

2020 Annual Report

Mulbring Public School



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Introduction

The Annual Report for 2020 is provided to the community of Mulbring 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

We envisage Mulbring Public School as a community of learners, friendly students, teachers and families working together in a safe, healthy environment where learning focuses on cooperation, teamwork and the building of skills for the future.

We have a dedicated, enthusiastic school staff, and an active P and C Association. We also have a number of community volunteers, regularly participating in programs, to support student learning.

Our students are highly valued and our focus is always on helping them to "Do Your Best", in class work, sport and relationships.

In September, 2020, our school participated in External Validation. This provides an opportunity for schools to discuss their judgements about their practice - and the evidence that underpins them - with a panel of peers.

The process undertaken was one of collaboration and teamwork. Within our small school setting, all staff completed EV training with professional learning implemented to ensure staff had an understanding of the SEF with opportunities to examine and analyse the themes within the elements of each domain.

The staff worked collaboratively to identify four evidence sets. Each staff member then worked collaboratively with the principal to identify artefacts to support each set. Artefacts were selected, annotated and analysed, with on-balance judgements made in relation to the School Excellence Framework. Staff worked collaboratively throughout this process, having input into each set of evidence, through reflection and contribution of feedback, supporting each other to produce our analysis and on-balance judgements. We also consulted with a Principal Support Leader. This ensured collective responsibility and capacity building amongst the staff in being able to ensure continuous school improvement.

Our analysis demonstrated that overall in the domain of **LEARNING**, Mulbring PS is **Sustaining and Growing** through the delivery of a whole school values, evidence-based approach to wellbeing, with regular opportunities for all students to meet with a staff member who can provide advice, support and assistance. Teachers provide differentiation, the use of reliable assessments to capture information about student learning and use learning criteria and prompt feedback to ensure teaching practice is adapted to meet the learning needs of our students.

Our analysis demonstrated that overall in the domain of **TEACHING**, Mulbring PS is **Sustaining and Growing** through the delivery of a whole school approach to support and assistance. Teachers provide differentiation, the use of reliable assessments to capture information about student learning and use learning criteria and prompt feedback to ensure teaching practice is adapted to meet the learning needs of our students.

Our analysis demonstrated that overall in the domain of **LEADING**, Mulbring PS is **Sustaining and Growing** through a focus on continuous improvement, with a clear vision and strategic directions evident in our activities. We have quality resources which are used to achieve student outcomes and administrative procedures and practices which promote active learning for all.

As a staff we are proud of these results but there is always room for improvement and as we now approach a new school planning phase we look forward to implementing new strategies, practices and ideas to further strengthen our TEACHING, LEADING and LEARNING in accordance with the elements and standards of the School Excellence Framework.

School vision

We envisage Mulbring Public School as a community of learners, friendly students, teachers and families working together in a safe, healthy environment where learning focuses on cooperation, teamwork and the building of skills for the future.

School context

Mulbring PS is a small, rural school, situated near both Kurri Kurri and Cessnock.

In 2018 we had an enrolment of 44 students, in two stage-based classes. In 2019, our enrolments increased to 58 students in three stage based classes.

We have a dedicated, enthusiastic school staff, and an active P and C Association. We also have a number of community volunteers, regularly participating in programs, to support student learning.

Historically, MPS has achieved very strong expected growth for Years 3-5 in NAPLAN Numeracy. Our value-added result in 2017, for K-3 was Sustaining and Growing, for Years 3-5 it was Delivering and Years 5-7 was Delivering. In 2019, our value-added result for K-3 is working towards delivering, Years 3-5 it is delivering and Years 5-7 it is sustaining and growing. Emphasis is placed on quality teaching and continuous improvement of learning outcomes for all students.

Our school is committed to providing rich programs to develop skills in critical thinking, problem-solving, communication, collaboration, acceptance of self and others, and technology to enable all students to reach their full potential, educationally, socially and emotionally.

