

2020 Annual Report

Jannali Public School



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Introduction

The Annual Report for 2020 is provided to the community of Jannali 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.

School contact details

Jannali Public School
107-121 Sutherland Road
JANNALI, 2226
www.jannali-p.schools.nsw.edu.au
jannali-p.school@det.nsw.edu.au
9528 9315

Message from the principal

The core business of Jannali Public school is highlighted through our motto " Inspiring Life long Learners" .

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.

Over the past three years, this shared vision between staff, students and the community , ensured Jannali Public School's learning culture has been one of collaboration , future focused learning and evaluative practice across all areas of learning. We have worked together and created:

- School-wide practices to promote communication, collaboration, critical reflection across all key learning areas.
- School -wide systems which demonstrate a high performance culture with a clear focus on evaluative practice.
- A proficient and dedicated staff who are enthusiastic about learning and teaching.
- A school culture which embraces the moral, ethical, cultural, physical and emotional values in our students.

In spite of the challenges faced in the global COVID -19 pandemic throughout 2020, we proved our resilience and optimism by overcoming or adjusting to the resulting challenges. We embraced the flexibility required in transitioning to online learning during terms 1 and 2 and appreciated the importance of maintaining trusting relationships and effective communication between students, staff and our community, during these challenging times

As a result of a rigorous situational analysis during 2020 our new school improvement plan (2021-2024) builds on from the these strong foundations. I certify, to the best of my ability, that the information in this report is the result of a rigorous school self evaluation process and is a balanced and genuine account of the school's achievements and areas for development. I would like to thank Miss Karen Andrews , principal of Jannali Public School , for her leadership throughout the 2020 school year and to acknowledge the dedication of the school executive team and community for their contribution to the collation of this annual report.

Narelle Chaplin

Relieving Principal

Message from the school community

Jannali P&C are a very active group of parents and citizens from the Jannali Public School community. While 2020 saw us change what we could achieve we still continued to support the school community in a variety of ways including keeping Jannali Before and After School Centre open for the parents who need it, we were able to continue to run the canteen and uniform shop as well. We did manage to host a couple of fun events for the students. This year saw us host the first JPS creative showcase (we have some very talented students at our school). We also had a Halloween day and the 5c Challenge. We were also extremely fortunate to receive funding from Tradies for a number of projects including installation of a watering system for Jannali Rangers, purchasing water fill station for students, ensuring we could have the Wellbeing officer at the school 2 days a week and the painting of our welcome mural at the entrance of the school. Under the 2020 Volunteers Grant we were also able to purchase a defrib machine. Finally a huge thanks and congratulations to all the students, parents/carers and staff at JPS for your efforts in 2020. It has been like no other year. We are looking forward to achieving great things together in 2021.



Jannali Public School received
excellence in Professional Learning
from the Australian Education Awards.

School vision

At Jannali Public School our vision as quality educators is to inspire confident lifelong learners who thrive and adapt to the demands of a rapidly changing and interconnected world.

We empower students to become self-regulated learners, by employing a transformational approach to teaching and learning.

We are committed to providing an inclusive environment that fosters meaningful learning experiences for each and every student.

Students, staff and the community work collaboratively to cultivate safe, respectful learners.

School context

Jannali Public School is a community based metropolitan school situated in the Sutherland Shire. The school is in a residential area in close proximity to The Jannali High School and surrounding preschools.

The Jannali Public School community values academic excellence that recognises progress, effort and achievement leading to lifelong learning, excellence in teaching through a commitment to continuous professional learning, equity for all, diversity where the whole school community values and respects individuals and their beliefs, a safe, happy and caring environment that is nurtured by all in the school community, and partnerships with the community to improve student learning.

The school provides comprehensive extra-curricular programs in sport, creative arts, public speaking and debating. Jannali Public School has a dedicated staff comprised of experienced SASS staff and both early career and experienced teachers. The staff are supported by a strong collegial approach to ongoing professional development. The parent community is actively engaged in the school and has high expectations for teaching and learning.

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	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
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	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

Strategic Direction 1

Future Focused Learning

Purpose

School-wide practices promote communication, collaboration, critical reflection and creativity within a safe, positive and challenging learning environment.

Improvement Measures

Raise positive TTFM student survey responses in the areas; challenged in learning and motivated in learning.

Change in pedagogy, reflecting the 4C's, is demonstrated through observations, surveys and student work samples.

Students demonstrate creativity, communication, collaboration and critical reflection across all Key Learning Areas.

All students understand and follow PBL expectations reflected through observations and surveys.

Reduced behaviour referrals in Sentral.

Progress towards achieving improvement measures

Process 1: 4C's Project

Project: Students develop and implement skills in communication, collaboration, critical reflection and creativity within all Key Learning Areas.

