

2020 Annual Report

Mortlake Public School



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Introduction

The Annual Report for 2020 is provided to the community of Mortlake 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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School vision

At Mortlake Public School we believe that:

Every student is challenged to achieve their personal best in a supportive environment underpinned by our school values of encouragement, integrity, resilience and respect.

Mortlake students are creative, engaged, digital citizens. They are empowered to be future focused, innovative and collaborative problem solvers who take risks and reflect on their learning.

Student learning opportunities are maximised through strong community partnerships supporting high quality, values enriched teaching and learning programs.

School context

Mortlake Public School was established in 1887. It serves an established residential community with a school population of 354 students from Kindergarten to Year 6. The school has a highly respected reputation as well as a proud tradition of excellence and all round student performance. The school offers an extensive and broad education with high standards of literacy and numeracy which compliments a balanced curriculum. Our excellent music program has an enviable reputation throughout the wider community. The school achieves exemplary results in debating, public speaking, sporting events and performing arts.

Mortlake Public School is committed to providing rich programs to develop skills in critical thinking, problem solving, communication, collaboration and technology to enable all students to reach their full potential educationally, socially and emotionally.

The school has 52% of its students learning English as an additional language or dialect (EAL/D) who require additional support to assist them to develop English language proficiency. All staff are committed professionals who place student learning at the centre of all professional learning and practice.

The parents and families of Mortlake Public School are partners in learning, with the community being actively involved in key aspects of decision making and are valued contributors to many aspects of school life.

Teachers, parents and students work collaboratively to ensure school is a safe, inclusive and happy place to be.

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Self-assessment using the School Excellence Framework

| Elements | 2020 School Assessment |
|--|------------------------|
| LEARNING: Learning Culture | Delivering |
| LEARNING: Wellbeing | Delivering |
| LEARNING: Curriculum | Delivering |
| LEARNING: Assessment | Delivering |
| LEARNING: Reporting | Delivering |
| LEARNING: Student performance measures | Delivering |
| 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 | Delivering |

As a result of the External Validation process undertaken in August 2020, the EV panel recommended the school's self assessment be updated in the following areas:

LEARNING:

- Wellbeing, Assessment, Reporting - Sustaining and Growing

TEACHING:

- Learning and development - Sustaining and Growing

Strategic Direction 1

Excellence in Teaching and Learning

Purpose

To promote high expectations for student achievement and growth in literacy and numeracy. A baseline will be established in order for improvement to be mapped and targeted. The use of individualised learning intentions and success criteria will drive quality teaching and learning in literacy and numeracy. Evidence informed quality teaching and learning practices will sustain school improvement and enhance student learning.

Improvement Measures

A consistent whole school system for differentiation is established

An increased proportion of students achieving expected growth in literacy

An increased proportion of students achieving expected growth in numeracy

An increased capacity of early career teachers in understanding quality teaching and learning

Increased capacity of all staff in delivering quality teaching and learning practices

Overall summary of progress

Scheduled collegial sharing sessions to develop and understanding of how assessment data is collected and utilised across stages.

Established a whole school approach to consistent data tracking with analysis which is then evidenced with interweaving it back into teaching and learning programs.

Offered targeted professional development in evidence-based pedagogy to build capacity in developing numeracy and literacy skills across all years.

Measured the effectiveness of evidence-based programs in the early years of school by comparing future NAPLAN data.

Enhanced curriculum provision through learning alliances with other schools.

Strengthened evidence based teaching practices to support all students in the development of their knowledge, understanding and skills.

Progress towards achieving improvement measures

Process 1: Increased student performance in Literacy

- Data informed quality teaching programs will be implemented.
- Early career teacher network established for targeted professional development in specific areas of teaching and learning.
-
- Staff are professionally led to continue to strengthen their practice in data informed quality teaching and learning.
-
- Staff are professionally developed in 'Visible Learning' practices.

| Evaluation | Funds Expended (Resources) |
|---|---|
| <p>Mentoring of Early Career Teachers continued.</p> <p>Student outcomes were addressed through the collection of qualitative and quantitative data to determine literacy and numeracy goals and next steps in student learning.</p> <p>All staff engaged in Corwin online professional learning modules around</p> | <p>Professional Learning activities planned to include all staff members.</p> <p>QTSS funds were used for Assistant Principals to mentor Early Career Teachers.</p> |

Progress towards achieving improvement measures

Learning Intentions and Success Criteria to ensure individual student learning needs were addressed.

