

2020 Annual Report

Miranda Public School



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Introduction

The Annual Report for 2020 is provided to the community of Miranda Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Message from the principal

The core business of our school is highlighted through our mottos, "For the good of all" and "Where learning comes to life." Our teachers guide, challenge and extend our students in the development of the foundation skills they will need for continued learning in the 21st century.

Our vision statement, developed through staff and community consultation in 2017 with our 2018-2020 School Plan, highlights a vision where the school focused on empowering students to acquire, demonstrate, articulate and value knowledge and skills that will support them as lifelong learners, to participate in and contribute to the global world and practise the core values of the school. Over the past three years, this shared vision between staff, students and the community ensured Miranda Public School's learning culture of high achievement and 21st Century learning across all areas of education.

In spite of the global pandemic in 2020, we proved our resilience and optimism by overcoming or adjusting to the resulting challenges. We learned to appreciate that trusting relationships developed through daily face to face communication between students, staff and our community must be cherished. Over the past three years we worked together and created:

- a leading educational setting that promoted 21st Century learning and the delivery of innovative programs;
- a vibrant innovative, supportive and positive environment where students take responsibility for their own learning;
- a proficient and highly accomplished staff who are enthusiastic about learning and teaching;
- a challenging and comprehensive curriculum that stimulates high achievement for all students; and
- moral, ethical, cultural, physical and emotional values in our students.

Our new school improvement plan (2021-2024) builds on from these foundations. I would like to thank Mrs Narelle Chaplin (relieving principal 2018-2020), for her dedication, proven capable leadership and hard work in leading a rigorous situational analysis during 2020. I would also like to thank and acknowledge the hard work of the school executive, staff and community for their contribution to the situational analysis and collation of this annual report.

Michael Duffy

Principal (beginning 12 October 2020)

Message from the school community

Parents and Citizens of Miranda Public School are a small but dedicated group. They volunteer their time and resources to support the members of the MPS school community. We usually meet approximately twice a term, although this year was slightly less and mostly on ZOOM. The P and C plans activities and events throughout the year to raise funds to support the learning and enjoyment of our students.

Although 2020 had its challenges we still managed to adjust and run some of our events.

Fundraising this year was curtailed due to COVID restrictions. Our usual cake stalls, the loose change challenge, mother's day stall, and other smaller stalls, which are a great fundraisers, could not continue to run this year. We also did not ask for a P and C donation through the schools fees and invoice system. We did have a *Lapathon*, run with assistance from the teachers, and an online father's day stall. The school banking program continued to raise funds.

Proceeds from the funds raised this year and last year were directly channelled into supporting the students of MPS. P and C supported the school excursions for Ranger Jamie and Kindy Farm. This year we purchased guided readers and gave a donation towards the Year 6 farewell.

Breakfast club is also a great initiative that we had to put on hold for a while, and when it resumed we have adjusted to suit COVID protocols by providing food that has been pre-packaged and fruit and muesli bars.

We are very lucky to have such a supportive community and businesses that contribute regularly to MPS in a variety of ways including prize donations, food donations, and assistance in person at the variety of events that we hold.

Thank you to Mrs Narelle Chaplin for her attendance at our meetings and her strong support of the P and C and Mr Michael Duffy for his support since joining the school in Term 4.

The P and C Committee

School vision

Our vision at Miranda Public is to empower students to acquire, demonstrate, articulate and value knowledge and skills that will support them as lifelong learners, to participate in and contribute to the global world and practise the core values of the school. We will strive to:

- create a leading educational setting that promotes 21st Century learning and boasts a state of the art school that assists in the delivery of innovative programs.
- create a vibrant innovative, supportive and positive environment where students take responsibility for their own learning.
- develop a highly skilled staff who are proficient and highly accomplished and are enthusiastic about learning and teaching.
- create a challenging and comprehensive curriculum that stimulates high achievement for all students.
- develop the moral, ethical, cultural, physical and emotional values in our students.

Our vision is embedded within our school motto, 'Where Learning Comes to Life'. This shared vision between staff, students and the community will ensure Miranda Public School succeeds into the future and can achieve a learning culture of high achievement and 21st Century learning across all areas of education.