Focus Areas

- Working Mathematically
- STEAM- Enrichment
- Film making/Filmpond

Evaluation	Funds Expended (Resources)
All staff have altered their pedagogical approach to build their capacity in teaching and learning experiences. They have demonstrated their ability to authentically embed 4C's within their lessons with a future focused approach. Staff have positively responded to our 4C transformative learning. We have observed an increase in teacher autonomy and consistency in the classrooms. Our work environment is collaborative and teaching staff feel valued. Staff have adapted their professional learning school wide to ensure consistency in practice. Strong professional relationships have been established through our engagement with our community of schools. This has enabled a richer and deeper discussion with other experts in education, in improving and reflecting on our schools vision.	Professional Learning and mentoring from the 4C facilitators, including for the Leadership 'Devines' Team, Teaching staff 'Mustard Seeds' and development during the adaption for COVID Professional Learning 'Joy' Team. Funding Sources: <ul style="list-style-type: none">• Professional learning (\$991.40)

Process 2: Wellbeing Project

Positive behaviour strategies are implemented K-6 to ensure students connect, succeed and thrive.

Focus Areas

- Positive Behaviour for Learning (PBL)
- Bounce Back
- Staff Wellbeing

Evaluation	Funds Expended (Resources)
Using the collected data, the wellbeing project team have developed lesson plans that can be differentiated. These have been done in according to the PBL professional learning suggestions using video modelling. Also incorporating successful lesson plan examples from partnering schools.	Groundswell Project facilitated by Jannali Public School's Wellbeing Facilitator. Fathering Project facilitated by our

Progress towards achieving improvement measures

Wellbeing Facilitator [WF] identified targeted students for the Groundswell Project in dealing with grief. WF undertook professional learning in Seasons for Growth, in order to facilitate the program with students.

Staff participated in various meetings and activities to foster wellbeing and staff collaboration.

Wellbeing Facilitator.

PBL Mentor attending and preparing staff for Parent Forums and school PBL evaluations.

Program for staff wellbeing.

Funding Sources:

- School contribution to Wellbeing Facilitator Wages (\$4462.50)
- Wellbeing Program (\$2590.00)

Next Steps

The revised PBL program was implemented during Term 4 2020. Review of the PBL model with staff, students and community consultation will continue throughout 2021.

Continue relationship with Wellbeing Facilitator, in supporting our students and community wellbeing initiatives. The PBL focus will continue to be around developing student voice in initiatives. Staff will also participate in TPL centered around Behaviour Management and classroom strategies to build consistency in whole school programs.

In 2021, we would like to promote participation and involvement from the community to support the initiatives of the Fathering Project - which was launched in 2020.

Jannali Public School
in partnership with The Fathering Project
invites you to our event:



Dads Group Launch

Enjoy a fantastic opportunity for dads and father-figures. Our Fathering Project Dads Group is an opportunity to have fun with your kids and become part of a strong and supportive network of committed dads connected by your group.

This launch event is an informal yet informative welcome for dads, father-figures and school leaders. It will provide you with information about the important role of dads, what The Fathering Project is and how they can help us in starting a Dads Group.

Who: Dads and father-figures
When: 26 August 2020
Where: Jannali Public School
Time: 7PM
RSVP: lea-ann@marinosconsulting.com



Project invitation 2020

Strategic Direction 2

Evaluative Practice

Purpose

School-wide systems demonstrate a high performance culture with a clear focus on evaluative practices through quality assessment and data analysis.

Improvement Measures

All students make progress against the literacy and numeracy progressions.

Students know what they are learning, where they are going next and know how to get there reflected through student surveys.

100% of teachers use formative assessment practices in their teaching of literacy and numeracy, reflected through teacher observations and surveys.

100% of teachers to participate in professional learning projects.

Teachers successfully meet personal goals as supported by evidence and the PDF.

Overall summary of progress

Staff have been working together in the areas of evaluative practice, collaborative community, 4C project and wellbeing project. We have put into place processes of evaluation, mid-year reviews to develop 2020 milestones. All staff are familiar and have implemented the standardised assessments for JPS as per scope and sequence that was developed in 2018. All staff commenced training in PLAN 2 and SCOUT to input data and track learning. All staff participated in PL's for 4C with a community of schools and staff members ran a staff development day PL in collaboration with other schools. Teachers have implemented the 'Wheel of Disposition' in their pedagogy across the curriculum. Administered TTFM survey to years 4-6 and collected feedback from this. The evaluative practice team have implemented our literacy data wall. All staff using literacy data wall to monitor reading targets.

Progress towards achieving improvement measures

Process 1: Formative Assessment Project

Using research informed pedagogy, this project is designed to enhance teacher's formative assessment practices in order to improve literacy and numeracy outcomes for all students.