Funding Sources:

- Professional learning (\$5000.00)
- Quality Teaching, Successful Students (QTSS) (\$60000.00)

Process 2: Increased student performance in Numeracy

- Data informed quality teaching programs will be implemented.
-
- Early career teacher network will be established for targeted professional development in specific areas of teaching and learning.
-
- Staff are professionally led to continue to strengthen their practice in data informed quality teaching and learning.
-
- Staff are professionally developed in 'Visible Learning' practices.

| Evaluation | Funds Expended (Resources) | | | | | | | | | | | | | | | | | | | | |
|---|----------------------------|--------|--------|-----|----------------|-------|-----|-------|-----------------|------|-------|-------|----------------|-----|-------|-------|-----------------|------|-------|-----|---|
| <p>Due Covid-19, the 2020 NAPLAN testing process across the state was not undertaken.</p> <p>Student outcomes were monitored through formative assessment practices.</p> <p>In August 2020, Years 3 and 5 students completed the Check In Assessment in reading and numeracy. Based on students in bottom, middle and top 2 bands, the school results were as follows:</p> <table border="1"> <thead> <tr> <th>Bands</th> <th>Bottom</th> <th>Middle</th> <th>Top</th> </tr> </thead> <tbody> <tr> <td>Year 3 Reading</td> <td>11.3%</td> <td>29%</td> <td>59.7%</td> </tr> <tr> <td>Year 3 Numeracy</td> <td>9.7%</td> <td>25.8%</td> <td>64.5%</td> </tr> <tr> <td>Year 5 Reading</td> <td>14%</td> <td>37.2%</td> <td>48.8%</td> </tr> <tr> <td>Year 5 Numeracy</td> <td>7.5%</td> <td>67.5%</td> <td>25%</td> </tr> </tbody> </table> | Bands | Bottom | Middle | Top | Year 3 Reading | 11.3% | 29% | 59.7% | Year 3 Numeracy | 9.7% | 25.8% | 64.5% | Year 5 Reading | 14% | 37.2% | 48.8% | Year 5 Numeracy | 7.5% | 67.5% | 25% | <p>Funds from professional learning and QTSS were allocated to support staff in professional development.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Literacy and numeracy (\$12000.00) |
| Bands | Bottom | Middle | Top | | | | | | | | | | | | | | | | | | |
| Year 3 Reading | 11.3% | 29% | 59.7% | | | | | | | | | | | | | | | | | | |
| Year 3 Numeracy | 9.7% | 25.8% | 64.5% | | | | | | | | | | | | | | | | | | |
| Year 5 Reading | 14% | 37.2% | 48.8% | | | | | | | | | | | | | | | | | | |
| Year 5 Numeracy | 7.5% | 67.5% | 25% | | | | | | | | | | | | | | | | | | |



Shared reading experience

Strategic Direction 2

Positive Partnerships in Thriving Culture

Purpose

To build a dynamic culture of collaboration amongst staff, students and the wider community. Strong community partnerships provide a network and allow our students to develop leadership capabilities whilst recognising their roles and responsibilities in their thriving community. Fostering learning environments to engage staff, students and parents in a positive growth mindset.

Improvement Measures

Establish a consistent whole school system for strengthening positive learning environments.

An increased proportion of students with a positive growth mindset.

An increased proportion of positive social interactions between students.

An increased proportion of staff building their leadership capacity through expanding their experiences and repertoire within the school.

Overall summary of progress

Established clearer collaboration between support teachers and their programs with classroom teachers to streamline learning so it can be most effective.

Continued to explicitly, consistently and supportively apply behaviour expectations that were developed with staff and students to ensure effective conditions for learning. Continued to build positive, respectful relationships that promote student wellbeing across the whole school.

