

2020 Annual Report

Miranda North Public School



4122

Introduction

The Annual Report for 2020 is provided to the community of Miranda North 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

This year has certainly not been like any other!

To think back to this time last year, as we faced fires and floods in NSW, we could never have imagined what would unfold on a world scale in 2021. What we have seen at Miranda North though is an amazing opportunity for our community to face the challenge of COVID-19 with strength, positivity and patience. I am incredibly proud of the whole school community for what we have achieved this year and thankful for the staff and community's unwavering commitment to placing our young people at the centre of our thinking, our decisions and our work.

It is always opportune to reflect on the learning, friendships and achievements of the students and our wonderful community. It has been a challenging but successful year and we have witnessed the school grow and develop so positively as we faced obstacles and challenges with grit, empathy and positivity.

I'd particularly like to thank each and every member of the P and C and our very dedicated and supported P and C executive for their support and hard work over the year. We are very blessed to have such a committed, kind and supportive group that help to make the school the best it can be!

Thank you to the school community for your warm support; your trust and partnership; and your wonderful efforts as we worked together to make improvements for our students.

Sue Orlovich

Principal 2020

Message from the school community

2020 was a different and challenging year for all, however we managed to overcome some obstacles to raise some funds selling Father's Day gift bags and snack bags for the students at the Christmas celebration! We paid \$10000 for new line markings on our playground for the students to enjoy and were able to contribute to the purchase of the year 6 shirts. As it was a tough year for our families, we contributed \$650 worth of prizes for the Christmas raffle and gave these away in a way where all students were entered into the raffle and in with a chance to win! This brought many smiles to the faces of our kids. In July 2020 MNPS P&C also became incorporated into the Federation P&C Association NSW. I thoroughly enjoyed building relationships with school staff and parents, leading MNPS P&C in 2020 was an absolute honour and a privilege.

Kylie Idam P&C President 2020

Student Leadership 2020

- 2020 was our inaugural year for our School Representatives Committee, one of their first achievements was to organise new playground markings.
- Our school captains commenced running our weekly school assemblies.
- Sports captains were given more responsibilities to look after the sporting boxes, after the purchase of new sports equipment.
- Buddy bench was introduced to the school playground.

Student Leadership Team



Miranda North Public School Excellence Award for Best Professional Learning Program in 2020.

School vision

Miranda North Public School is committed to providing quality education in a nurturing, innovative learning environment so that all our students can become active, confident participants within our ever-changing, challenging world.

School context

Miranda North Public School is a school of 350 students situated in southern Sydney. The school was established in 1957 and celebrated its 60th anniversary in 2017.

The school has 15 mainstream classes and a gradually increasing enrolment is evident over recent years. 24% of students are from language backgrounds other than English, with the main cultural group being Greek. 2% of students are Aboriginal or Torres Strait Islander.

The school community has high aspirations for its children and the school enjoys strong support through the P&C and parent programs such as Parents as Partners.

The school comprises a mix of beginning teachers and experienced staff who are committed to providing an excellent education for the students in our care. Collaboration between home and school is highly valued.

Miranda North has a wellbeing and support focus with clear expectations for learning and behaviour, identified values and a student wellbeing support program.

The learning and support team is responsive to need and has well established practices and procedures to support student learning and wellbeing. Other significant programs include: Kids Hope, parent tutor programs in reading, and extra curricula activities such as dance, band and public speaking.

Community partnerships exist with local schools and personnel from the University of Sydney. The school is a member of the Building Excellence Together Alliance (BETA) and engages in professional learning and collegial networking across the community of practice.

The school and its community is highly supportive of the 2018-2020 school plan as a means of moving towards excellence in education for its students.

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	Delivering
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	Delivering
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	Excelling

Strategic Direction 1

Successful Learning

Purpose

To ensure a student-centred learning environment that nurtures, guides, challenges and inspires all students to become skilled, effective, motivated learners. To empower confident, creative individuals who are successful emotionally, physically, socially and academically, contributing to a thriving community and living well.

