

Miranda North Public School Annual Report



2018



4122

Introduction

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

Susan Orlovich

Principal

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Message from the Principal

Miranda North Public School is committed to the pursuit of excellence and the provision of high quality educational opportunities for each and every child. We endeavour to prepare our young people for rewarding lives in an increasingly complex world. I am proud of the achievement of our students in 2018 and the success of the initiatives which contributed to the provision of a safe, nurturing and high-quality environment for our students.

Our school is underpinned by three key elements which promote successful learning and an environment that is highly valued by our students, parents and staff.

Firstly, we have a staff who is committed to fostering a quality teaching environment and work together to ensure that inclusive, evidence-informed practices are embedded, to encourage students to achieve their personal best. In doing so, teachers have committed to their own professional learning and development to ensure that their practices are informed by current research and continuously refined.

Secondly, our commitment to supporting individualised learning underpins the practices of support for students in classrooms and the responsive way that staff personalise the learning for students as they move through their learning progression. Tiered interventions are key features of the support for improved learning throughout the school. Such commitment has allowed for excellent growth in learning across key areas.

Thirdly, our school is committed to developing collaborative and strategic leadership and systems whereby our partnerships with community groups such as the Parents and Citizens and school groups such as the Building Excellence Together Alliance (BETA) enhance the opportunities for our students, parents and staff. Our student leadership opportunities encourage positive student wellbeing and this is evidenced through initiatives such as the school chaplaincy program and student leadership program. In 2018, all staff participated in a professional learning initiative, 4C learning, which has been instrumental in developing a focus on the skills and attributes that are needed to be successful in the 21st century. Focus on Reading professional learning, to support the implementation of the English K-6 syllabus and address the focus of explicit and systematic teaching of literacy and numeracy by employing evidence based practices, was also a key area for teacher development. The professional learning initiatives showed a sustained commitment to quality teaching and the development of collective expertise.

Student learning is underpinned by high quality teaching. Miranda North Public School is characterised by high levels of professionalism and commitment. Lessons and learning opportunities are engaging and teaching strategies are evidence-based. Individually and collaboratively, teachers evaluate the effectiveness of their teaching practices, including sophisticated analysis of student engagement, learning growth and outcomes to plan for the ongoing learning of each student in their care. Teachers take shared responsibility for student improvement and contribute to a transparent learning culture, including through the observation of each other's practices.

At Miranda North Public School, leaders enable a self-sustaining and self-improving community that will continue to support the highest levels of learning. Strong, strategic and effective leadership is recognised throughout the school as the cornerstone of school excellence. The school leaders have a commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success.

Susan Orlovich

Principal

Miranda North Public School

Message from the school community

We started off the year with our 80s trivia night which was a lot of laughs with some fancy 80s outfits worn by the competitors. In April we had probably our busiest day of the year starting with our cross-country carnival where we organised a BBQ, then followed by our Easter raffle and cake stall.

In Term 2 our canteen opened for Friday afternoon snacks. The canteen also organised a number of special food days. We also started "5 cent Fridays" which ran for two terms and later in term 2 we held a Mother's Day Stall and a BBQ at the athletics carnival.

The last half of the year was taken up by our Father's Day Stall and a Loftus Pie Drive, a new event this year called "Chicks at the Flicks", Christmas raffle and our big fundraiser for the year was our Games-a-thon.

It is through the hard work of our organisers, volunteers, parents, friends and students that made it possible to raise over \$30,000.

These funds have gone towards the upgrading of the technology around the school, new home readers, playground boxes for play equipment, books for the library, upgrading of band instruments and other various items that the school requests.

The P&C plays an important role in the progress of the school and in supporting our students. All this activity would not be possible without the countless hours put in by many volunteers. We would like to thank all these volunteers again for their work in helping making Miranda North Public School a better place.

Jo McLauchlain

President

Miranda North Public School Parents and Citizens' Association

Message from the students

It has been an honour to be the school captains at Miranda North Public School in 2018. We have both enjoyed the responsibility and the influence that have come with the role this year.

Earlier this year, we engaged in a leadership opportunity where we identified an area in the school that would benefit from improvement. Collectively we surveyed students and collected data to support the introduction of a buddy bench in our playground. We held a number of fundraisers and are proud to know that we have donated a structure in the school playground to support students to find a friend to play with.

In the middle of the year, we became aware of the impact that the drought was having on students living in rural NSW. Our senior students held a silly sock and cake stall fundraiser for Tullamore Central School and we were incredibly proud to be able to donate \$2000.00 to the central school to assist them in building a wellbeing centre. We learnt much about empathy and acting for others as a result of this experience.

We have enjoyed our time at Miranda North Public School and are proud to continue to build on our new leadership skills as we move to high school.

Muhammad and Brianna

School Captains

Miranda North Public School

School background

School vision statement

Miranda North Public School is committed to providing quality education in a nurturing, innovative learning environment so that all our students can become active, confident participants within our ever-changing, challenging world.

School context

Miranda North Public School is a school of 315 students situated in southern Sydney. The school was established in 1957 and celebrated its 60th anniversary in 2017.

The school has 14 mainstream classes and a gradually increasing enrolment is evident over recent years. 24% of students are from language backgrounds other than English, with the main cultural group being Greek. 2% of students are Aboriginal or Torres Strait Islander.

The school community has high aspirations for its children and the school enjoys strong support through the P&C and parent programs such as Parents as Partners.

The school comprises a mix of beginning teachers and experienced staff who are committed to providing an excellent education for the students in our care. Collaboration between home and school is highly valued.

Miranda North has a wellbeing and support focus with clear expectations for learning and behaviour, identified values and a student wellbeing support program.

The learning and support team is responsive to need and has well established practices and procedures to support student learning and wellbeing. Other significant programs include: Kids Hope, parent tutor programs in reading, and extra curricula activities such as dance, band and public speaking.

Community partnerships exist with local schools and personnel from the University of Sydney. The school is a member of the Building Excellence Together Alliance (BETA) and engages in professional learning and collegial networking across the community of practice.