School context

Miranda Public School is situated in the centre of the Sutherland Shire, adjacent to Miranda Library and council run child care facilities. It is one of the oldest schools in the area, beginning in 1893, and celebrated its 127th anniversary in 2020. The school has an integrated Special Education Unit that operates for students with a moderate intellectual disability and Autism.

Miranda Public School has a diverse community which draws from a very wide range of cultural backgrounds. As of 2018, the school has an enrolment of over 50% of students that come from a Non-English Speaking Background. The school implements programs and initiatives to support these students and their communities while fostering common values, attitudes and responsibilities in a positive and respectful environment.

In 2020 the school had 270 students. The school currently has 10 mainstream classes, two IO classes and an Autism class.

Miranda Public school prides itself on being a Leader In Me school based on Franklin Covey's 7 Habits of Highly effective people and views every child as being a capable leader.

Miranda Public School is the birthplace of the state-wide 'Film by the Sea' short film festival.

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

The school completed its external evaluation (EV) in 2019. We determined that our self-evaluation was mostly consistent with the panel's findings. As a result of the learning taken from the EV process, the school is improving its self-assessment against the *School Excellence Framework* (SEF) to ensure that the following focus themes are addressed in our next four year Strategic Improvement Plan:

- **Assessment:** use formative assessment for, as and of learning; students as visible learners who articulate learning goals derived from assessment to identify how they can improve and inform further teaching; the school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement; and the school has processes in place to support teachers' consistent evidence-based judgement and moderation of assessments.
- **Curriculum:** consistent differentiated programming practices and explicit procedures are needed to ensure continued challenge and maximised learning for every student; teaching and learning programs to show revisions based on feedback on teaching practices, consistent and continuous student assessment; and consistent and reliable student assessment and continuous tracking of student progress and achievement against syllabus outcomes and National Literacy/Numeracy Progressions.
- **Data Skills and Use:** Use data effectively to evaluate student understanding of lesson content; and have school staff collaborate with school community to use student progress and achievement data to identify strategic priorities and develop and implement plans for continuous improvement.

- Effective Classroom Practice/ Curriculum/ Educational Leadership: Review of Instructional leadership to build staff capacity across curriculum areas; The leadership team develops processes to collaboratively review teaching and learning practices for continuous improvement; and the creation of budget committees for long term planning.
- Professional Standards: Increase leadership capacity of the executive team to implement principles of evaluative thinking and continually monitor the impact of programs used by all teachers; improve practice as required; and all teachers understand and explicitly teach Literacy and Numeracy to students at all levels of achievement with success measured by improved achievement data.
- Learning and Development: embed explicit systems to facilitate professional dialogue, collaboration, classroom observation, effective practice and the provision of specific and timely feedback; and provide mentoring and coaching support by expert teachers.

Strategic Direction 1

Excellence in Literacy and Numeracy in 21st Century Learning

Purpose

Our purpose is to implement and evaluate high quality programs in literacy and numeracy in the Australian curriculum which embed 21st century pedagogy.

Our school is committed to enhancing student outcomes in literacy and numeracy. In order to achieve their full potential as a learner, students will be engaged in meaningful and relevant learning experiences. Students will participate in programs that are differentiated and engaging to ensure they feel success and develop the skills necessary to become lifelong learners.

Improvement Measures

Increasing percentage of students in Bands 5 & 6 in Year 3 and Bands 7 & 8 in Year 5 in NAPLAN.

Increasing percentage of students demonstrating growth in Literacy and Numeracy K-6 as measured and monitored by PLAN.

Increasing number of staff implementing consistent literacy and numeracy programs through the use of innovative teaching strategies.

Progress towards achieving improvement measures

Process 1: Numeracy Project:

Improve practices in teaching of mathematical skills and knowledge to cater for 21st century learners. Upskill staff through Maths Building Blocks for Numeracy to ensure that it is embedded in the curriculum and there is flexible delivery that promotes excellence in numeracy skills.

