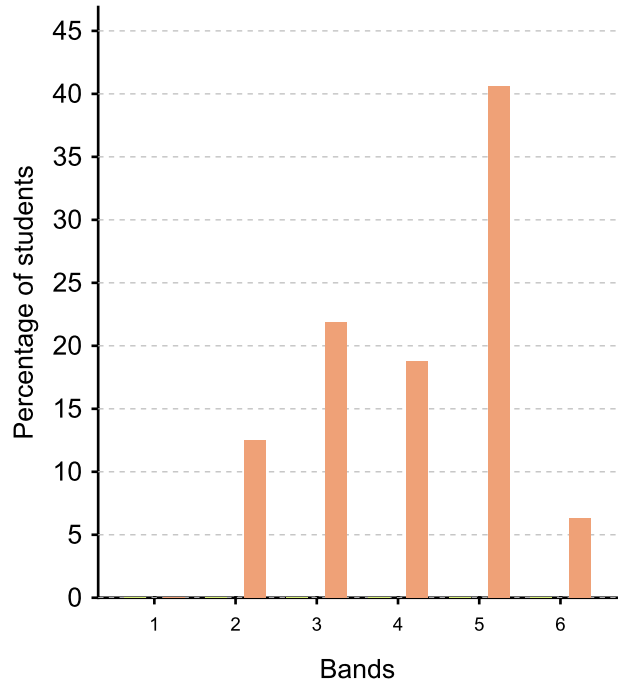
At Menai Public School we are continuing to work

towards these targets as part of our long term plan for school improvement for all students.

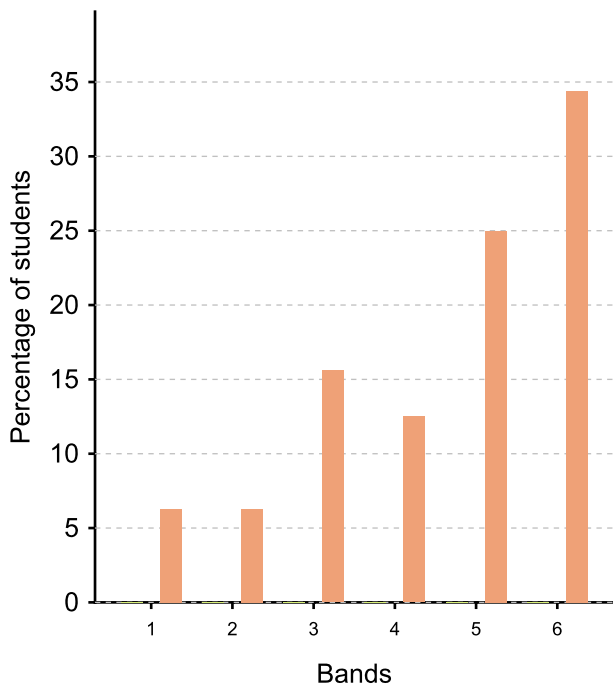
**Percentage in bands:**  
Year 3 Reading



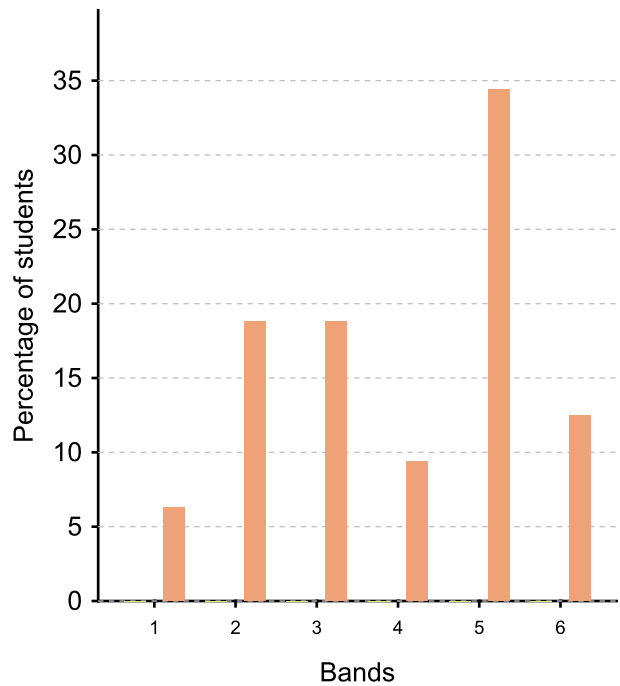
**Percentage in bands:**  
Year 3 Writing