The school and its community is highly supportive of the 2018–2020 school plan as a means of moving towards excellence in education for its students.

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.

Miranda North Public School is committed to the pursuit of excellence and the provision of high quality educational opportunities for each and every child. We aim to prepare young people for rewarding lives in an increasingly complex world. Our vision is improved performance for every student, every teacher, every leader, every year. The School Excellence Framework is pivotal in supporting our work in the pursuit of excellence by providing a clear description of the key elements of high-quality practice across the three domains of learning, teaching and leading. The Framework describes 14 elements across these three domains which define the core business of excellent schools in three stages. Each year, we assess our practices against the Framework to inform our future school plan and annual report. The description of excellence in the Framework supports our school as we engage our learning community in the demonstration of our shared vision, the processes and practices which realise our strategic priorities, and the ongoing tracking of progress towards them.

The focus is on our students

In our school, every child is known, valued and cared for. We acknowledge that parents want the very best for their children. In our setting this means teachers with a commitment to nurture, guide, inspire and challenge students – to find the joy in learning, to build their skills and understanding, and to make sense of their world. In the early years, it means

having confidence that each individual child will be known and understood, as they join the Miranda North community and their individual potential developed. As our students progress, it means knowing that they are well supported as increasingly self-motivated learners – confident and creative individuals, with the personal resources for future success and wellbeing.

This year we have achieved growth in each of our strategies directions as we embarked on our three year plan:

Successful learning

In our school young people develop foundation skills in literacy and numeracy, strong content knowledge and the ability to learn, adapt and be responsible citizens. The journey to excellence for students at our school begins during the first important weeks of Kindergarten. We recognise that every child brings a different set of experiences, knowledge and skills to school with them, and understanding these is essential to planning their individual learning paths. From the earliest school days and throughout their time at school, the teachers use information about individual students' capabilities and needs to plan for students' learning so as to engage them in rich learning experiences, developing the vital skills for flourishing – now and in future years. By sharing information about learning development, teachers work in partnership with parents as active participants in their children's education. The introduction of three-way interviews, use of explicit learning intentions and success criteria, implementation of Best Start assessment and beginning engagement with the literacy and numeracy learning progressions is evidence of our progress in relation to the Successful Learning strategic direction in 2018.

Quality teaching

At Miranda North, our teachers demonstrate personal responsibility for improving their teaching practice in order to improve student learning. Student learning is underpinned by high quality teaching. Teaching at Miranda North is characterised by high levels of professionalism and commitment. This is evidenced by the high level of engagement in the 4C learning which we commenced with University of Sydney in 2018. Lessons and learning opportunities are engaging and teaching strategies are evidence-based. Individually and collaboratively, teachers evaluate the effectiveness of their teaching practices, including the analysis of student engagement, learning growth and outcomes, to plan for the ongoing learning of each student in their care. Tell Them From Me data is utilised to gauge our impact of student engagement. Teachers take shared responsibility for student improvement and contribute to a transparent learning culture, including through the observation of each other's practices. Mentoring and the PDP process are both evidence of our transparent learning and development culture.

Effective and distributed leading

In our school, school leaders enable a self-sustaining and self-improving community that will continue to support the highest levels of learning as a lasting legacy of their contributions. We recognise that strong, strategic and effective leadership is the cornerstone of school excellence. Excellent leaders have a commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success. Evidence of our impact in relation to effective and distributed leading include the instructional leadership initiative, beginning teacher mentoring and leadership career development initiative. Our students benefit from the school's planned and proactive engagement with parents and the broader community through initiatives such as Parents as Partners, three-way interviews, personalised learning plans and goal setting.

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

Successful Learning

Purpose

To ensure a student-centred learning environment that nurtures, guides, challenges and inspires all students to become skilled, effective, motivated learners. To empower confident, creative individuals who are successful emotionally, physically, socially and academically, contributing to a thriving community and living well.

Overall summary of progress

Connect Thrive Succeed– Wellbeing and Discipline:

Students, staff and community recognise that student wellbeing and engagement are important conditions for learning. Refinements to the student wellbeing procedures have resulted in explicit communication of expectations of behaviour across the school setting. Achievements this year have included the introduction of Social–Emotional Learning (SEL) through PDHPE across K–6 and the refinement of the student wellbeing and discipline guidelines to reflect SEL principles and promote student engagement and self-direction.

Making Learning Visible:

Achievements this year have included the introduction of three way interviews where students had opportunities to give and receive feedback, identify goals and actions for improvement. The Learning Disposition Wheel was introduced throughout K–6 and the parent/carer community, resulting in clarity about what makes an effective learner.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increasing evidence of a whole school approach to explicit teaching reflects the most effective evidence-informed teaching methods to optimise learning progress for all students, across the full range of abilities. Effective methods are increasingly identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.	Funding Source: Low level adjustment for disability–\$23,390 SLSO– \$79 000– salary cost	The school has collected, analysed and used data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning. Expectations of behaviour have been co-developed with students, staff and the community and are designed to ensure effective conditions for learning.
Student survey data reflects evidence of increasingly positive, respectful relationships among students and staff which promote student wellbeing and ensure optimum conditions for student learning across the whole school.		Teachers routinely share criteria for student assessment with students. Formative and summative assessments create opportunities for students to receive feedback on their learning. Students and community have been introduced and refer to the Learning Disposition Wheel to support learning and engagement.
Increased proportion of students in the top two NAPLAN bands in literacy and numeracy.		60.22% of students achieved in the top two NAPLAN bands in literacy and numeracy compared to 55.87% SSSG.

Next Steps

Next steps include:

1. Expectations of behaviour are promoted and articulated clearly with students, staff and the community and are designed to ensure effective conditions for learning. They are explicitly, consistently and supportively applied across the school.

2. Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement.



Strategic Direction 2

Quality Teaching

Purpose

To create a stimulating and engaging learning environment underpinned by high expectations and teaching practices which accelerate learning. To achieve this by utilising a differentiated curriculum that is flexible, reflective, relevant and dynamic to meet the diverse needs of our students staff and community.