Evaluation	Funds Expended (Resources)
<p>Class and specialist teachers participated in professional learning focused on the implementation of Number Talks in classrooms to build number sense. This was delivered by a Literacy and Numeracy Strategy Advisor in collaboration with two of our teaching staff. Stage teams collaboratively planned for the daily implementation of Number Talks. Teacher programs showed evidence of Number Talks happening regularly throughout the week and teacher confidence in facilitating these sessions has increased.</p> <p>Our school was successful in being selected to be part of sustained face to face learning workshops on effective primary mathematics practices, however, due to COVID restrictions, this was postponed.</p> <p>Years 3 to 6 mathematics groups continued this year with a focus on the Number and Algebra strand with specialist teachers allocated for smaller class numbers. Check In Assessment data indicated that:</p> <p>41.7% of Year 3 students were in the top two bands (51.8% state)</p> <p>24.3% of Year 5 students were in the top two bands (30.1% state)</p> <p>Areas of strength included interpreting graphs, 3D shapes and measurement, as well as subtraction.</p> <p>Areas of further development are problem solving involving division, multiplication and number sentences as well as calculating elapsed time.</p> <p>K-2 students participated in Count me in Too grouped activities based on SENA, Stage assessments and Best Start data that identified a strength in number recognition and using numbers to 10.</p>	<p>Numeracy resources \$250.00</p>

Progress towards achieving improvement measures

Targeted intervention was allocated to ES1 students working below stage outcomes to assist in number recognition of two digit numbers and counting on strategies using two digit numbers.

Process 2: Literacy Project :

Consistent literacy programs K-6 which promote 21st century learning to ensure differentiation of the curriculum and to promote excellence in literacy skills.

Evaluation	Funds Expended (Resources)
<p>An Instructional Leadership model was employed from 2020, focusing on implementing consistent best practice in Literacy, across the whole school, with a non-teaching executive teacher acting as an instructional leader (IL). The IL's role focused on building the capacity of teachers through demonstrating best practice, delivering professional learning and mentoring teachers. The Instructional Leader also led the school's literacy and numeracy committee.</p> <p>School professional learning focused on literacy and numeracy, delivered by the Instructional Leader and the school's literacy and numeracy committee in conjunction with Literacy and Numeracy Strategy Advisors.</p> <p>All teachers participated in the Sound Waves program workshop, delivered by a consultant from the company to understand the research behind the program.</p> <p>MiniLit and MultiLit programs, as well as Comprehension groups, continued where possible (due to COVID restrictions), targeting individual and small groups of students and were effective interventions, as evidenced by comparative reading data.</p> <p>NAPLAN progress for low SES students has improved. Year 3 reading is a strength as it has been above SSSG and State average for the last 3 years. Year 5 Reading is above SSSG and State average for the last four years.</p> <p>Kindergarten to Year 3 value added growth is significantly above state mean. This is excelling and has an upward trend. Year 3 to Year 5 value added is significantly above state mean. This is excelling as it is consistently above the state mean.</p> <p>At the end of 2020, 50% of early stage one (kindergarten) students were reading at level 9 or higher. Of these, 18% of students were reading at level 20 or higher, and 9% of students were reading at level 26 or higher. During the last term, 96% of students improved their reading level results with 46% of students improving by more than four levels and 18% of students improving by more than five levels.</p> <p>At the end of Year 3, 92% of Year 3 students were reading at level 20 or higher and 35% of Year 3 students were reading at level 25 or higher. Over the year, 96% improved their reading and 55% improved by at least 6 levels.</p>	<p>In 2020 Equity funding was used to provide 0.4 SLSO support for LaST reading comprehension program- 0.4 teacher support for Multi-Lit and 0.4 teacher support for Mini-Lit. (Also see English Language proficiency)</p> <p>Literacy resources \$5682.00</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Literacy and numeracy (\$45941.00) • Socio-economic background (\$31232.00)

Next Steps

The school is above SSSG and State in all measures of expected growth for Yrs 3 to 5. In spite of this excelling growth, many of the students sitting in the middle cohort could have opportunities to be shifted into the top 2 bands.

Implication: Value added growth needs to be maintained through consistency of best quality teaching practice, (as outlined in the CESE publication "*What Works Best*") across the whole school to ensure excelling growth K-7. Areas identified for further development in "*What Works Best*" are:

- Culture of high expectations - A whole school understanding that these students matter and deserve the absolute

best education, every day. Commitment by all staff to ensure that all students are engaged, challenged and supported in all stages.