Focus Areas

- Feedback
- Visible Learning practices

Evaluation	Funds Expended (Resources)
The school will use systematic and reliable assessment information to evaluate student learning over time and implement changes in teaching that lead to measurable improvement. The school will have processes in place to support teachers' consistent, evidence-based judgement and moderation of assessments. Teachers will make student assessment part of everyday practice and use assessment to provide students with learning opportunities.	Collaborative Planning Timetable.Updated Assessment Scope and Sequence. Modified Assessment Schedule. Enhanced collaboration for teaching and learning through upgrading technology. Funding Sources: <ul style="list-style-type: none">• Technology Upgrade (\$25000.00)• Online Learning Subscriptions (\$3700.00)

Process 2: Collaborative Classroom Practice

Progress towards achieving improvement measures

Process 2:

Collaborative classroom practices, including collaborative programming, assessment and reporting, will ensure consistency, enhance teaching and learning programs and increase student outcomes K-6.

Focus Areas

- Quality Teaching Rounds
- Collaborative stage meetings
- Data collection and analysis
- Consistent assessment and reporting practices

Evaluation	Funds Expended (Resources)
Various Professional Learning and initiatives were undertaken and implemented by Jannali Public School staff and Implementation of school projects led by project teams. including:4C network, SSGG (Southern Sydney Governance Group), Quality Teaching Rounds, Happiness Helpers, 3 Rivers 4 learning Network, Growth Coaching, HOTSCOS Community of Schools, PBL Network Learning Progressions.	Casual Cover for Professional Learning. Professional Learning Facilitators including Agile Leadership, CESE LEED, Quality Teaching Rounds, 4C Transformative Learning, Lyn Sharratt and PBL mentors. Funding Sources: <ul style="list-style-type: none">• Casual Cover (\$6600.00)• Staff Professional Learning (\$5000.00)

Next Steps

The school will use systematic and reliable assessment information to evaluate student learning over time and implement changes in teaching that lead to measurable improvement. The school will have processes in place to support teachers' consistent, evidence-based judgement and moderation of assessments. Teachers will make student assessment part of everyday practice and use assessment to provide students with learning opportunities.

The learning goals for students will be informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Data will be used to plan teaching directions, monitoring and assessing student progress and achievement, and reflect on teaching effectiveness. Involvement in 4C Network will continue throughout 2021.

Strategic Direction 3

Collaborative Community

Purpose

Shared school-wide vision builds collaborative partnerships, creating a culture of high expectations and authentic community engagement.

Improvement Measures

TTFM survey results indicate our school community is aware of and engaged in the school vision.

Increased parent attendance at assemblies, community days and other events.

All teaching staff utilise future focused engagement tools to communicate with parents within their classrooms.

100% staff engaged in external professional learning communities.

Increased Kindergarten enrolments.

Progress towards achieving improvement measures

Process 1: Shared Vision

All members of the school community will share a vision of success within Jannali PS.

Focus Areas

- Marketing/branding

Evaluation	Funds Expended (Resources)
<p>Updating Website to engage community.</p> <p>Evaluate success of social media and parent communication platforms, Facebook and eNews. Online learning platforms established for Learning from home period (K-2 Seesaw and 3-6 Microsoft Teams). Weekly phone calls home to strengthen communication with families.</p> <p>Motivational staff video and various other school videos posted on social media to engage community. Newsletter modified to an electronic format.</p> <p>School signage updated to a new LED sign, blade and banners to be displayed for the school and wider community.</p>	<p>LED Sign, Banner and Blade.</p> <p>Upgraded Technology and online subscriptions (please see Formative Assessment Project for resourcing).</p> <p>Survey Monkey subscription to collect parent and community feedback.</p> <p>Staff Business Cards and imaging for email signatures and stationary.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Online Subscription (\$380.00)• LED Signage, Blade and Banners (\$22000.00)• School Communication Promotional Materials (\$350.00)

Process 2: Future Focused Engagement Tools

School community members will be engaged in all aspects of school life through authentic communication and collaboration using future focused engagement tools.

Focus Areas

- Parent forums
- Classroom connections

Evaluation	Funds Expended (Resources)
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Progress towards achieving improvement measures

Providing flexible learning opportunities for students to be on site or learning from home during COVID-ad Transitioning to Online Learning Platforms proved challenging in the small school setting utilising, the human and physical resources available . Greater transparency of processes and communication protocols should be revised.

The Learning and Support Team targeted identified students for specialised learning to meet individual learner needs, through targeted group, individual and in class support for writing.

Process 3: Successful Transitions

Strong connections are developed, maintained and strengthened with local preschools and the Heart of the Shire Community of Schools (HOTSCOS).