Reviewed the collection of data including student, parent and staff surveys for analysis, to refine the whole school approach to proactive behaviour management systems.

Continued implementation of whole school wellbeing goals using the 'Caught You Being Good' voucher system, where vouchers were collected into a big visual box and the whole school was rewarded with a movie day once the box was filled. Encouraged positive behaviours and working as a team to reach the school goal.

Continued the collection of wellbeing data to monitor success in relation to school wellbeing initiatives such as the wellbeing officer and the 'Caught You Being Good' scheme.

Sought regular and constructive feedback from all stakeholders on our parent engagement and reporting processes.

Progress towards achieving improvement measures

Process 1: Support for students' social development

- Students are supported in being leaders of their own learning and understanding that this role goes beyond the school environment and into the wider community. Students are supported in their social development and in their interactions with other students. They are given the skills needed to value one another's strengths and support and learn from each other.
- Staff and students utilise 'Positive Psychology' strategies to enhance wellbeing and learning. This approach targets whole school communities to foster a culture of inclusiveness and resilience.

| Evaluation | Funds Expended (Resources) |
|--|--|
| <p>The employment of the wellbeing officer supported students. The implementation of the Sparc program ensured targeted students were supported in their social and emotional development.</p> <p>As part of COVID-19 learning from home, student needs were addressed by the provision of online contact with their teachers and their peers. In addition, teaching and learning programs included activities to maintain student</p> | <p>Continued discussions, staff meetings</p> |

Progress towards achieving improvement measures

engagement in their learning.

Process 2: Leadership distribution and collaboration

- Instructional leadership is maintained schoolwide through expertise and interest based initiatives such as sustainability, wellbeing, SRC and creative arts projects.
- Collaboration is fostered by professional learning teams being established across stages and curriculum areas. These teams share ideas, expertise and experiences to develop and maintain high quality teaching and learning practices.
- Develop staff capacity to deliver professional development opportunities to benefit teachers and students.

| Evaluation | Funds Expended (Resources) |
|--|--|
| <p>During COVID-19 learning from home, the school professional learning hub was launched. The hub provided resources for staff on and off site to support teaching and learning programs and cater for staff wellbeing.</p> <p>The leadership team analysed responses to school community satisfaction measures throughout the year to ensure student outcomes continued to be achieved.</p> <p>Developed processes where Professional Standards and the School Excellence Framework were a reference point for whole school reflection and improvement. Proformas referencing particular aspects and criteria were developed to assess programming, teacher performance and classroom and school initiatives.</p> <p>Further training for developing staff and in particular executive staff as instructional leaders was undertaken. The structure of the Growth Coaching model ensured that the school leadership team modelled and supported a culture of high expectations.</p> <p>Opportunities for staff to lead professional learning were provided. A relieving assistant principal led whole school professional learning in preparation for the 2021-2024 Strategic Improvement Plan. A classroom teacher delivered professional learning and mentored staff in applying digital learning platforms to classroom teaching and learning.</p> | <p>Staff expertise and DoE online learning assisted in the upskilling of staff.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$1200.00) |



Presentation day 2020
Induction of student leaders

Strategic Direction 3

Critical and Creative Global Citizens

Purpose

To provide a learning culture of high expectations and quality teaching and learning. Students will be productive and ethical users of technology and equipped with skills of the 21st century to become empowered global citizens. Meaningful opportunities will support critical and creative thinking, teamwork, problem solving, independent and resilient learning.

Improvement Measures

An increased proportion of staff are engaged to teach and feel confident teaching a range of 21st Century skills.

An increased proportion of students gaining robotics literacy and stronger STEM skills.

An increased proportion of students are able to apply the 21st Century skills of critical thinking, communication, collaboration and creativity to all aspects of their learning.

Overall summary of progress

Student voice enabled students to co-design learning by co-constructing and negotiating Learning Intentions and Success Criteria so they can become agents of their own learning.

Built capacity of teachers to successfully embed and sustain contemporary technologies meaningfully and effectively in the curriculum. This was facilitated by the school based and developed professional learning hub. Collaborative planning and team teaching supported teachers in building their confidence and capacity to effectively include future focused skills in their teaching to improve student outcomes.