Improvement Measures

Increasing evidence of a whole school approach to explicit teaching reflects the most effective evidence-informed teaching methods to optimise learning progress for all students, across the full range of abilities. Effective methods are increasingly identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

Student survey data reflects evidence of increasingly positive, respectful relationships among students and staff which promote student wellbeing and ensure optimum conditions for student learning across the whole school.

Increased proportion of students in the top two NAPLAN bands in literacy and numeracy.

Progress towards achieving improvement measures

Process 1: Project: Connect, Thrive, Succeed- Wellbeing and Discipline

Implement a whole-school integrated approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling. Key features of the project include: professional learning, program development and close community consultation.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Evidence of process quality: How well did we do it?• The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential.• Evidence of Impact: What happened as a result?• Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school. Tell Them From Me (TTFM) data reflects 88% of students report positive behaviour at school, compared to 83% NSW Govt Norm. TTFM also reveals that students feel they have someone at school who consistently provides encouragement and can be turned to for advice at 8.0 school mean, compared to 7.7 NSW Govt Norm.• Work in the area of behavioural expectations is close to completion, with some finalisation and implementation so that classrooms and other learning environments are well managed within a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption. Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning. A focus for 2021 is the completion of the review of behavioural expectations to classrooms and sharing with community.	<p>Time allocated for:-</p> <p>Monitoring</p> <p>Program design</p>

Process 2: Project: Assessment for Learning

Build collaborative expertise by implementing evidence-informed teaching strategies across K-6 that enable a year's progress in learning for a year's teaching. Key features of the project include: high quality professional learning in the use of the learning progressions and visible learning strategies, program development that is responsive to student need and stage based collaboration and planning.

Evaluation	Funds Expended (Resources)
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Progress towards achieving improvement measures

- **Evidence of process quality: How well did we do it?**
 - The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement.
 - The school has processes in place to support teachers' consistent, evidence-based judgement and moderation of assessments
- **Evidence of Impact: What happened as a result?**
 - All teachers show developing understanding of how to explicitly teach numeracy to students at their stage levels of achievement, with identified focus areas of teacher professional learning for 2021 to further to impact of pedagogy into practice. Numeracy check in assessments and internal school numeracy data show areas of improvement and identified need and are the basis of ongoing teacher focus in 2021.

Funding Source: Low level adjustment for disability-\$25154

SLSO- \$79 000- salary cost

Strategic Direction 2

Quality Teaching

Purpose

To create a stimulating and engaging learning environment underpinned by high expectations and teaching practices which accelerate learning. To achieve this by utilising a differentiated curriculum that is flexible, reflective, relevant and dynamic to meet the diverse needs of our students staff and community.

Improvement Measures

Teaching and learning programs increasingly reflect the 4C pedagogy of future focussed learning, are dynamic; showing evidence of revisions based on feedback on 4C teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

Increased teacher expertise to explicitly teach literacy and numeracy to students at all levels of achievement with success that is evidenced by improved student progress and achievement data.

The school's value-add trend in literacy and numeracy is increasingly positive.

Progress towards achieving improvement measures

Process 1: Project: 4C Future Focussed Learning- Engage in 4C professional learning and development so that evidence-informed, practical strategies for transforming leadership practices and teaching and learning are explicitly embedded across K-6. Key features of the project include: high quality, ongoing professional learning; introduction of learning dispositions across K-6; community information sharing and learning, stage planning and collaboration to embed 4C pedagogy.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Evidence of process quality: How well did we do it?• All lessons are systematically planned as part of a coherent program that has been collaboratively designed. Accommodations and adjustments are made to suit needs as they arise. Lesson planning references student information including progress and achievement data, curriculum requirements, and student feedback, and provides continuous improvement for all students, across the full range of abilities.• Evidence of Impact: What happened as a result?• Lessons are showing beginning evidence of authentic learning design and learning tasks which reflect the 4Cs and build the learning disposition capabilities.	<p>Funding Source: Aboriginal background loading- \$3598</p> <p>Funding Source: English language proficiency-\$51 128</p>