- Explicit teaching - all students are given clear explanations so they can make connections between what they know, what they are expected to do, how to do it and what success looks like. All students given opportunities and time to check their understandings, ask questions and receive clear, effective feedback.
- Effective feedback - All students receive high quality feedback and this is planned ahead in the teaching and learning cycle (collaborative programming). Supported by research about visible learning, learning intentions and success criteria (LISC), and backward mapping with syllabus based success criteria rubrics.
- Use of data to inform practice and assessment - Teachers analyse their own impact; effective analysis of data helps teachers identify where student's learning needs may require additional attention (within the classrooms and across the whole school) - supported by five weekly learning cycles, tracking of National Literacy and Numeracy Progressions, regular five weekly CTJ sessions and annotation of student data (within classrooms, stage teams and whole school evidence), and validity of assessment tasks against approved exemplars and syllabus outcomes.
- Effective Collaboration - school leaders play a vital role in creating the conditions and culture to support meaningful teacher collaboration (whole school reflection and annotation of evidence against the school improvement plan) informed by valid student data and the themes of What Works Best and School Excellence Framework (Supported by Jenni Donohoo's *Collaborative Efficacy* and Ann McIntyre's *Three Rivers for Learning* project).

An analysis of the Year 5 check-in numeracy assessment indicates the need to focus on: multiplication and division of decimals, converting between formal units of measurements and including missing elements in a number pattern. The areas of focus for literacy will include: identifying language features, main themes and making inferences. To support student growth in these areas of need, the continuation of Curriculum Leader program, facilitating regular check ins with classroom teacher to go plan and gather assessment data.

Consistency in analysing assessment data is needed across stages to support teaching and learning.



Year 3 and 4 students presented their diamante poems.

Strategic Direction 2

Build Leadership Capacity

Purpose

Our purpose is to engage all staff, students and community in a shared vision of the greatness and leadership that is inherent in every child and adult.

Our focus is on building the leadership capacity of individuals and teams to allow students, staff and our parent and community members to connect with our school vision. Strong leadership by staff, students and parents will leave a lasting impression on our school culture as we build the leadership capacity of all.

Our school is committed to achieving Light House school status - as a Leader in Me school.

Improvement Measures

Increasing percentage of teachers demonstrate evidence based practice of the elements of the Australian Professional Teaching Standards, set goals, reflect and develop quality teaching and learning programs.

Increasing percentage of staff have been trained in the three year, Franklin Covey Education program, 'The Leader in Me'. 100% of surveyed students can identify and display the '7 habits of highly effective people'.

Increasing Student Leadership across all areas of school- environmental Team, Fundraising, Peer support, Film Club.

Progress towards achieving improvement measures

Process 1: Performance and Development Project

Provide time for coaching, mentoring, reflection and monitoring personal development plans

Evaluation	Funds Expended (Resources)
<p>Due to COVID restrictions, this program was interrupted in 2020, even though all staff discussed and developed PDP goals. Several staff members worked closely in mentoring and coaching projects with the instructional leader. One staff member was supported in completing accreditation evidence at proficiency level.</p> <p>Eleven School Learning and Support Officers (SLSOs) participated in the <i>Enhancing Capacity Pilot Program</i> and engaged in a series of online learning courses suited to their individual needs and supported by an online coaching forum.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Support for beginning teachers (\$21345.00)

Process 2: Leader in Me Project

Provide opportunities for student, staff and parents leadership training and promotion into leadership teams and committees.

Evaluation	Funds Expended (Resources)
<p>The Leader In Me program continued in its eighth year with most teachers trained, allowing the school to build upon this program and integrate the 7 <i>Habits</i> in our PDHPE teaching and learning programs. Professional learning related to Leader in Me focused on developing Wildly Important Goals with students and teachers and student led conferences. In addition to professional learning, signage was also purchased to promote the 7 <i>Habits</i> throughout the school.</p> <p>The relieving principal participated in the <i>Principals' Flourish</i> professional learning with the Primary Principals' Association (PPA).</p>	<p>Chaplaincy program (interrupted by COVID restrictions) \$8200.00</p> <p>Groove Nation Dance program (paid by school in 2020 to support families due to impact of COVID restrictions across NSW) \$7672.00</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$12586.00)• Socio-economic background (\$8369.00)

Progress towards achieving improvement measures

Process 3:

Evaluation	Funds Expended (Resources)
<p>Opportunities for student leadership were severely impacted by COVID restrictions and planned activities such as peer support, K-6 assemblies and Film Club could not go ahead as planned.</p> <p>Year 6 students took a problem solving approach to successfully develop a range of COVID-safe interactive games and activities for students as part of their fundraising activities for the school.</p> <p>With teacher support, both of the films entered into the <i>Filmby</i> competition were accepted into the state's top 50 entries and "<i>Mooranda</i>" the school's entry into the Dairy Corporation's competition scored 28 out of 30 points.</p>	<p>0.1 technology expert to support ICT in the school - 0.2 artist to support students' wellbeing during lunchtimes (see low level adjustment for disability) \$13 600.00</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$15000.00)

Next Steps

Continue to explore forums and other formats to raise staff capacity, by directly linking the school plan directions and the research from *What Works Best* with practical professional learning for staff.

Continue to explore COVID safe forums, formats and avenues to continue the development of a proactive professional learning and leadership training culture for students, staff and parents.

Introduction of collaborative timetable if possible, to provide more time for professional dialogue.

Embed *Leader in Me* and *High Potential and Gifted Education* policy into school improvement plan directions to ensure student confidence and leadership in all domains of learning.

Executive leaders to engage in Three Rivers For Learning course to support their leadership of explicit teaching and formative assessment.

Continue with *Enhancing Capacity Pilot Program* for SASS.

Strategic Direction 3

Develop Strong Links with the Community

Purpose

Our purpose is to strengthen ties with our greater school community by engaging and collaborating with parents and wider community groups, to build effective and meaningful partnerships which allow students to connect, achieve and thrive.

Improvement Measures

Increase in parent and community participation in school planning and events.

Parent engagement and communication improved as evidenced through the *Tell Them From Me* survey, feedback and use of online platforms (e.g. School Stream, Facebook and school website).

Progress towards achieving improvement measures

Process 1: Feedback

Feedback and consultation is an integral part of the school planning and evaluation process. Feedback from students, parents and teachers will be used to evaluate the effectiveness of current practices and form a basis for discussion of future directions.

Evaluation	Funds Expended (Resources)
<p>COVID restrictions made it difficult to provide meaningful opportunities for parents to give direct meaningful feedback, especially in face to face forums during 2020.</p> <p>The P and C met monthly, via Zoom, when restrictions allowed for this. The current P and C have purchased resources to support learning, such as laptops/iPads, home readers and virtual excursions. Progress towards the increased parent and community participation and engagement improvement measures has been very positive. Focused Individual Parent communication was incorporated along with other whole school platforms such as Facebook and Newsletter, to target and maximise parent involvement.</p> <p>Leader in Me is supported by the school community who value the LIM's seven habits across the school, and promote the values of diversity, resilience and inclusion.</p>	<p>Employment of a technology expert to support, maintain and update school technology for learning and communication \$12300 from operational funding.</p>

Process 2: Programs

Increased opportunities for staff, parents and the wider community to participate in school programs, events and learning.

Evaluation	Funds Expended (Resources)
<p>Events and feedback including parents were impacted by COVID restrictions meaning that face to face events had to be cancelled and where possible, replaced by COVID-safe options, such as online P&C meetings and orientation sessions for 2021 Kindergarten transition.</p>	

Process 3: Communication

• School and student achievements, values and expectations are communicated to stakeholders through a range of strategies

Evaluation	Funds Expended (Resources)
<p>Constructively through TTFM data we have seen areas of development in</p>	

Progress towards achieving improvement measures

student engagement and motivation. 69% of students are interested and motivated in their learning and 75% of students have indicated they have a positive sense of belonging.

Over the past two years unexplained/unjustified absences have declined. School attendance ranges between 92.1% and 95.9%. Students attending 90% or more has fluctuated with a 40% averaged difference across grades over the past 2 years. Attendance is slightly below similar schools.

Next Steps

Continue to improve attendance for all students and target support to improve attendance for ATSI students and students with a disability with reinforced attendance monitoring procedures.

Continue to increase students' overall sense of belonging.

Engage our parent community in student learning to allow for a greater understanding of classroom practice, home-school consistency and consultation in school planning and reporting.

Continue to build on the strengths of the school as an outward facing collaborative learning community.

Staff have indicated that they would like to see more explicit and consistent procedures for communicating expectations and managing wellbeing issues across the school.