Overall summary of progress

Targeted teaching, assessment and a Tiered approach to interventions:

A commitment to tiered interventions of support across K–6 is evident and the result is a culture of differentiation and personalisation of learning for each student. Some of the achievements this year include: the development of personalised learning plans for students requiring tier 3 interventions; the regular revision of student learning data to identify a teacher's next steps in teaching; and the introduction of the learning progressions in literacy and numeracy as a tool for monitoring student learning growth and identifying teacher focus.

4C Learning:

Regular, ongoing and high-quality evidence-informed professional learning for leadership teams and classroom teachers which included collaborative classroom visits (CCVs) across the community of schools has been effective in developing 4C practice and pedagogy. The second phase of learning for teachers has commenced in semester 2, 2018, ensuring that 4C pedagogy becomes deeply embedded within and across schools.

Throughout 2018, teachers have collaborated across stages to share curriculum knowledge and develop evidence based programs which meet the needs of all students. Our achievements this year include: learning intentions and success criteria are utilised in literacy and numeracy classrooms with students; goal setting for each student is embedded into the school year, with three-way interviews and open classrooms an opportunity for sharing goals and progress, resulting in increased student awareness of "where they are" and "where to next" in learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teaching and learning programs increasingly reflect the 4C pedagogy of future focussed learning, are dynamic; showing evidence of revisions based on feedback on 4C teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.	4C professional learning costs: \$10556	There is a demonstrated commitment within the school community that all students make learning progress. Partnerships with parents and students support clear improvement aims and planning for learning. Opportunities to share the learning progress of students are embedded throughout the school year.
Increased teacher expertise to explicitly teach literacy and numeracy to students at all levels of achievement with success that is evidenced by improved student progress and achievement data.	Funding Source: Aboriginal background loading– \$3453 Funding Source: English language proficiency–\$33 800	Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement.
The school's value-add trend in literacy and numeracy is increasingly positive.		The value added trend refers to information about learning growth of students in the school and is considered in the sustaining and growing range.

Next Steps

Next steps include:

1. Teachers share criteria for student assessment with students. Formative and summative assessments create opportunities for students to receive feedback on their learning.
2. The school analyses summative assessment data to identify learning progress of individual students and student cohorts. Teachers use summative data to identify student learning and validate formative assessment practices.



Strategic Direction 3

Effective & Distributed Leading

Purpose

To strengthen school culture and management practices to effectively lead and deliver school excellence. To achieve this by building community participation in school and student leadership, wellbeing and family partnership projects so that our students grow into confident, creative and resilient lifelong learners, global citizens and leaders.

Overall summary of progress

Community Engagement–Parent Partnership:

The leadership team has measured school community (parent and student) satisfaction and shared its analysis and actions in response to the findings with its community. Community engagement through learning, activity, and workshop has been regular and ongoing, with the school responsive to feedback to facilitate improvement.

Leading Learning–building distributed and instructional leadership:

Staff understand what they need to do to help address the school plan's strategic directions and meet the school's improvement measures. Increased staff engagement in the implementation of the school's strategic directions as well as with the School Excellence Framework has resulted in a shared responsibility and collaborative effort to achieve whole school improvement.

Student Leadership Learning:

The student leadership initiative has allowed stage three students to build their capacity to engage others, share a common vision and undertake a project for the betterment of others.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increasing levels of effective partnerships in learning are evident with parents and students. This is demonstrated by students being motivated to deliver their best and continually improve.	Funding Source: Community Engagement \$292	The leadership team has measured school community (parent and student) satisfaction and shared its analysis and actions in response to the findings with its community. A forum to gather feedback and directions for the 2019 school planning process has been undertaken and results incorporated into the planning/consultation process. Strong partnerships are evident across K–6 as a result of the regular sharing of learning and information.
Enhanced leadership capacity is reflected in a professional learning community that is focused on continuous improvement of teaching and learning, resulting in measurable whole school improvement.	Funding Source: Professional learning \$16007	The leadership team has actively supported change that leads to improvement, creating opportunities where feedback about the impact of change can be shared and monitored. Structures to support a professional learning community which is focused on continuous improvement of teaching and learning have been established.
Measurable improvements in wellbeing and engagement to support learning are evident through self reflection and survey data and the effective implementation of learner dispositions and student leadership opportunities.	Funding source: Socio economic background: \$1000	Student leadership opportunities were strengthened in 2018 with a variety of initiatives introduced. Closely aligned to the learning disposition wheel, the student leadership initiatives resulted in greater influence, collaboration and increased student voice.

Next Steps

Next steps include:

1. Formal mentoring or coaching to improve teaching and develop aspiring leaders is provided to teachers who request it or are identified as in need of support.
2. The school identifies expertise within its staff and draws on this to further develop its professional learning community. Areas for development in teacher expertise are identified and addressed. Teachers are supported to trial innovative or evidence-informed, future-focused practices.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Source: Aboriginal background loading—\$3453.	Personalised Learning Plans for students requiring accommodations or modifications as well as Aboriginal students are reviewed, finalised and transferred to classroom teachers for 2019. The personalised plans have resulted in highly differentiated learning experiences for students and parent/carer engagement in the learning process. Student assessment data is regularly used to plan for interventions of support and differentiate learning experiences. Increased opportunities for Aboriginal students to engage with other Aboriginal students was achieved in 2018 with NAIDOC and One Mob combined events.
English language proficiency	Funding Source: English language proficiency—\$33,800.	Student assessment data is regularly used school-wide to identify student achievement and where to next in learning. It has informed future school planning and directions. Students requiring Tier 2 and 3 interventions of support to develop English language proficiency have been supported through explicit support during the literacy session.
Low level adjustment for disability	Funding Source: Low level adjustment for disability—\$23,390. SLSO— \$79,000— salary cost.	Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement.
Quality Teaching, Successful Students (QTSS)	Funding Source: QTSS—0.527= \$54,827.	Observations of practice (PDP) have been collaboratively planned and carried out, with a focus on improving teaching and learning for students. The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-informed teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.
Socio-economic background	Funding Source: Socio-economic background— \$27,737.	The school has collected, analysed and used data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning. Expectations of behaviour have been co-developed with students, staff and the community and are designed to ensure effective conditions for learning. They are explicitly, consistently and supportively applied across the school.
Support for beginning teachers	Funding Source: Beginning Teachers Support Funding—\$13,786.	The beginning teacher mentoring program is prioritised as a key feature for achieving improvement in practice and pedagogy. The regular, systematic and personalised features of the initiative have resulted in a high degree of satisfaction with the program and the accreditation of teachers at proficient level. Three teachers were supported through the beginning teacher key initiative in 2018.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	142	152	146	150
Girls	150	154	166	163

