

2020 Annual Report

Birrong Public School



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Introduction

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

2020 is a year that we will never forget. It began with devastating bush fires followed by floods and the COVID 19 pandemic which impacted our lives both at home and at school. I am incredibly proud of our school community, students, parents and carers, and the staff for the way in which each individual adapted to the constant changes and somehow made learning work whether it be at school or home, or a combination of the two as we moved from **learning at school** to **learning at home**, and then back to school.

Despite the massive disruptions to school life as we once knew it, the focus of the school continued to be on improving outcomes for every single student with an emphasis on supporting wellbeing for the learner at such an unstable time.

2020 was the final year of the 2018-2020 School Plan. An evaluation of the plan in conjunction with the analysis of school programs, student data, staff and community input in the second semester has provided us with clear information to formulate a Strategic Improvement Plan for 2021-2024.

Jodi Devine

Principal

School vision

To be a dynamic school with a collaborative learning environment where all students are supported, challenged and inspired to be resourceful, happy and successful citizens.

School context

Birrong Public School provides learning opportunities for approximately 560 students. The school is located in the Chullora Principals Network - Metropolitan South Operational Directorate. The school caters for a diverse student population, with 87% of students from a language background other than English. There are currently 38 language backgrounds, with Vietnamese and Arabic speaking backgrounds the largest groups.

Students, staff, parents and community members are committed to strengthening partnerships to improve student learning outcomes. High standards are set and encouraged in teaching and learning programs. Opportunities for students are available in many areas including creative and performing arts, debating, sport, environmental education and student leadership. As a Positive Behaviour for Learning (PBL) school, Birrong follows a holistic approach to child development and wellbeing.

Birrong Public School has an uncompromising focus on teaching and learning with a dedicated staff who have a range of teaching experience. There are approximately 47 school based personnel including executive staff, classroom teachers, specialist EAL/D and Learning and Support (LaS) teachers, a school counsellor, administrative staff and a general assistant.

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	Excelling
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	Excelling
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

LEARNING

In the domain of Learning, the school is sustaining and growing in the elements of **Learning Culture**, **Curriculum**, **Assessment**, and **Reporting**. We are delivering in the element of **Student Performance Measures** and excelling in the element of **Wellbeing**.

The school's curriculum provision and evidence-based teaching practices provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills. Teaching and learning programs clearly describe the expected student progression in knowledge, understanding and skill and the assessments that measure them. Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement.

Teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students. Assessment is a tool that supports learning across the school. Teachers use reliable assessments to capture information about student learning. Teachers actively share criteria for student assessment with students. Formative and summative assessments create opportunities for students to receive feedback on their learning. The school analyses summative assessment data to identify learning progress of individual students and student cohorts. Teachers use summative data to identify student learning and validate formative assessment practices.

The school has explicit processes to collect, analyse and report specific internal and external student and school performance data, on a regular basis. Student reports contain personalised information about individual student learning progress and achievement, and preview plans for meeting future learning goals. Parents are presented with clear information on what and how well their children are learning and receive regular information in accessible formats about how to support their children's progress. The school solicits feedback on its reporting from parents.

The school's value-add trend for NAPLAN is positive and students are aware of, and most are showing expected growth on internal school progress and achievement data. However, there is limited triangulation of school data of student progress and achievement on external measures with internal assessments.

Students have a strong sense of meaning and purpose and are motivated to deliver their best and continually improve. The staff engages in strong collaborations between parents, students and the community. The strong collaboration between all stakeholders supports continuity of learning for all students at transition points and this is clearly demonstrated in the school's transition programs for Kindergarten, Year 3 and entry to Year 7.

There are strong whole school procedures for attendance as teachers, parents and the community work in partnership to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

TEACHING

In the domain of Teaching, the school is sustaining and growing in the elements of **Effective Classroom Practice, Data Skills and Use**, and **Professional Standards**. We are excelling in the element of **Learning and Development**.