Process 2: Project: Targeted teaching, assessment and a tiered response to intervention Deliver targeted, assessment-informed teaching, and a tiered response to intervention in learning and wellbeing so that a co-ordinated approach to student progression is attained across the school K-6 and maximum growth is obtained. Key features of the project include: regular learning conversations, high quality tiered interventions and professional learning.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Evidence of process quality: How well did we do it?• A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities.• Evidence of Impact: What happened as a result?• Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.• Internal school assessment data shows growth for each student who received a tier 3 intervention of support. Internal school data has been aggregated and stored electronically to allow for the whole school monitoring of impact of the support programs across K-6.	<p>Funding Source: Low level adjustment for disability- \$26 335</p>

Strategic Direction 3

Effective & Distributed Leading

Purpose

To strengthen school culture and management practices to effectively lead and deliver school excellence. To achieve this by building community participation in school and student leadership, wellbeing and family partnership projects so that our students grow into confident, creative and resilient lifelong learners, global citizens and leaders.

Improvement Measures

Increasing levels of effective partnerships in learning are evident with parents and students. This is demonstrated by students being motivated to deliver their best and continually improve.

Enhanced leadership capacity is reflected in a professional learning community that is focused on continuous improvement of teaching and learning, resulting in measurable whole school improvement.

Measurable improvements in wellbeing and engagement to support learning are evident through self reflection and survey data and the effective implementation of learner dispositions and student leadership opportunities.

Progress towards achieving improvement measures

Process 1: Project: Community Engagement-Parent Partnership Implement a comprehensive initiative that allows parents/carers to partner authentically in the educative process of student learning & wellbeing. Key features of the project include: Parents as Partners workshops teacher/parent/student collaboration and communication strategy.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Evidence of process quality: How well did we do it?• Management practices and processes are responsive to school community feedback. There is a whole school approach to improving service delivery and customer (parent and/or student) experience.• Evidence of Impact: What happened as a result?• The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence.• Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.	

Process 2: Project: Leading Learning-building distributed and instructional leadership Develop a school wide culture of teachers as leaders of learning for their students & self. Key features of the project include: coaching/mentoring professional learning, career development, PDP process & embedding of instructional leadership practices.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Evidence of process quality: How well did we do it?• The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school.• Evidence of Impact: What happened as a result?• The school has a high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high quality teaching. The leadership team has participated in capacity development programs and implements principles of evaluative thinking, continually monitors the impact of programs and approaches used by all teachers, and improves practice as required.	

Process 3: Project: Student Leadership Learning Build opportunities for students to develop effective learning and leadership qualities that result in creative, critical and collaborative learner development. Key features of the project include: student leadership initiative, professional learning and inter school

Progress towards achieving improvement measures

Process 3: partnerships.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Evidence of process quality: How well did we do it?• Internal school measures have been developed to identify if student can identify a staff member to whom they can confidently turn for advice and assistance at school. Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.• Evidence of Impact: What happened as a result?• Further leadership opportunities for students were devised and co-constructed with students throughout 2020 and student voice identified through Tell Them From Me Data that 94% believe schooling is useful in their everyday life and will have a strong bearing on their future.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Source: Aboriginal Background loading (\$3600)	<ul style="list-style-type: none"> • Evidence of process quality: How well did we do it? Student assessment data was regularly used to plan for interventions of support and differentiate learning experiences for Aboriginal students. • Evidence of Impact: What happened as a result? Although COVID-19 impacted on the goal of increased opportunities for Aboriginal students to engage with other Aboriginal students across the Sutherland network, increased opportunities within the school environment to acknowledge country and engage in learning during NAIDOC and reconciliation week were achieved as was the maintenance of contact and collaboration between Aboriginal students, the school and their family. • Future actions: What adjustments need to be made to our future milestones? Continued teacher professional learning on the development of personalised learning pathways will feature in the plans for 2021.
English language proficiency	Funding Source: English Language Proficiency: \$51128	<ul style="list-style-type: none"> • Evidence of process quality: How well did we do it? • A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. • Evidence of Impact: What happened as a result? • Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth. • Future actions: What adjustments need to be made to our future milestones? • The further development of use of data to inform teaching and differentiation will form the basis of strategic direction 2 in the 2021 strategic improvement plan.
Low level adjustment for disability	Funding Source: Low Level Adjustment for Disability: \$26335	<ul style="list-style-type: none"> • Evidence of process quality: How well did we do it? • The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. • The school has processes in place to support teachers' consistent, evidence-based judgement and moderation of assessments • Evidence of Impact: What happened as a result? • All teachers show developing understanding of how to explicitly teach numeracy to students at their stage levels of achievement, with identified focus areas of teacher professional learning for 2021 to further to impact of pedagogy into practice. Numeracy check in assessments and internal school numeracy data show areas of