A gradual trend of increasing enrolment has been seen over the past six years. Our K–6 enrolment in 2018 was 313.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.3	95.1	93.8	95.4
1	92.6	93.8	92.8	94.3
2	92.9	94.3	92.9	95.8
3	90.5	95.5	93.1	95.1
4	94	91.4	92.6	94.3
5	90.1	95.7	90.5	95.4
6	91.7	92.8	94.3	94.1
All Years	92.5	94.2	93	95
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

Regular attendance at school is essential for students to achieve quality life outcomes. School attendance, on average in 2018, was 95% compared to 93.40% for the State DoE. Extended leave, for overseas travel, comprised some of the leave undertaken by students in the year. The Miranda North Public School Learning and Support Team is responsible for monitoring the attendance of students and collaborates with parents and carers, the Home School Liaison Program and inter-agencies to support students whose attendance

requires support.

Class sizes

Class	Total
KMN	17
KF	17
KE	18
1/2B	24
1D	22
1C	22
2O	23
2/3S	26
3/4M	28
3/4D	30
4/5NK	30
5/6S	27
5/6M	28

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	11.57
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	2.82

*Full Time Equivalent

Miranda North Public School enjoys a mix of experienced staff and early career teachers. In 2018, a classroom teacher and assistant principal retired from the Department of Education and a student wellbeing support officer was employed.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	45
Postgraduate degree	55

Professional learning and teacher accreditation

There is a strong link between the professional qualities of individual teachers and the learning outcomes of students. High standards of teaching and teacher professionalism are in the best interests of students, of public education and of the teaching profession. At Miranda North Public School teachers engaged in professional learning which was targeted to school priorities, the needs of the students and the achievement of teacher professional goals. Focus on Reading and 4C Learning were key areas of development in 2018. A total of \$16007 was allocated to professional learning in 2018.

Teachers' Professional Development Plans (PDPs) were supported by opportunities for teachers to reflect on their practice and plan for and monitor their own professional development to improve their performance. All teachers used the professional standards and PDPs to identify and monitor specific areas for improvement. Opportunities were provided for staff to engage in learning about accreditation at higher levels.

The school evaluative process allowed for professional learning for all staff to build a depth of understanding of the School Excellence Framework and the collection and analysis of data which shows evidence of impact. School professional learning funds were targeted to ensure high quality professional learning opportunities in 4C pedagogy for both class teachers and support staff. The purpose of these opportunities was to build collaborative expertise, deepen pedagogy, develop units of work which reflect current syllabus requirements and encourage deep learning.

Financial information

Financial summary

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

	2018 Actual (\$)
Opening Balance	139,555
Revenue	3,085,085
Appropriation	2,821,566
Sale of Goods and Services	9,739
Grants and Contributions	249,850
Gain and Loss	0
Other Revenue	100
Investment Income	3,830
Expenses	-2,945,733
Recurrent Expenses	-2,945,733
Employee Related	-2,597,125
Operating Expenses	-348,608
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	139,352
Balance Carried Forward	278,908

The equity loading for socio-economic background is a funding allocation to support NSW public schools to meet the additional learning needs of students from low socio-economic backgrounds. In 2018, Miranda North Public School received \$27 737 in flexible funding and it supported the projects and processes in Strategic Direction 1, Successful Learning and Strategic Direction 2, Quality Teaching.

The equity loading for Aboriginal students is a funding allocation to support NSW public schools to meet the additional learning needs of Aboriginal students. Every NSW public school with enrolments of Aboriginal students receives this funding. In 2018, Miranda North Public School received \$3,453 in flexible funding and it supported the projects and processes to support Aboriginal student learning in Strategic Direction 1, Successful Learning.

The loading for English language proficiency is a resource allocation for students learning English as an additional language or dialect who are migrants, refugees or humanitarian entrants or the children of migrants, refugees or humanitarian entrants. In 2018, Miranda North Public School received \$33,800 in flexible funding and it supported the projects and processes to support students learning English in Strategic Direction 1, Successful Learning.

The equity loading for low level adjustment for disability is an allocation to support students in regular classes who have additional learning and support needs. In 2018, Miranda North Public School received \$23,390 in flexible funding and it supported the projects and

processes in Strategic Direction 1, Successful Learning and Strategic Direction 2, Quality Teaching.

are discouraged during these transition years.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	2,280,124
Base Per Capita	60,331
Base Location	0
Other Base	2,219,793
Equity Total	150,847
Equity Aboriginal	3,453
Equity Socio economic	27,737
Equity Language	33,800
Equity Disability	85,858
Targeted Total	41,036
Other Total	161,300
Grand Total	2,633,307

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.