Focus Areas

- Preschool links
- High school links

Evaluation	Funds Expended (Resources)
<p>Continuation of strong links with Heart of Shire community of schools. Transition programs for leadership in supporting students at risk.</p> <p>Preschool links were kept strong through online presentations for prospective kindergarten students and their families.</p>	<p>Kindergarten transition, handing out flyers to preschools and community, preschool visits, Zoom meetings organised with new Kindergarten families.</p> <p>Transition to High School days.</p>

Process 4: Professional Learning Communities

All staff members are engaged in meaningful professional learning within a larger network of like-minded schools, enhancing professional practice school wide.

Focus Areas

- Southern Sydney Governance Group
- Transformative Learning 4C Network
- BETA
- 3 Rivers 4 Learning

Evaluation	Funds Expended (Resources)
<p>Due to COVID restrictions, many of our planned initiatives were postponed. However, we utilised our online community of practice to devise authentic learning and design resources which was shared across our three partner schools.</p> <p>Utilised transformational learning advisors to collaborative plan and evaluate 2020 strategic directions., through Zoom meetings and online TPL.</p>	

Next Steps

Continued involvement in HOTSCOS and 4C Network throughout 2021.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Focus on NAIDOC Week whole school Incursion with Aunty Deanna. Resources and literature and resources to support indigenous perspectives across curriculum content</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$3 088.00) 	<p>Aboriginal students' academic results were consistent with the results of all mainstream students in their cohort.</p> <p>Resources and literature to support indigenous perspectives across curriculum content, were implemented in all classes.</p>
English language proficiency	<p>in 2020 Equity funding was used to provide support for LaST reading comprehension program and teacher support for Multi-Lit.</p>	<p>Students whose second language is English, received supplementary support by LAST teacher, supporting them with their oral language development in Literacy and Numeracy in the classroom and by withdrawing them in small groups or individually. The LAST co-ordinated a writing program across K-6 classes. Funding was also used to supplement SLSO support enabling all students with additional language learning needs to be addressed effectively in classrooms.</p>
Low level adjustment for disability	<p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$19 020.00) 	<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>
Quality Teaching, Successful Students (QTSS)	<p>The resourcing was based on teacher support In 2020 funding was used to provide 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).</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Quality Teaching, Successful Students 	<p>Teacher capacity and confidence was developed, creating a positive teaching and learning culture.</p>
Socio-economic background	<p>Funding was allocated to support participation in school events and fund school requirements for individual students and programs.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Socio-economic background (\$11 082.00) 	<p>Flexible funding from socio-economic background allowed for all students to have equal access to all activities offered.</p>
Support for beginning teachers	<p>Additional teaching days in the form of RFF time off</p>	<p>Support to be continued for beginning and early career teachers, through mentoring,</p>

<p>Support for beginning teachers</p>	<p>class.</p> <p>Participation in Specific TPL for early /beginning teachers.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$14 481.00) 	<p>class buddy systems.</p> <p>Additional RFF time was implemented to support class programming and curriculum implementation.</p>
<p>Targeted student support for refugees and new arrivals</p>	<p>ELAD small group tuition with Learning and Support.</p> <p>In class support for EALD students.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Targeted support for refugees and new arrivals (\$10 840.00) 	<p>Learning and Support Program including Mini-Lit and Multi-Lit undertaken with identified students.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	65	74	74	82
Girls	70	64	67	64

Student attendance profile

School				
Year	2017	2018	2019	2020
K	96.2	95.6	96.4	94.6
1	97.1	95.2	93.1	95.6
2	96.4	93.7	92.7	93.6
3	98.1	98.4	94.4	93.5
4	96	94.7	94.6	95.8
5	95.9	92.9	93	95.9
6	96.1	95.3	94.3	95.6
All Years	96.6	95.1	94.1	94.9
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)	1
Classroom Teacher(s)	5.79
Literacy and Numeracy Intervention	0.21
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.4
School Administration and Support Staff	1.96

*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	111,752
Revenue	1,652,513
Appropriation	1,553,062
Sale of Goods and Services	3,677
Grants and contributions	95,299
Investment income	375
Other revenue	100
Expenses	-1,767,280
Employee related	-1,460,315
Operating expenses	-306,966
Surplus / deficit for the year	-114,768
Closing Balance	-3,016

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	56,031
Equity Total	90,790
Equity - Aboriginal	3,068
Equity - Socio-economic	11,082
Equity - Language	13,866
Equity - Disability	62,774
Base Total	1,254,641
Base - Per Capita	33,911
Base - Location	0
Base - Other	1,220,730
Other Total	80,354
Grand Total	1,481,817

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:

86% 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.

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.