Lessons are systematically planned as part of a coherent program that has been collaboratively designed. Teachers actively collaborate across teams to share curriculum knowledge, data, feedback and other information about student progress and achievement to inform the development of evidenced based programs and lessons. Accommodations and adjustments are made to suit needs as they arise.

Teachers use explicit teaching skills and a range of evidence-based practices including learning intentions, success criteria, formative assessment and feedback to deliver high quality lessons. Data from Instructional Rounds also supports the school's judgement of Sustaining and Growing as there is clear evidence of formative assessment practices in use. Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teacher feedback also supports improved student learning.

There is a school-wide approach to effective and positive classroom management at Birrong Public School. Classrooms have workable and orderly routines where teachers are supported to manage challenging behaviour. A strong emphasis on Positive Behaviour for Learning (PBL) enables teachers to create learning environments that ensure optimum learning for all students.

The school promotes and demonstrates professional learning in data concepts, analysis and use of student assessment data and related tools. Teachers use data effectively to evaluate student understanding of lesson content. The school leadership team comprehensively analyses student progress and achievement data for insights into student learning and discusses results with the whole staff. All teachers contribute to gathering and analysing data.

Assessments are developed/sourced and used regularly across stages/year levels/subject areas or the whole school to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension.

There is a coordinated effort by staff to engage the school community to reflect on student progress and achievement data and develop plans and strategies for improvement.

The school has a coordinated whole school approach to developing professional practice informed by research. We analyse staff strengths and gaps to build capabilities to improve student learning. Teachers use professional standards and PDPs to identify and monitor specific areas for development or continual improvement and are proficient in their teaching of literacy and numeracy, meeting the needs of students in their stage.

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation and modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school-wide improvement in teaching practice and student results. The school also promotes the

development of whole school and inter-school relationships to facilitate mentoring and coaching support which ensures the ongoing development and improvement of all teachers.

Staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. Teachers collaborate with staff in other schools to share and embed good practice. Teaching staff demonstrate and share their expertise within their school and with other schools, demonstrate expert contemporary content knowledge, and deploy effective teaching strategies. As a school we trial innovative practices and have processes in place to evaluate, refine and scale success.

LEADING

In the domain of Leading, the school is sustaining and growing in the elements of **Educational Leadership, School Planning, Implementation and Reporting, School Resources, and Management Practices and Processes.**

The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective evidence-based teaching. Further to this, the leadership team established a Spirals of Inquiry professional learning community which is focused on continuous improvement of teaching and learning. The leadership team also supports the implementation of the annual performance and development plan cycle. The school regularly solicits and addresses feedback on school performance from students, staff and parents.

The leadership team actively supports change that leads to improvement, creating opportunities where feedback about the impact of change can be shared and monitored. Clear processes are embedded, with accompanying timelines and milestones, to direct school activity towards effective implementation of the school plan. Staff understand what they need to do to help address the school plan's strategic directions and meet the school improvement measures. The annual school report includes the alignment of resource allocation, professional learning, and the monitoring of student data with the strategic priorities.

The leadership team deploys teaching and non-teaching staff to make the best use of available expertise to meet the needs of students. The leadership team also takes a creative approach to the use of the physical environment to ensure it optimises learning within the constraints of school design and technology is effectively used to enhance learning and service delivery. The use of school facilities by the local community delivers benefits to students and strategic financial management is effectively used to gain efficiencies and maximise resources available.

Administrative practices and systems effectively support school operations. In addition to this, streamlined, flexible processes exist to deliver services and information to support parental engagement and satisfaction.

Strategic Direction 1

Learners at the Centre

Purpose

To provide an environment where all students are challenged and supported to become self-regulated learners who understand what they are learning, why the learning is important and where to next. Students are to be motivated, confident and creative individuals with the personal resources for future success and wellbeing.

Improvement Measures

Increased p/a number of students who can identify what they are learning and why the learning is important.