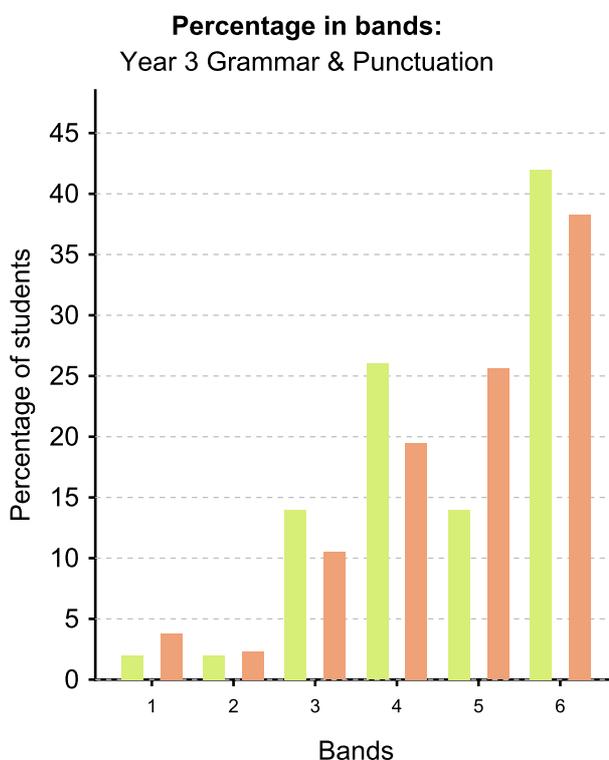
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

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

Student growth in each area of NAPLAN from Year 3 to Year 5

The percentage of students achieving expected growth in each NAPLAN assessment is useful data for both diagnostic and school planning purposes. In 2018, the following growth was achieved for students in Year 5:

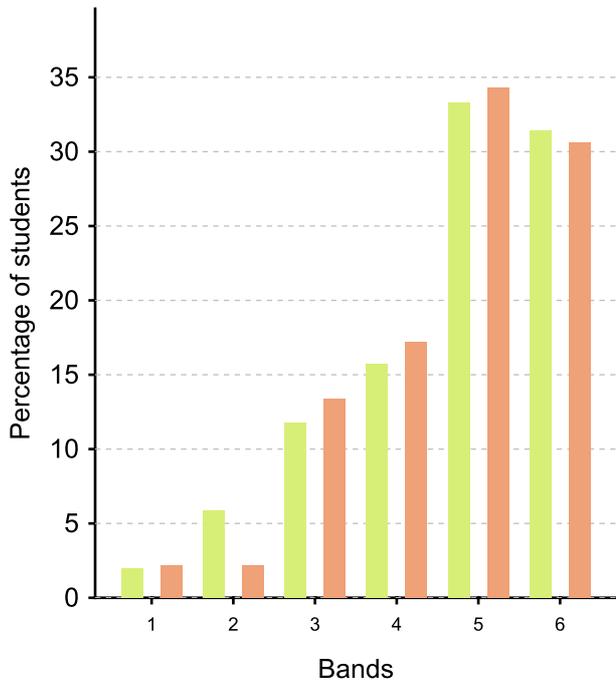
- Reading, 59% of students made greater than or equal to expected growth.
- Writing, 73% of students made greater than or equal to expected growth.
- Spelling, 56% of students made greater than or equal to expected growth.
- Grammar and Punctuation, 54% of students made greater than or equal to expected growth.



■ Percentage in Bands
■ School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	2.0	2.0	14.0	26.0	14.0	42.0
School avg 2016-2018	3.8	2.3	10.5	19.5	25.6	38.3

**Percentage in bands:
Year 3 Reading**

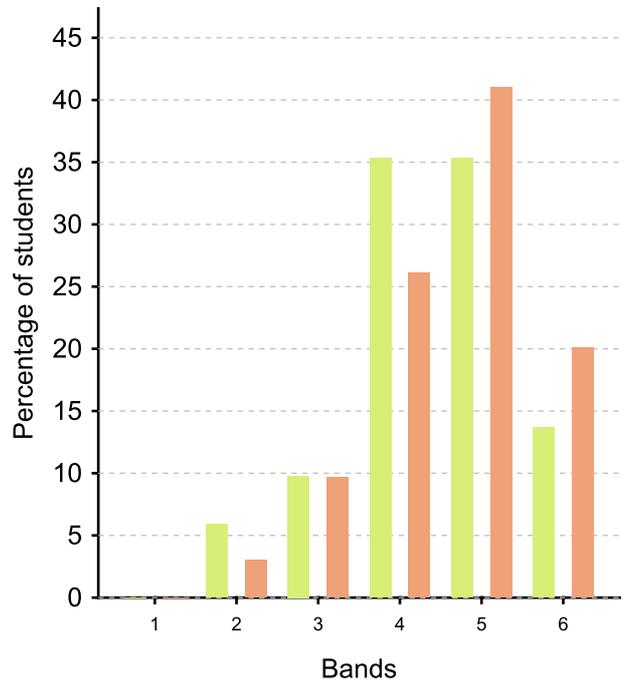


■ Percentage in Bands
■ School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	2.0	5.9	11.8	15.7	33.3	31.4
School avg 2016-2018	2.2	2.2	13.4	17.2	34.3	30.6

Band	1	2	3	4	5	6
Percentage of students	2.0	2.0	16.0	16.0	34.0	30.0
School avg 2016-2018	0.8	4.5	12	16.5	37.6	28.6