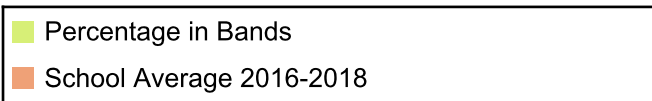
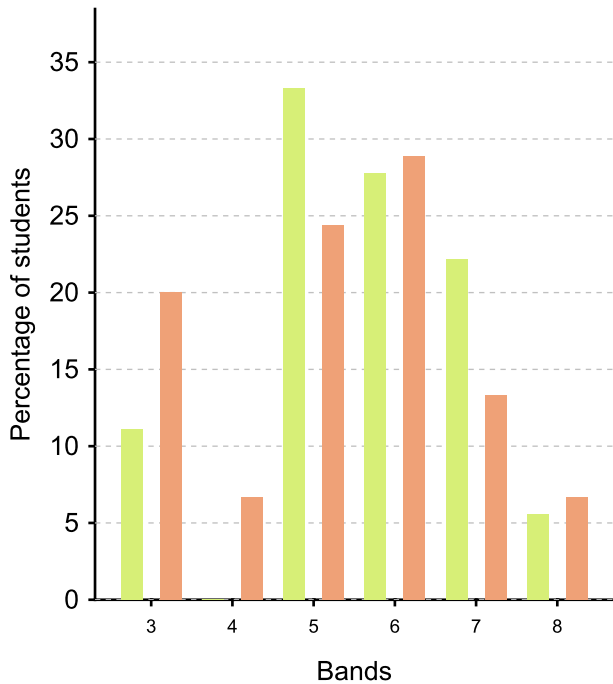
**Percentage in bands:**  
Year 3 Grammar & Punctuation



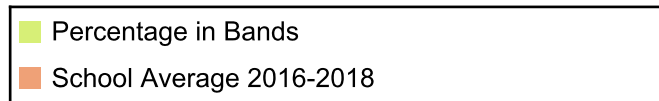
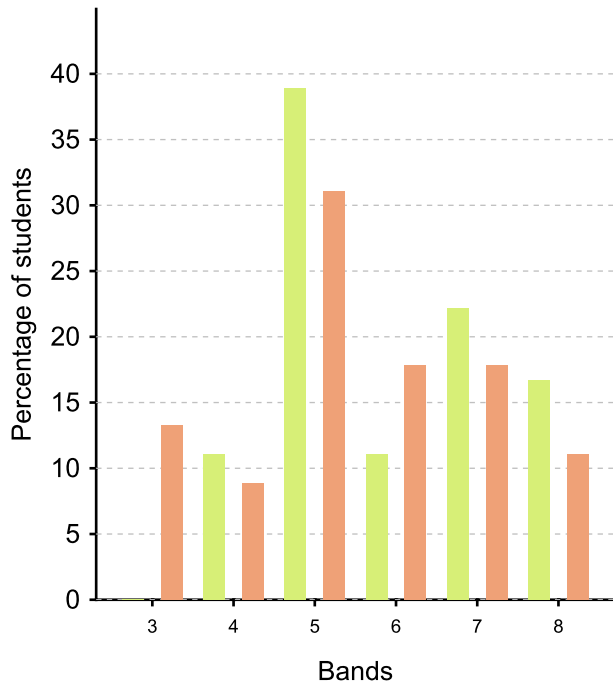
**Percentage in bands:**  
Year 3 Spelling