100% of students can articulate a clear learning goal in Literacy and Numeracy.

Increased proportion of students achieving expected growth across the DoE Literacy and Numeracy Progressions.

Progress towards achieving improvement measures

Process 1: Utilise high quality professional learning including peer coaching to embed formative assessment practices and enable teachers to write, deliver and implement student learning goals aligned to the Literacy and Numeracy Progressions.

Evaluation	Funds Expended (Resources)
Team leaders led stage teams through Spirals of Inquiry professional learning with a focus on learning goals which were trialled and implemented. QTSS time was utilised to support teacher mentoring. A sharpened focus on reading instruction for teaching and learning programs continued in 2020 and teachers used syllabus documents to plan, differentiate, assess and evaluate units of work to improve student outcomes in literacy.	Teacher Professional Learning Funds Equity Funds

Process 2: Draw on research to implement and embed creative and critical thinking learning opportunities for all students.

Evaluation	Funds Expended (Resources)
Stage teams created inquiry units embedding skills in creative and critical thinking. Students were highly engaged and demonstrated improved problem solving skills through their work in the KLAs.	Teacher Professional Learning Funds Equity Funds

Strategic Direction 2

Evidence Based Teaching

Purpose

To share responsibility for student improvement through the collaborative analysis of data which informs the selection of effective, explicit and evidence based teaching practices that are responsive to the needs of all students to promote strong student growth.

Improvement Measures

Student progress on internal and external measures in Literacy and Numeracy demonstrate improvement by an effect size of 0.4 p/a for all learners.

PBL data demonstrates an improved annual ratio of positive to negative incidents.

Progress towards achieving improvement measures

Process 1: Draw on research to develop and implement high quality professional learning in Literacy and Numeracy with a whole school integrated approach using data to inform practices.

Evaluation	Funds Expended (Resources)
<p>An analysis of our external validation data revealed the need to refine our whole school approach to ensure consistent use of evidence based teaching methods that are informed by student information and data. This will be critical for new staff to the school to ensure the teaching practices that have been adopted are maintained.</p> <p>All stages collected end of year data and reviewed student growth. Assessment data was used to place students in classes for 2021 and to identify students with learning needs. Assessment data will also be provided to teachers for 2021.</p> <p>A comprehensive assessment policy was developed in 2020 and will be implemented as of 2021. Teachers are to be supported to routinely review learning with each student, ensuring all students have a clear understanding of how to improve.</p>	<p>Teacher Professional Learning Funds</p> <p>Equity Funds</p>

Process 2: Implement a whole school approach for wellbeing with reflective practice to develop student capacity for self-regulation and awareness of behaviour.

Evaluation	Funds Expended (Resources)
<p>The work in this area was largely disrupted due to the COVID 19 pandemic and the movement from learning at school to learning at home. Wellbeing continued to be a priority for our students and teachers proactively touched base with students and their families via phone call and/or Google Classroom messaging during the learning at home period.</p> <p>Analysis of wellbeing data continued to take place with an emphasis on validity and reliability. There needs to be more emphasis on the collection of data to determine what is not working so that adjustments can be made when responding to student behaviour. Similarly, there needs to be more attention given to supporting students with low level behaviours before they escalate to more serious behaviours.</p> <p>In 2020 the Bluey Day each term was implemented for students who had shown good behaviour. This concept was well received by most students and parents/carers.</p>	<p>Equity Funds</p>

Strategic Direction 3

Effective Connections

Purpose

To increase community participation in our school where teachers directly and regularly engage with parents/carers to improve understanding of student learning and wellbeing so that the goals and aspirations of our community are realised.

Improvement Measures

Increased p/a number of parents/carers engaging in school events and programs.

Increased p/a number of parents/carers feel welcome, informed and included in the school.

Increased p/a number of students who can identify two adults who believe they will be a success in life.