Our partnership with the Kurri Kurri Learning Community of Schools provides professional learning opportunities leading to enhanced teaching/learning practice and better structures for enhancing student engagement and well-being.

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

Strategic Direction 1

Active Learners

Purpose

To ensure a rich, engaging learning culture, underpinned by high expectations, which challenges and encourages students, and a differentiated curriculum that is flexible, reflective and relevant to the needs of our students, staff and community.

Improvement Measures

Progressively increasing the % of students progressing along continuums/learning progressions, commensurate with expected growth and timeframes. from a baseline of 82% in 2017.

Progressively increasing the % of students achieving at or above expected growth in Literacy and Numeracy, in NAPLAN by 2020.

100% of parents/carers attending school events by 2020.

Progress towards achieving improvement measures

Process 1: Sustaining Targeted Practice, Data and Learning

Utilise models of pedagogy, professional learning, specific programs and data to guide individualised and differentiated and drive teaching and learning in Literacy and Numeracy for all students.

e.g.

- Guided Reading
- Data Meetings
- Student Work Sample Folder

Evaluation	Funds Expended (Resources)
<p>Due to COVID 19, NAPLAN was not initiated in 2020 .for Year 3 or Year 5. However, our Year 5 students did participate in a state-wide check-in assessment in Week 7, Term 3., 2020.</p> <p>Student scaled scores for Reading in the Year 5 check-In were as follows; 54% of students achieved equivalent to the top or middle bands in Reading and 72.7% achieved in the top or middle bands for Numeracy. Overall our school scaled score in Reading was below similar size school groups and below the state scaled score.. In Numeracy our school's scaled score was above similar size school groups but below the state scaled score.</p> <p>In NAPLAN 2018, 60% of our Year 5 students achieved at or above expected growth in Grammar and Punctuation, 25% achieved at or above expected growth in Numeracy, 40% achieved at or above expected growth in Reading and 20% achieved at or above expected growth in Spelling.</p> <p>For matched students in NAPLAN 2019, our Year 5 students 83% achieved at or above expected growth in Spelling., reaching our milestone. The target of 80% of students achieving at or above expected growth in NAPLAN-Reading, Grammar and Punctuation was not achieved. However, 66% were achieving at or above expected growth in Writing, 50% in Grammar and Punctuation, 33% in Numeracy and only 25% of matched students were achieving at or above expected growth in Reading.</p> <p>Overall, according to learning progressions and school-based assessments, in terms of all students, K-6, we are progressively increasing the % of students achieving at or above expected growth in Numeracy and Spelling and Reading. This is evidenced by PM Benchmarking, SA Standardised</p>	

Progress towards achieving improvement measures

Spelling, MultiLit Word Attack Skills (Learning Support) and Formative and summative assessments in Mathematics.. Focus areas will need to include grammar and punctuation and we need to work towards the achievement of similar sized school groups and/or state scaled scores for all students in Years 3 and 5, in NAPLAN.

Process 2: Parent Engagement

Implement regular parent sessions and workshops to foster increased involvement and understanding of curriculum requirements and current pedagogy.

Evaluation	Funds Expended (Resources)
Unfortunately this year, due to COVID 19 restrictions, family attendance has not been possible for school events throughout most of 2020.. Where possible, within COVID and DET guidelines, as the year has progressed, we have included parents in events such as Leader's Speeches, Captain and Vice-Captain Induction Ceremony, Year 6 Farewell and Presentation Day. . On these occasions, we've achieved 100% attendance by invitees. For Book Week, we allowed parents to watch from the school footpath, socially distancing from each other (1.5m apart) and we achieved 73% attendance. In 2019, r, we achieved 94% attendance at major events and 63% at fortnightly school assemblies. Due to COVID 19, we have been unable to invite parents to our fortnightly assemblies for most of the year, however, during the early part of Term 1, we achieved 50% of parents attending the school assembly.	