Maintain a whole school understanding that every one of our students matter and deserve the absolute best education, every day. Commitment by all staff to ensure that all students (K-6) are engaged, challenged and supported by consistent procedures.

Key Initiatives	Resources (annual)	Impact achieved this year
<p>Aboriginal background loading</p>	<p>In 2020 Integration funding was used to provide 0.1 Aboriginal support expert to provide ATSI students with a connection to music, culture and dance. (This initiative was interrupted by COVID restrictions.)</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$1 160.00) 	<p>An Aboriginal support officer was employed to provide musical and cultural experiences to eleven students who identified as Aboriginal.</p> <p>An executive teacher worked with the support of an Aboriginal consultant to develop an acknowledgement of country personalised to the context of Miranda Public School.</p> <p>Aboriginal students' academic results compared favourably with the results of all mainstream students, however, their collective attendance was slightly below the average school attendance.</p> <p>In the <i>Tell Them From Me</i> survey, 9% of students said that they were from Aboriginal and Torres Strait Islander backgrounds, although the official percentage for 2020 is 4%. 78% of the students who identified as Aboriginal in the survey said that they felt good about their culture and 89% of these students said that teachers had a good understanding of their culture.</p>
<p>English language proficiency</p>	<p>In 2020 Equity funding was used to provide 0.4 SLSO support for LaST reading comprehension program- 0.4 teacher support for Multi-Lit and 0.4 teacher support for Mini-Lit.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> English language proficiency (\$68 272.00) English language proficiency (\$21 877.00) 	<p>Students whose second language is English, received additional support by an 0.2 EAL/D teacher, supporting them with their oral language development in Literacy and Numeracy in the classroom and by withdrawing them in small groups or individually. It also was combined to support the LaST comprehension program to facilitate small group interventions.</p> <p>Funding was also used to supplement SLSO support, enabling all students with additional language learning needs to be addressed effectively in classrooms.</p> <p>12 Year 1 students were identified for the MiniLit program.</p> <p>25 students were identified for the MultiLit program. Over the year, 67% of Year 3 students on MultiLit improved by more than five reading levels. 55% of all Year 3 students (including the students on MultiLit) improved by more than five reading levels.</p>
<p>Low level adjustment for disability</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$20 362.00) Integration funding support (\$271 891.00) 	<p>In 2020 Integration funding was used to provide:- an SLSO to support students with disability in all classrooms, (in addition to integration funding support (IFS), so all students eligible for IFS received their full allocation).</p> <p>0.1 artist was employed to support students' wellbeing during lunch times. The program attracted a number of students and supported students with socio-emotional issues in a safe environment. The artist worked closely with the learning support team to ensure that any issues raised were addressed appropriately and timely.</p>

Quality Teaching, Successful Students (QTSS)

Funding Sources:
• Quality Teaching, Successful Students (QTSS) (\$56 114.00)

In 2020 funding was used to provide a 0.6 non-teaching AP (acting as an instructional leader) for early career teachers resulting in improved practice through lesson observations, team teaching, evaluation, mentoring and co-operative planning. This resulted in students receiving explicit teaching and quality feedback based on learning intentions and success criteria (WILF and WALT).



Kindergarten orientation was very enjoyable for our teachers and exciting for the 2021 intake students.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	148	145	153	153
Girls	132	131	118	110

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.9	94.7	93.4	95.8
1	90.7	92.7	94	95.1
2	95	92.6	91.3	95.9
3	97	94.6	94.9	96
4	94.6	95.8	94.8	94.3
5	94.5	93	93.9	94.9
6	95.7	91.8	93.8	95.4
All Years	94.6	93.5	93.8	95.3
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.



Kindergarten and Year 1 students prepared these artworks featuring Rudolf the red nosed reindeer.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	10.63
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
Teacher ESL	0.2
School Administration and Support Staff	5.72

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and Departmental priorities.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	417,652
Revenue	3,512,267
Appropriation	3,373,474
Grants and contributions	137,254
Investment income	1,539
Expenses	-3,726,059
Employee related	-3,264,171
Operating expenses	-461,888
Surplus / deficit for the year	-213,792
Closing Balance	203,860

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.