Progress towards achieving improvement measures

Process 1: Draw on research to form an active and highly visible community engagement team to support teachers to prioritise high expectations and authentic relationships.

Evaluation	Funds Expended (Resources)
<p>There was restricted community interaction and involvement during 2020 due to COVID 19 guidelines. Community relationships were maintained through phone calls, Google Classroom, notes, school newsletter and the Schoolzine platform. Staff were stationed outside the school each morning and welcomes students to school. Staff also reassured parents and answered any questions they may have had in order to support students, parents and carers.</p> <p>Survey data collected revealed students who could name 2 adults who believed they would be a success in life decreased over the life of the school plan 2018-2020: 2018 - 71.9%, 2019 - 69.9% and 2020 - 49.8%. There were, however, inconsistencies with how the data was collected in 2020 which may have affected the data. The opportunities for staff to make connections with students across classes, grades and stages was also impacted by COVID 19 disruptions to school routines.</p> <p>Students who could not name any adult who believed they would be a success in life decreased over the life of the school plan 2018-2020.: 2018 - 20.6%, 2019 - 12.7% and 2020 - 17.7%.</p> <p>Due to the ongoing restrictions of COVID 19 and the guidelines for schools, parent attendance on site was restricted and curriculum engagement afternoons could not take place. Cross stage groupings of students were limited and Peer Support did not take place in 2020.</p> <p>Our Community Liaison Officer, Miss Helen, continued to deliver parent workshops via Zoom throughout Term 4 including:</p> <ul style="list-style-type: none">• Selective High School Placement Test• Helping Your Child Become a Good Speller• Coffee and Chat.	Equity Funds

Process 2:

Evaluation	Funds Expended (Resources)
There was only one process for Strategic Direction 3 in the School Plan 2018- 2020.	Not applicable.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Socio-economic background equity funds were utilised to support the school's work in this area as we did not have specific loading funds.	100% of teachers supported learning at home for ATSI students and completed wellbeing phone calls home. When learning at school resumed, parents/carers worked together with their children's class teachers to develop personalised learning pathway plans for students. An evaluation of our work in the area of Aboriginal education has revealed the need to develop a Reconciliation Action Plan to ensure all students are taught Aboriginal and Torres Strait Islander stories, histories, cultures and diversities within the curriculum.
English language proficiency	1.2 ESL teacher allocation and an additional \$39103 used flexibly. Funding Sources: • English language proficiency (\$148 487.00)	Specialist EAL/D (English as an Additional Language or Dialect) teachers provided support to cater for the specific needs of students. A New Arrivals Program was conducted for students arriving at school with little to no English (primarily for Years 2-6). Flexible funding was utilised to enhance the support allocation. Teachers continued to conduct initial assessments to understand students' English language proficiency. Ongoing assessments were utilised to monitor student progress.
Low level adjustment for disability	1.8 LaST teacher allocation (\$196 891 for staffing) and an additional \$98 897 used flexibly. Funding Sources: • Low level adjustment for disability (\$295 789.00)	Relieving Assistant Principal Learning and Support employed. An additional 0.2 employment of Learning and Support Teacher (LaST) to monitor/support students at risk and relieve the Learning Support Team (LST) coordinator. Students requiring support for transition were identified and supported by LST members. Teachers released to develop Individual Education Plans (IEPs) and consult parents in the process. Funds were also used to employ additional School Learning Support Officers (SLSOs).
Quality Teaching, Successful Students (QTSS)	Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$101 618.00)	QTSS funding enables teachers to be released to engage in team teaching and to observe and provide feedback on effective teaching practices in reading. The funding also supports Assistant Principals to mentor teachers in their own classroom setting.
Socio-economic background	Funding Sources: • Socio-economic background (\$507 478.00)	All students received Literacy and Numeracy programs that were responsive to their needs. Employment of additional teachers and School Learning Support Officers (SLSOs) supported identified students in the classrooms. Employment of additional School Administration Officer (SAO) for assessment data entry and wellbeing program maintenance. Funds were also utilised to create environments conducive for learning, flexible furniture, soft furnishings and textured walls (for work displays). Safety concerns within the school were also addressed including the relocation of the pedestrian access at front gate (moved away from the car park) and the separation of the boy's toilets into a junior and senior block. Equity funds were used to support student participation in activities