Process 3: Implement effective systems for reporting and the promotion of healthy lifestyle.

Evaluation	Funds Expended (Resources)
All students have completed the Premier's Sporting Challenge. with thirty-seven students receiving a gold award and twenty-five receiving a diamond award. Staff, however, did not participate this year. A new Student Report is still a priority but will be deferred for development until 2021, with a consultative and research-based approach. involving all stakeholders- students, parents/carers and staff.	Premier's Sporting Challenge kit

Next Steps

- To revise standardised testing practices for assessing student achievement and progress, K-6.
- For students to consistently perform at high levels on external and internal school performance measures.
- To achieve progress and achievement of equity groups within the school, equivalent to the progress and achievement of all students.
- To provide different levels of differentiation to support learning or increase challenge.
- To provide increased opportunities for teachers to share their expertise both within our school and with other schools.
- To implement practices which directly and regularly engage parents to improve understanding of student learning and plans for meeting future goals.

Strategic Direction 2

Getting Along

Purpose

To foster student well-being and respectful partnerships with students, staff and community to ensure that students connect, succeed, thrive and learn.

Improvement Measures

Progressively increase the % of students reporting a sense of belonging, expectations for success and advocacy at school.

Increased attendance by parents/carers at interviews, workshops, and assemblies/special events from a baseline of 55% in 2017.

Decrease the number of student negative behaviour entries from an average of 40 per year based on baseline data from 2016-2017.

An increased proportion of students in the top two NAPLAN bands for reading and numeracy by 2020.

Progress towards achieving improvement measures

Process 1: Planned approach to Wellbeing

Implement a whole school integrated approach to student well-being, with teacher professional learning and the explicit teaching of values, the importance of getting along with others and healthy lifestyles.

- All staff implement weekly lessons K-6, incorporating the "Fun Friends" Program, Anti-bullying, and Live Life Well and PBL.

Evaluation	Funds Expended (Resources)
<p>The number of behaviour incident reports did not meet our target of less than 20 for 2020. We had 60 incident notifications recorded in 2020. This may be attributed to our growth in student numbers, the unsettled nature of learning arrangements throughout 2020, or various other factors.</p> <p>In 2020, snapshot 2 of the Tell Them from Me surveys, 70% of our Year 4, 5 and 6 students reported a "Sense of Belonging". This was slightly lower than our result in 2019, but still higher than in 2018.</p> <p>Our mean score for a "Sense of Advocacy" was 8.8, compared to the NSW Govt norm of 7.7. This score has definitely trended upward from 2018.</p> <p>For student "Expectations for Success" we scored a mean of 8.8 whilst the NSW Govt norm was 8.7. This score has also trended upwards for our school over the last three years.</p>	<p>Computers for TTFM survey implementation</p>

Process 2: Parent Engagement

A shared responsibility for student well-being and community engagement, through encouraging parents/carers to visit the school on a regular basis, both formally and informally, and maintenance of a strong partnership with Mulbring P and C to support fundraising, and family connections.

Evaluation	Funds Expended (Resources)
<p>Unfortunately due to COVID 19 and associated restrictions on schools, we were unable to have parents, family members in our school for most of 2020. However, restrictions were somewhat eased in time for our Annual Presentation Day and we were delighted to welcome 95% of families to our special assembly.</p>	

Progress towards achieving improvement measures

Process 3: Whole school engagement in Aboriginal Education

Target programs that promote Aboriginal outcomes and address learning and wellbeing needs of Aboriginal students.

Evaluation	Funds Expended (Resources)
NAPLAN did not take place in 2020 due to COVID 19. A check-in assessment was conducted in Term 3 for Year 5 with our school performance report providing information about how the school performed in relation to NAPLAN bands, however our target - increasing the proportion of Aboriginal and Torres Strait Islander students in the top two bands was not met.	