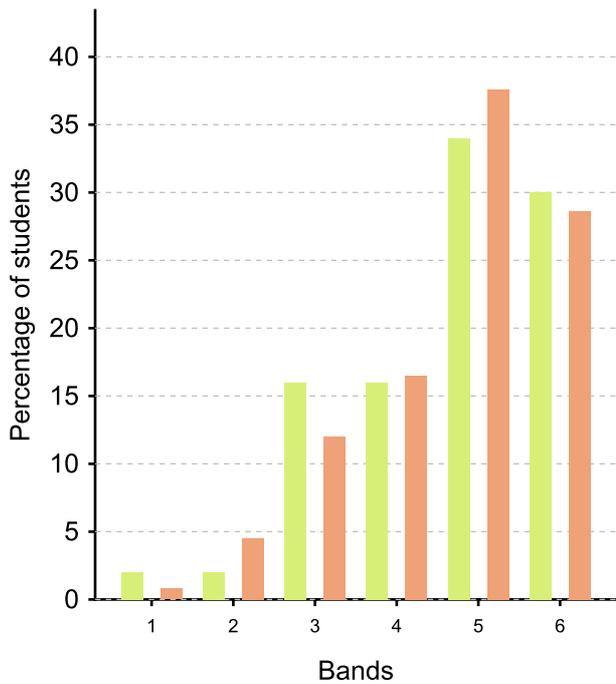
**Percentage in bands:
Year 3 Writing**



■ Percentage in Bands
■ School Average 2016-2018

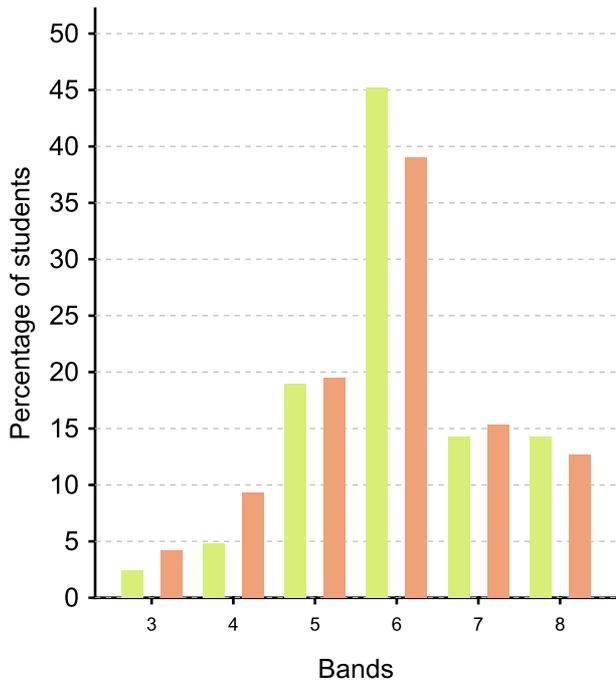
Band	1	2	3	4	5	6
Percentage of students	0.0	5.9	9.8	35.3	35.3	13.7
School avg 2016-2018	0	3	9.7	26.1	41	20.1

**Percentage in bands:
Year 3 Spelling**



■ Percentage in Bands
■ School Average 2016-2018

Percentage in bands:
Year 5 Grammar & Punctuation

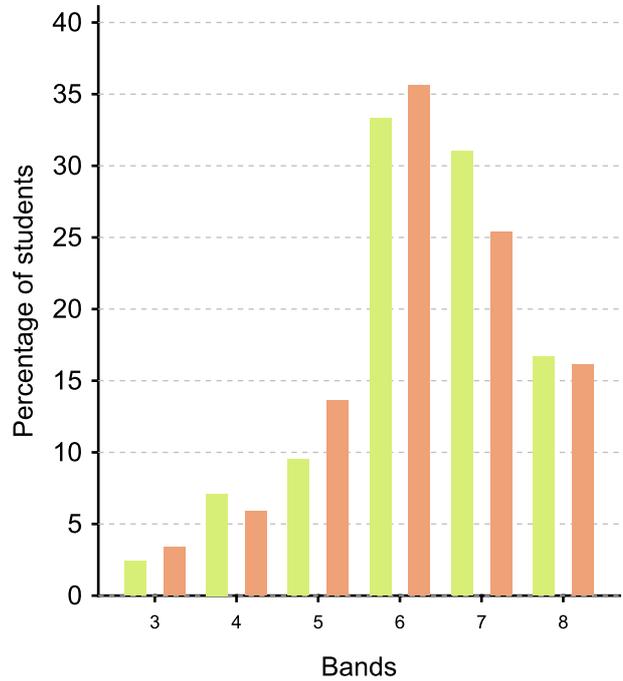


Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	2.4	4.8	19.0	45.2	14.3	14.3
School avg 2016-2018	4.2	9.3	19.5	39	15.3	12.7

Band	3	4	5	6	7	8
Percentage of students	2.4	4.8	26.2	28.6	31.0	7.1
School avg 2016-2018	3.4	11	25.4	28.8	24.6	6.8

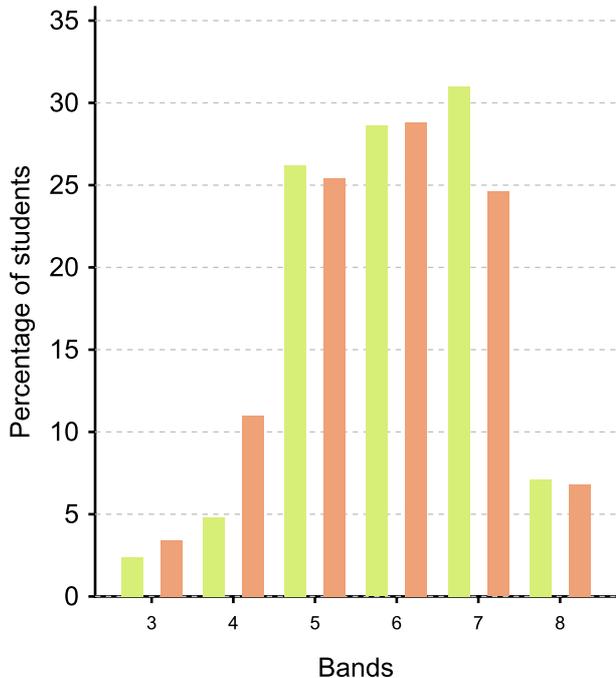
Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2016-2018