Money has been set aside for a number of capital works projects including:

- installation of a kitchen into the school hall to expand the capacity for out of hours school (OOSH) care
- expanding wifi and telephone access throughout the school
- playground and general maintenance
- shade cloth area (long term)

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	267,375
Equity Total	226,850
Equity - Aboriginal	4,477
Equity - Socio-economic	46,232
Equity - Language	90,149
Equity - Disability	85,992
Base Total	2,568,123
Base - Per Capita	69,727
Base - Location	0
Base - Other	2,498,396
Other Total	181,417
Grand Total	3,243,765

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

School performance - NAPLAN

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

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

2020 NAPLAN

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

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

Student Feedback

The 2020 *Tell Them From Me* student survey (for students in Years 4 to 6 only) revealed that:

- 91% of students had a high rate of participation in school sports with a qualified instructor at school (state government norm (SGN) 83%).
- 88% of students have friends whom they trust and 92% said that school is useful in their every day lives and it will have a strong bearing on their future. These results are consistent with the state.
- 91% (SGN 83%) of students reported that they have positive behaviour at school and 90% (SGN 88%) of students said that they try hard to succeed with their learning.
- The school results were level with the state government norms for using learning time effectively, relevance of classroom instruction, explicit feedback, advocacy and positive teacher-student relations, positive learning climate and high expectations for success.
- 74% of students said that they felt proud of their school. Student perseverance, positive growth mindset and experiences in learning from home during Term 1 and 2 rated positively in all cohorts (Years 4 to 6).
- 69% of students are interested and motivated in their learning, which is slightly below the SGN (78%). Comparative to the SGN (81%), 75% of students at Miranda have indicated they have a positive sense of belonging.

Community Engagement

The P and C was only able to meet twice each term via Zoom during 2020 and the pandemic made it difficult to receive direct feedback from parents through other forums. The P and C members communicated support of current school programs such as Leader in Me and enjoy the school's community atmosphere, and spirit of inclusivity and multiculturalism. The P and C members also communicated support of the 2021-2024 draft *Situational Analysis* to inform the *2021-2024 School Improvement Plan*.

As a result of increased parent and community participation and engagement improvement measures over the past three years, parents used other forums and existing communication platforms, such as ClassDojo, to provide overwhelmingly supportive feedback.

During 2020, focused individual parent communication was incorporated along with other whole school platforms such as Facebook and the fortnightly newsletter, to target and maximise parent involvement. Several potential new families communicated frustration in not being able to secure adequate out of hours care for their children and this is currently being addressed by the school. This is already being addressed by the school.

Staff Advocacy

All staff were presented with an open-ended survey in October 2021 to learn about their aspirations for the school in developing the new draft school improvement plan. The staff indicated general satisfaction and enthusiasm about working in the school. Areas identified for further improvement that rated the highest were:

- consistent implementation of behaviour expectations and rewards (37%)
- consistency of agreed best practice in Literacy and Numeracy across the school (30%)
- increased collaboration and collective efficacy (25%)
- increased integration and inclusion across the school (15%)
- clear communication (15%)

The compiled whole staff reflection of the eight themes of CESE's *What Works Best* (WWB) showed school wide agreement that all themes were evident throughout the school (K-6), however, there are variations between classrooms and within classrooms.

Recommendations for further development:

Increase in student engagement and motivation, and sense of belonging.

Increase in the number of students articulating that they feel confident of their skills and are challenged in Literacy and Numeracy. Currently 36% of students have rated themselves in the highest quartile (SGN 53%). In addition to setting explicit learning goals, students need to be exposed to the metalanguage used in the survey so that they understand terminology.

Engage our parent community in student learning to allow for a greater understanding of classroom practice, home-school consistency and more authentic opportunities to provide explicit feedback and consultation about school programs.

Areas of WWB identified for further development:

- Culture of High expectations - A whole school understanding that these students matter and deserve the absolute best education, every day. Commitment by all staff to ensure that all students are engaged, challenged and consistently supported in all stages. in their learning and wellbeing.
- Explicit teaching - all students are given clear explanations so they can make connections between what they know, what they are expected to do, how to do it and what success looks like. All students given opportunities and time to check their understandings, ask questions and receive clear, effective feedback. (supported by Lyn Sharratt's *Five Questions*, Barbara Blackburn's *Rigour* (rich tasks))



Stage 2 students practising fundamental movement skills (throwing and catching)

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.



Farewell to our Year 6 students in 2020