Progress towards achieving improvement measures

Process 1: Build the capacity of teachers and staff through focused professional learning and development that creates a culture in which every staff member is engaged in ongoing, relevant and well informed learning and practice, at an individual and collective level.

- ICT coordinator to attend professional learning (PL) to lead practices and programs with the implementation of whole school PL that supports 21st Century teaching and learning.
- Teachers develop and refine a set of indicators to monitor and assess critical thinking and other 21st Century skills through an open door culture of sharing resources, asking questions and seeking advice from colleagues.
- The school runs information sessions for students and parents on Cyber Safety.
- The school builds and maintains appropriate infrastructure to support digital age teaching and learning.

| Evaluation | Funds Expended (Resources) |
|--|---|
| The school is well equipped with robotics and technology. Teachers continue to integrate robotics, coding, STEM and PBL into programs K-6. Regular ICT support is maintained with updates and roll-outs. Flexible learning spaces created with furniture. Teaching and learning programs have been collaboratively planned to embed creative and critical thinking skills and opportunities across all learning areas. Programs are created on google drive to allow accessibility of all staff. The police youth liaison officer engaged with the school and parent community to raise awareness around cyber safety. | Internal and external expertise from professional learning funds and QTSS as reported in Strategic Direction 1 and 2. |

Process 2: Deliver relevant and dynamic learning experiences which allow students to take ownership and drive 21st Century learning.

- Flexible learning spaces. Designing quality learning spaces allowing students to build independent learning behaviours and develop a strong understanding of themselves as learners.

Progress towards achieving improvement measures

- Process 2:**
- Project Based Learning. Provide teaching and learning that engages students in rich and authentic learning experiences.
 - STEM (Incorporating targeting GATE). Provide opportunities and develop essential skills for students to think creatively, critically, deeply, logically and resourcefully and examining real world issues.
 - Robotics and coding. Robotics and coding is an interactive and engaging way of introducing STEM in to the curriculum and inspiring young people to pursue STEM related subjects and careers.

| Evaluation | Funds Expended (Resources) |
|--|---|
| The use of robotics, coding, STEM, Project Based Learning (PBL) & professional learning (PL) was slowed down by Covid-19. Spaces were transformed into breakout rooms and flexible learning spaces for staff and students. Expertise amongst staff was identified and teachers engaged in internal professional learning. PBL introduced in Stage 2 and 3 to engage and challenge all learners in low floor high ceiling tasks. Teaching and learning programs in Stage 2 embedded STEM activities to facilitate authentic connections between student learning and real world contexts. | Funding Sources: <ul style="list-style-type: none">• school operational funds (\$20000.00) |

| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|---|--|
| Aboriginal background loading | Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$2 612.00) | Funds were used to provide time for teachers to write differentiated learning plans. |
| English language proficiency | 1.2 staffing allocation and \$85 373 flexible funding Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$184 151.00) | The funds were used to provide whole class and individualised support for students just beginning to learn English. |
| Low level adjustment for disability | Integration funds were used to employ Student Learning Support Officers (SLSOs) to assist with learning in the classroom. Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$84 785.00) Integration funding support (\$30 455.00) | Learning support teachers provided individual and whole class support. The school operated both Minilit and Multilit learning programs to cater for the learning needs of identified students. SLSOs were employed to support the learning of students who received integration funding. |
| Quality Teaching, Successful Students (QTSS) | Funds were used to employ staff Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$72 303.00) | The leadership team continued to be provided with extra time to support their teams in class, working towards identified learning goals. |
| Socio-economic background | Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$11 186.00) | Students/families requiring assistance either self nominate or are identified by classroom teachers and activities are subsidised or paid for out of socio economic background funding. |
| Support for beginning teachers | Funding Sources: <ul style="list-style-type: none"> Support for beginning teachers (\$0.00) | Although there were no beginning teachers funded at the school. Early career teachers were still supported by mentors using QTSS funds. |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2017 | 2018 | 2019 | 2020 |
| Boys | 221 | 217 | 211 | 192 |
| Girls | 192 | 182 | 191 | 179 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2017 | 2018 | 2019 | 2020 |
| K | 96.4 | 96.4 | 94.7 | 96.3 |
| 1 | 95.9 | 94.2 | 95.8 | 94.5 |
| 2 | 95.5 | 96.1 | 94.8 | 91.5 |
| 3 | 95.3 | 95.3 | 95.6 | 95.7 |
| 4 | 94.8 | 92.9 | 94.1 | 93.7 |
| 5 | 94 | 94.4 | 93.3 | 95.3 |
| 6 | 92.7 | 93.9 | 94.8 | 90.4 |
| All Years | 95 | 94.8 | 94.8 | 94.1 |
| State DoE | | | | |
| Year | 2017 | 2018 | 2019 | 2020 |
| K | 94.4 | 93.8 | 93.1 | 92.4 |
| 1 | 93.8 | 93.4 | 92.7 | 91.7 |
| 2 | 94 | 93.5 | 93 | 92 |
| 3 | 94.1 | 93.6 | 93 | 92.1 |
| 4 | 93.9 | 93.4 | 92.9 | 92 |
| 5 | 93.8 | 93.2 | 92.8 | 92 |
| 6 | 93.3 | 92.5 | 92.1 | 91.8 |
| All Years | 93.9 | 93.4 | 92.8 | 92 |