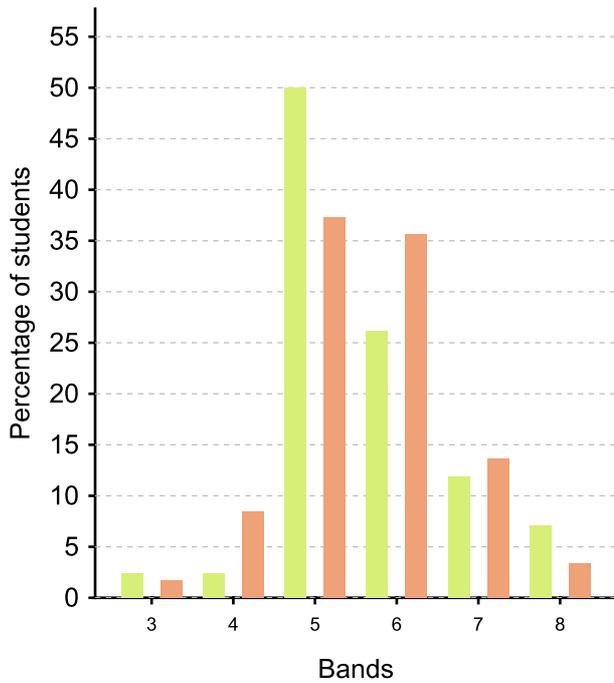
Band	3	4	5	6	7	8
Percentage of students	2.4	7.1	9.5	33.3	31.0	16.7
School avg 2016-2018	3.4	5.9	13.6	35.6	25.4	16.1

Percentage in bands:
Year 5 Reading



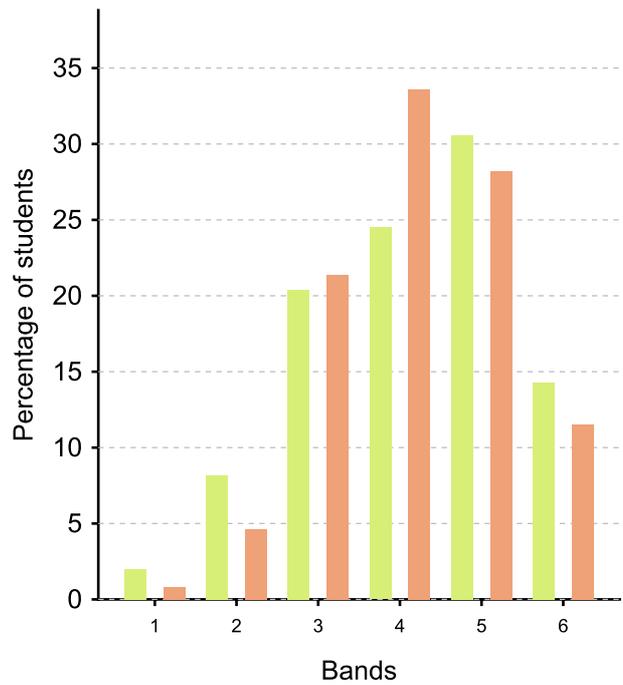
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Writing



Band	3	4	5	6	7	8
Percentage of students	2.4	2.4	50.0	26.2	11.9	7.1
School avg 2016-2018	1.7	8.5	37.3	35.6	13.6	3.4

Percentage in bands:
Year 3 Numeracy



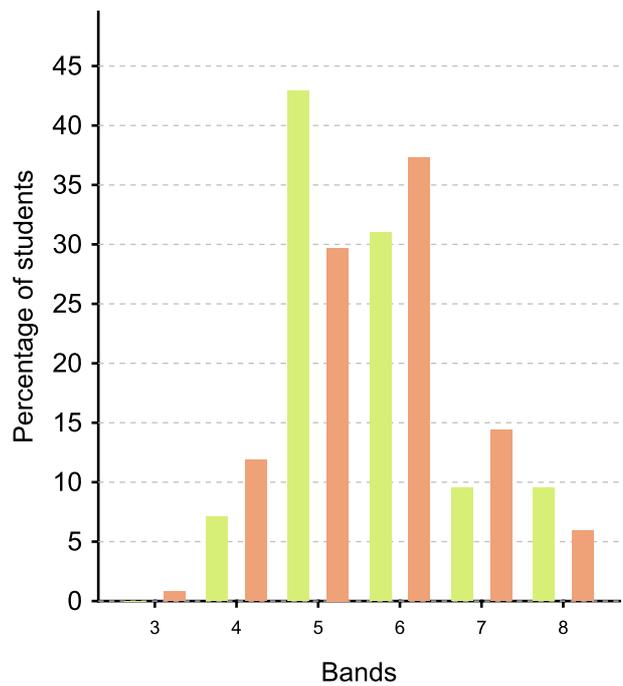
Band	1	2	3	4	5	6
Percentage of students	2.0	8.2	20.4	24.5	30.6	14.3
School avg 2016-2018	0.8	4.6	21.4	33.6	28.2	11.5

Student growth in each area of NAPLAN from Year 3 to Year 5

The percentage of students achieving expected growth in each NAPLAN assessment is useful data for both diagnostic and school planning purposes. In 2018, the following growth was achieved for students in Year 5:

- Numeracy, 50% of students made greater than or equal to expected growth.

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	0.0	7.1	42.9	31.0	9.5	9.5
School avg 2016-2018	0.8	11.9	29.7	37.3	14.4	5.9

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.

Premier's Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands.

In accordance with the Premier's priorities: Improving education results, schools are required to report on their student performance for the top two NAPLAN bands in reading and numeracy. The following results were obtained by students in Year 3 and year 5 in each area of the NAPLAN assessments:

In Year 3 Grammar and Punctuation, 56% of students achieved in the top two bands compared to 48% across the state. 4% of students achieved in the bottom two bands compared to 15% across the state.

In Year 5 Grammar and Punctuation, 29% of students achieved in the top two bands compared to 35% across the state. 7% of students achieved in the bottom two bands compared to 20% across the state.

In Year 3 Reading, 65% of students achieved in the top two bands compared to 52% across the state. 8% students achieved in the bottom two bands compared to 13% across the state.

In Year 5 Reading, 38% of students achieved in the top two bands compared to 36% across the state. 7% of students achieved in the bottom two bands compared to 20% across the state.

In Year 3 Spelling, 64% of students achieved in the top two bands compared to 50% across the state. 4% students achieved in the bottom two bands compared to 15% across the state.

In Year 5 Spelling, 48% of students achieved in the top two bands compared to 36% across the state. 10% of students achieved in the bottom two bands compared to 16% across the state.