Next Steps

- To continue to use SENTRAL to collect data for analysis of positive and negative student behaviour notifications.
- To carry out an audit of current school wellbeing practices using the wellbeing framework self-assessment tool, to assist in determining our strengths, areas for development and overall whole school wellbeing practices.
- To increase our use of data from engagement with digital platforms to measure parent and community satisfaction.
- To implement a K-6 program to build friendship skills and resilience.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$0.00) 	<p>From 2017-2019 we saw an increased proportion of ATSI students in the top two bands for NAPLAN. These increases occurred for Year 5 students in 2018 for Writing and in 2019, for Spelling. There were no students identifying as ATSI in Year 3, 2019. NAPLAN did not take place in 2020, due to COVID 19.</p> <p>In MultiLit Word Attack Skills, there was varying degrees of success. Some of our ATSI students excelled and graduated from the program. Other younger students made varying degrees of progress, with one student progressing from level one to level four and others only progressing towards the end of Level 1. Those that did not achieve the greater levels of progression were in the K-2 age range.</p>
Low level adjustment for disability		<p>At the beginning of the year, fourteen students were targeted for learning support in reading. They were assessed using the evidence-based MultiLit Word Attack Skills Placement test. By the end of the year, 50% of students had progressed through all of the MultiLit Word Attack levels to complete the program. All students demonstrated progress, however our younger students, K-2, will take longer to complete the program due to lower placement levels, commensurate with their age.</p> <p>As students completed the MultiLit Word Attack Skills, other students were assessed to determine their starting point and timetabled in to begin the program.</p>
Quality Teaching, Successful Students (QTSS)		<p>Staff professional learning in Writing and the use of data to inform teaching is evidenced by our improved results in reading and Spelling.</p> <p>Throughout 2020, in line with our Strategic Direction 1: Active Learners (School Plan 2018-20), staff collaboratively decided to continue to implement the Soundwaves Spelling program. Since implementing the Soundwaves Spelling Program, internal data collections such as South Australian Spelling Tests in 2020 demonstrated an average of 76% of students in Year 2/3/4 achieving at or above their spelling age in Term 1 and 24% achieving below their spelling age. Growth in spelling in Term 2, for students in 2/3/4, demonstrated 85% of students achieving at or above their spelling age, an improvement of 9% from Term 1.</p> <p>South Australian Spelling data for students in 4/5/6, from Term 1 to Term 4, 2020 indicates that 19.% of students demonstrated less than 12 months growth in spelling age, however, the average growth per student was 18 months.</p>

<p>Quality Teaching, Successful Students (QTSS)</p>		<p>South Australian Spelling Test data for Year 1, demonstrated that overall average growth for students from Term 1 to Term 3, was 11 months. However, some students in Year 1 have not progressed to this extent.</p> <p>The learning goals for students were informed by analysis of data and progress was monitored through collection of quality, valid, reliable data. Adjustments made by teachers included differentiated spelling lists, literacy rotation groupings, and one on one support, identifying skill gaps for improvement and areas for extension. This data enabled individualised support, grouping of like students and monitoring of overall school progress.</p> <p>Students who were identified to be below their spelling age were targeted for differentiated adjustments made by the teacher or flagged for more individualised support by the LaST. We currently targeted students who required support in learning phonics and word attack skills. Students were flagged for pre-testing for MultiLit Word Attack Skills, based on their reading benchmark and SA Spelling Age at the beginning of Term 2, after returning to school from "Learning at Home".</p>
<p>Socio-economic background</p>		<p>Fourteen students were targeted for the MultiLit Word Attack Skills program at the beginning of Term 2, 2020. They were assessed using PM Benchmarking, South Australian Standardised Spelling test and the MultiLit Word Attack Skills placement test.</p> <p>By the end of 2020, 50% of these students completed the program, one student left in Term 3 and another student began the program.</p> <p>All students progressed, with one moving four levels and another moving through ten levels of the MultiLit program. The kindergarten and Year 1 students demonstrated progression but at a slower rate than students in Years 2-6 This is commensurate with content being presented at this early stage of learning.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	23	23	30	37
Girls	19	22	27	25