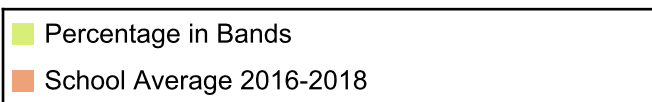
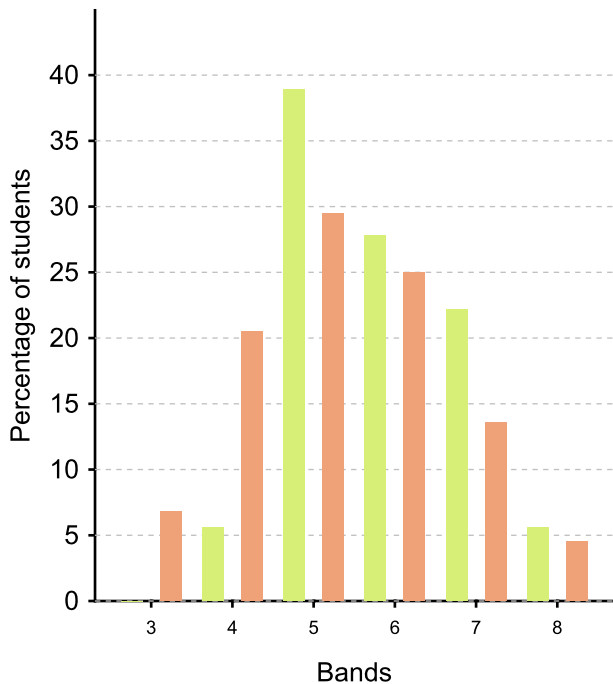
**Percentage in bands:**  
Year 5 Grammar & Punctuation



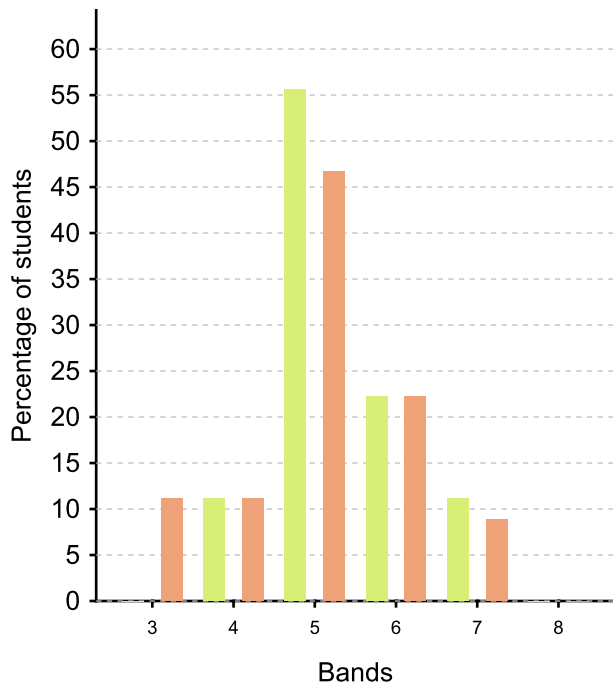
**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:**  
Year 5 Reading