In Year 3 Writing, 49% of students achieved in the top two bands compared to 45% across the state. 6% students achieved in the bottom two bands compared to 10% across the state.

In Year 5 Writing, 19% of students achieved in the top two bands compared to 15% across the state. 5% of students achieved in the bottom two bands compared to 24% across the state.

In Year 3 Numeracy, 45% of students achieved in the top two bands compared to 41% across the state. 10% students achieved in the bottom two bands compared

to 15% across the state.

In Year 5 Numeracy, 19% of students achieved in the top two bands compared to 30% across the state. 7% of students achieved in the bottom two bands compared to 18% across the state.

A cohort of Aboriginal students which was smaller than 10 undertook the NAPLAN assessments in Years 3 and 5, hence this performance is not reported.

Parent/caregiver, student, teacher satisfaction

Parent/caregiver, student and teacher satisfaction was surveyed throughout 2018 for the purposes of school improvement, evaluative practice and planning for 2019–2020. A variety of tools were used to garner feedback. These included school community forums/consultation sessions, online survey and the Tell Them From Me Survey. A summary of the responses is provided below.

Student responses:

- 64% of students in the school had a high rate of participation in extra curricula activities. The NSW Govt norm is 55%.
- 86% of students in the school have friends at school they can trust and who encourage them to make positive choices. The NSW Govt norm is 85%.
- 96% of students in the school valued school outcomes. The NSW Govt Norm is 96%.
- 89% of students in the school try hard to succeed in their learning. The NSW Govt Norm is 88%.

Staff responses:

The questions in the teacher survey are grouped to assess eight of the most important Drivers of Student Learning.

The research on classroom and school effectiveness has consistently shown these factors to be strong correlates of student achievement. The scores for the Likert-format questions (i.e., strongly agree to strongly disagree) have been converted to a 10-point scale.

- Leadership is 7.9. The Govt Norm is 7.1.
- Collaboration 8.2. The Govt Norm is 7.8.
- Learning Culture 8.3. The Govt Norm is 8.0.
- Inclusive School 8.4. The Govt Norm is 8.2.
- Data Informs Practice 7.3. The Govt Norm is 7.8.
- Teaching Strategies 8.3. The Govt Norm is 7.9.
- Technology 5.7. The Govt Norm is 6.7.

Parent/Carer Responses:

Parent Forums through Parents as Partners as well as online survey opportunities were provided throughout 2018 to seek feedback and gauge parent/carers satisfaction. Feedback was provided in relation to school sport carnivals, where preference to have the carnival held at an athletics venue was preferred by the majority of respondents.

Feedback in relation to student and community familiarity with the learner disposition wheel was also sought. Parent/Carer respondents indicated an increased understanding of the dispositions of focus, grit, empathy and teamwork. This feedback has informed our future directions for 2019.

Future focus for Parents as Partners workshops was provided through survey response and the final Parents as Partners session in 2018. The feedback provided by respondents has influenced the sessions provided for 2019 and include the teaching of mathematics, transitioning to school, 4C learning and cyber safety.

Parent/Carer opinion was also garnered with regard to starting and finishing times and the options for school uniform. Consensus at this time was to have starting and finishing times remain the same (9:25am–3:25pm) and for the girls uniform to include a skirt in addition to the school shorts.



Policy requirements

Aboriginal education

Miranda North Public School is committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education and training. Through its practices in the school setting, the school supports the goal of the department that Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.

Aboriginal students had personalised learning pathways developed in 2018, with a focus on goal setting and relationship building with families. These plans are reviewed with students and families on an ongoing basis to ensure that attainment and engagement is strengthened and maintained. Equity funding of \$3453 was utilised for this purpose. of supporting Aboriginal students achieve their personalised goals for learning and engagement. Miranda North Aboriginal students also had the opportunity to engage with other Aboriginal students in

the Sutherland Shire at One Mob Day and NAIDOC celebrations at Endeavour Sports High resulting in recognition and engagement with each other through shared cultural experiences. Senior Aboriginal students also lead the acknowledgement of country at major events, celebrations and assemblies throughout the year.

The Department is committed to increasing knowledge and understanding of the histories, cultures and experiences of Aboriginal and Torres Strait Islander people as the First Peoples of Australia. In 2018, staff included the teaching of the histories, cultures and experiences of Aboriginal and Torres Strait Islander peoples through the use of quality texts, the inclusion of Aboriginal Elders in information sharing in classrooms and the celebration and recognition of events including Reconciliation Week, NAIDOC and National Sorry Day. The strength, diversity, ownership and richness of Aboriginal cultures and custodianship of country are respected, valued and promoted through the observance of the acknowledgement of country at school events and meetings. The school's commitment to Aboriginal Education affirms the inherent right of Aboriginal students to fair, equitable, culturally inclusive and significant educational opportunities so that all students obtain a high quality education as a platform for enriching their life chances and achieving their full potential.



Multicultural and anti-racism education

Community harmony at Miranda North Public School is promoted through school policies and practices that counter racism and intolerance and develop intercultural understanding. A trained anti-racism, contact officer (ARCO) was appointed for the 2018 school year.

In 2018, teachers provided teaching and learning programs that enabled all students to identify as Australians within a democratic multicultural society and to develop the knowledge, skills and values for participation as active citizens. The school ensured inclusive teaching practices that recognised and valued the backgrounds of all students and promoted an open

and tolerant attitude towards different cultures, languages, religions and world views. Students who were learning English as an additional language or dialect (EaL/D) were provided with appropriate support to develop their English language and literacy skills so that they were able to fully participate in schooling and achieve equitable educational outcomes. The English as an additional language or dialect (EaL/D) program met the needs of a small but diverse range of second language learners in 2018. Equity funding of \$33 800 was utilised for this purpose.

EaL/D teachers co-taught in the literacy programs of classrooms K–6 with a focus on reading comprehension and oral language development. An organisational structure where the EaL/D teacher co-teaches with the classroom teacher has allowed the students to have an enriched language based instruction in an integrated format, during English sessions in the mainstream setting.