Student attendance profile

School				
Year	2017	2018	2019	2020
K	93.3	95.8	91.2	95.4
1	94.8	88.4	95.6	96.3
2	94.2	94.4	91.4	97.2
3	88.6	93.7	93.6	93.7
4	93	89.4	92.6	95.8
5	96.8	92.9	91.9	93
6	91	89.5	84.2	87.3
All Years	92.9	92.7	92.1	94
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
Classroom Teacher(s)	2.39
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.17
School Administration and Support Staff	1.41

*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	125,138
Revenue	813,026
Appropriation	780,239
Sale of Goods and Services	682
Grants and contributions	32,023
Investment income	83
Expenses	-829,798
Employee related	-693,396
Operating expenses	-136,402
Surplus / deficit for the year	-16,771
Closing Balance	108,367

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	0
Equity Total	62,809
Equity - Aboriginal	6,152
Equity - Socio-economic	21,282
Equity - Language	0
Equity - Disability	35,374
Base Total	666,730
Base - Per Capita	13,709
Base - Location	1,343
Base - Other	651,678
Other Total	27,746
Grand Total	757,285

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

Tell Them From Me Survey results indicate that students believe that important concepts are taught well, class time is used efficiently and homework and evaluations support class objectives with our school mean result being 8.8 compared to the NSW Govt Norm of 8.2. Students also indicated that they find classroom instruction relevant to their everyday lives with our school mean of 8.3 as compared to the NSW Govt Norm of 7.9. Our students also feel a strong sense of advocacy at school, indicated by our school mean of 8.8, compared to the NSW Govt norm of 7.7. Students feel that teachers are responsive to their needs and encourage independence and a democratic approach. Our school mean for positive teacher-student relations was 8.7 as compared to the NSW Govt norm of 8.4. Our students know that school staff emphasise academic skills and hold high expectations for all students to succeed with our school mean for this element being 8.8 and the NSW Govt Norm 8.7.

90% of students surveyed feel proud of their school. 10% of students surveyed feel that they have been subjected to some form of bullying, with 83% of all students indicating they know where to seek help if bullied.

The Tell them From Me "Partners in Learning" Parent Survey Report indicates that our two way communication with parents can be further improved by ensuring more comprehensive information is communicated about school activities, Even though our overall school mean for Two-Way Communication with Parents is 7.3 as compared to the NSW school average of 7.4., we need to try and schedule parent activities at different times of the day where possible, as well as ensure the door is always open" for parents to discuss issues with teachers and/or the principal. This may mean the inclusion of more informal and/or formal opportunities being provided for parents to feel welcome and valued. There is always room for improvement.

Our Parent Satisfaction Survey, 2020 also sought feedback on reporting formats and content. We asked two specific questions regarding student reports; *Would you like to see a table on your child's report showing participation in school activities (e.g. Sport)? *Would you like to see a table on your child's report showing social development and organisation skills? Parents unanimously decided that they would like to see these inclusions in their child's report. Due to the Covid-19 pandemic and amended guidelines distributed to schools via NESAs, we decided to delay the implementation of the new reporting format until Semester 1, 2021.

Staff surveys, both teaching and non-teaching indicates satisfaction with school practices and values.

Staff collectively feel that we provide a very positive school culture and engaging learning environments that cater for all student needs.

Teaching staff unanimously support a "hands on " approach in Mathematics with a focus on problem solving and "real life" maths investigations.

Staff are also excited to expand the use of SeeSaw to further engage parents and share student learning and trialling "A Sentence a Day" program to further support achievement of student outcomes in Writing.

Staff see the strong benefits of using formative assessment to guide and direct student learning and look forward to more professional learning in this area.

Staff value professional learning opportunities and feel encouraged, challenged and supported by leadership to learn, improve and upgrade their skills.

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.