Socio-economic background	Funding Sources: • Socio-economic background (\$507 478.00)	where cost may have been prohibitive.
Flexible funding for wellbeing services	Flexible Funding for Wellbeing Services \$40 060	A speech pathologist was employed for one day per week to work with teachers in K-2 classrooms.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	285	289	284	286
Girls	288	270	285	299

Student attendance profile

School				
Year	2017	2018	2019	2020
K	92.5	93.4	90.2	93.4
1	95	91.1	93.2	92.5
2	95.4	92.8	91.8	93.7
3	94.2	93.5	91.6	94.4
4	95.2	92.8	93.1	95.2
5	94.7	93.8	92.5	94.7
6	95.3	92.4	92.8	93.7
All Years	94.6	92.8	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
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	21.98
Literacy and Numeracy Intervention	0.74
Learning and Support Teacher(s)	1.8
Teacher Librarian	1
Teacher ESL	1.2
School Counsellor	1
School Administration and Support Staff	4.06

*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	808,935
Revenue	5,844,054
Appropriation	5,758,247
Sale of Goods and Services	20,132
Grants and contributions	64,377
Investment income	1,198
Other revenue	100
Expenses	-6,063,022
Employee related	-5,029,121
Operating expenses	-1,033,902
Surplus / deficit for the year	-218,969
Closing Balance	589,966

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	144,734
Equity Total	977,137
Equity - Aboriginal	3,506
Equity - Socio-economic	507,478
Equity - Language	170,364
Equity - Disability	295,789
Base Total	4,082,927
Base - Per Capita	136,847
Base - Location	0
Base - Other	3,946,080
Other Total	443,856
Grand Total	5,648,653

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 Surveys - The Tell Them From Me (TTFM) online surveys were again made available to Years 4 to 6 students, teachers and parents/carers. This is the 6th year that our community has participated in these surveys.

Students: A total of 226 students completed the surveys which included Year 4, Year 5 and Year 6 students.

Parents: A total of 108 parents/carers completed the Partners in Learning Parent Survey in 2020. This number is lower than the 141 responses in 2019 but higher than 45 responses in 2018.

Teachers: 36 teachers at Birrong Public School completed the Focus on Learning Teacher survey.

Key findings

Students:

- 75% of students reported a positive sense of belonging: Students feel accepted and valued by their peers and others at school.
- 86% of students reported positive behaviour at school: Students that do not get into trouble at school for disruptive or inappropriate behaviour.
- 73% of students reported interest and motivation at school: Students are interested and motivated in their learning.
- 72% of students reported knowledge of where to seek help if bullied: If students are being bullied or see someone else being bullied, they know where they can go for help.

Parent responses were above state norms (shown in bracket) in the following areas:

- Feeling Welcome in the school - **7.6** (7.4)
- Parents are informed - **7.3** (6.6)
- Parents support learning at home - **7.4** (6.3)
- School supports learning - **7.7** (7.3)
- School supports positive behaviour - **7.9** (7.7)
- Safety at school - **7.9** (7.4)
- Inclusive school - **7.6** (6.7)

Teacher responses were above state norms (shown in bracket) in the following areas:

- Leadership - **7.6** (7.1)
- Collaboration - **8.2** (7.8)
- Learning Culture - **8.1** (8.0)
- Data informed practice - **8.1** (7.8)
- Teaching Strategies - **8.2** (7.9)
- Technology - **7.0** (6.7)
- Inclusive School - **8.4** (8.2)
- Parent Involvement - **7.0** (6.8)

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.