**Percentage in bands:**  
Year 5 Writing

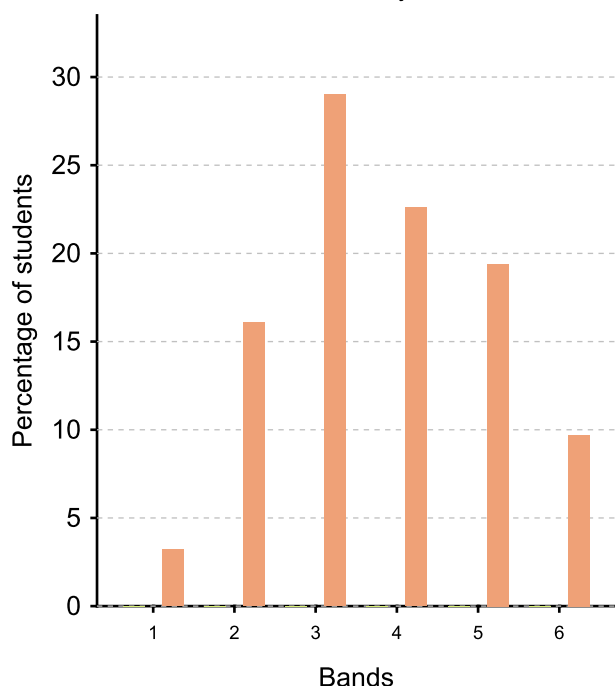


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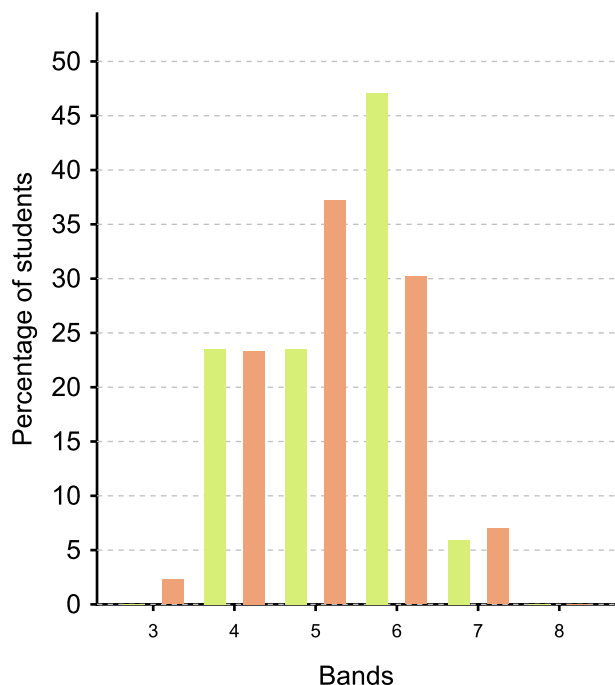
At Menai Public School we are continuing to work

towards these targets as part of our long term plan for school improvement for all students.

**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

The Premier's priority calls for an increase of 8% of student performance in the top two bands in reading and numeracy. The state priority calls for an increase of the proportion of Aboriginal and Torres Strait Islander students in the top two NAPLAN bands for reading and numeracy by 30%.

At Menai Public School we are continuing to work towards these targets as part of our long term plan for school improvement for all students.

## Parent/caregiver, student, teacher satisfaction

### *Perspectives of Students from the 2018 Tell Them From Me survey*

65% of students in this school had a high sense of belonging

88% of students had positive relationships at Menai Public School

90% of students valued school outcomes

88% of students had positive behaviour

82% of students are interested and motivated in their learning

86% of students try hard to succeed in their learning

## Policy requirements

### Aboriginal education

Aboriginal education has continued to be aligned with teaching philosophies and programs at Menai Public School. Staff have knowledge and understanding of the Aboriginal Affairs plan OCHRE (Opportunity, Choice, Healing, Responsibility and Empowerment) and how this can inform the teaching and learning cycle so that all students achieve the outcomes set out for them ensuring staff have the knowledge and confidence to plan effective Individual Education Plans for Aboriginal students in their care. Aboriginal students are supported by strong partnerships between schools, families and communities to increase engagement in education.

\* 100% of Aboriginal students have Individual Education Plans developed and receive additional support

\* Aboriginal perspectives are incorporated in all curriculum areas

\* Students and teachers celebrated the history, culture and achievements of Aboriginal and Torres Strait Islander peoples during NAIDOC Week

\* Increase in staff understanding of Aboriginal culture and history.

## Multicultural and anti-racism education

Menai Public School continues to promote multicultural education through a range of initiatives.

- \* Teachers recognise and respond to the diverse cultural needs of the school community
- \* Students are presented with inclusive teaching practices which recognise and value the backgrounds and cultures of all students. Tolerant attitudes towards different cultures, religions and world views are promoted
- \* Teaching and learning programs support the particular learning needs of targeted students from culturally and linguistically diverse backgrounds
- \* Cross Curriculum Priorities are integrated across Key Learning Areas allowing for the study, celebration, appreciation and understanding of different cultures
- \* Two staff members are currently trained as Anti-Racist Contact Officers. The school is committed to the elimination of racism in our school's curriculum, policies and working environment
- \* Staff increased students' understanding of racism and discrimination and its impact through activities.