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

Management of non-attendance

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

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

Workforce information

Workforce composition

| Position | FTE* |
|---|-------|
| Principal(s) | 1 |
| Assistant Principal(s) | 3 |
| Classroom Teacher(s) | 15.03 |
| Literacy and Numeracy Intervention | 0.42 |
| Learning and Support Teacher(s) | 0.5 |
| Teacher Librarian | 0.8 |
| Teacher ESL | 1.2 |
| School Administration and Support Staff | 2.87 |

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

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

Workforce ATSI

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

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

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

Financial information

Financial summary

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

| | 2020 Actual (\$) |
|---------------------------------------|------------------|
| Opening Balance | 479,976 |
| Revenue | 3,634,246 |
| Appropriation | 3,368,518 |
| Grants and contributions | 255,826 |
| Investment income | 1,433 |
| Other revenue | 8,469 |
| Expenses | -3,632,279 |
| Employee related | -3,129,472 |
| Operating expenses | -502,807 |
| Surplus / deficit for the year | 1,966 |
| Closing Balance | 481,942 |

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.

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 | 30,455 |
| Equity Total | 282,734 |
| Equity - Aboriginal | 2,612 |
| Equity - Socio-economic | 11,186 |
| Equity - Language | 184,151 |
| Equity - Disability | 84,785 |
| Base Total | 2,785,122 |
| Base - Per Capita | 96,683 |
| Base - Location | 0 |
| Base - Other | 2,688,439 |
| Other Total | 190,889 |
| Grand Total | 3,289,200 |

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

School performance - NAPLAN

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

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

2020 NAPLAN

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

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

Parent/caregiver, student, teacher satisfaction

Satisfaction

In 2020 students, teachers and parents were invited to complete the Tell Them from Me online surveys. The survey's questions examined areas such as a sense of belonging or the level of interests and motivation in the classroom.

Some of the responses are presented below.

Students

- felt accepted and valued by their peers and by others at their school
- were interested and motivated in their learning
- believed Important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives
- felt they have someone at school who consistently provides encouragement and can be turned to for advice
- believed school staff emphasise academic skills and hold high expectations for all students to succeed

Parents

- agreed that they were well informed about school activities
- stated that child's progress reports were written in terms they understood
- encourage their children to do well at school
- felt that their children were encouraged to do his or her best work
- believed that teachers expected their children to pay attention in class
- felt that their children were clear about the rules for school behaviour
- believed that their children felt safe going to and from school
- reported that they had attended meetings or social functions during the year at least once while some said that they had attended the school twice or more during the year

Teachers

- felt supported in their professional development
- believed the professional development eg visible learning transferred into classroom practice
- appreciated the professional learning model so that in depth knowledge and skills were acquired
- felt the school's learning culture was inclusive and professional learning was purposeful
- teachers valued the change in school organisational structures that allowed for more collaboration

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.