<p>Low level adjustment for disability</p>	<p>Funding Source: Low Level Adjustment for Disability: \$26335</p>	<p>improvement and identified need and are the basis of ongoing teacher focus in 2021.</p>
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>Funding Source: Quality Teaching, Successful Students (QTSS): \$63771</p>	<ul style="list-style-type: none"> • Evidence of process quality: How well did we do it? <ul style="list-style-type: none"> • All lessons are systematically planned as part of a coherent program that has been collaboratively designed. Accommodations and adjustments are made to suit needs as they arise. Lesson planning references student information including progress and achievement data, curriculum requirements, and student feedback, and provides continuous improvement for all students, across the full range of abilities. • Evidence of Impact: What happened as a result? <ul style="list-style-type: none"> • Lessons are showing beginning evidence of authentic learning design and learning tasks which reflect the 4Cs and build the learning disposition capabilities.
<p>Socio-economic background</p>	<p>Funding Source: Socio-economic Background: \$31829</p>	<ul style="list-style-type: none"> • Evidence of process quality: How well did we do it? • Evidence of Impact: What happened as a result? • Future actions: What adjustments need to be made to our future milestones?
<p>Support for beginning teachers</p>	<p>Funding Source: Support for beginning teachers \$0.00</p>	<ul style="list-style-type: none"> • Evidence of process quality: How well did we do it? <ul style="list-style-type: none"> • Beginning teachers have had the opportunity to receive feedback on their teaching, be assisted with planning and programming and observe expert teachers demonstrate practice in areas specific to the mentor/mentee focus. Areas of future focus have been identified. • Evidence of Impact: What happened as a result? <ul style="list-style-type: none"> • Each beginning teacher has benefited from a planned and differentiated professional learning and mentoring experience where the professional standards for teachers was used as a framework for identifying areas of learning need. One beginning teacher successfully completed accreditation at proficient. • Future actions: What adjustments need to be made to our future milestones? <ul style="list-style-type: none"> • The development of shared instructional leadership roles for each assistant principal in 2021 will allow for the continued development of the practice of early career teachers. Although it is not anticipated that beginning teacher funding will be allocated in 2021 due to each teacher being accredited, the focus will shift to supporting early career teachers practice across the setting K-6 using a similar mentor/mentee approach to personalised profession learning.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	146	150	171	179
Girls	166	163	180	185

Student attendance profile

School				
Year	2017	2018	2019	2020
K	93.8	95.4	95.1	96.6
1	92.8	94.3	92.1	95.9
2	92.9	95.8	94.6	95.3
3	93.1	95.1	95.7	96.5
4	92.6	94.3	92.7	96.6
5	90.5	95.4	93.1	95.1
6	94.3	94.1	92.3	96
All Years	93	95	93.8	96
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	13.81
Literacy and Numeracy Intervention	0.2
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	2.82

*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	515,275
Revenue	3,363,363
Appropriation	3,208,218
Sale of Goods and Services	13,831
Grants and contributions	135,240
Investment income	1,374
Other revenue	4,700
Expenses	-3,303,435
Employee related	-2,885,908
Operating expenses	-417,527
Surplus / deficit for the year	59,928
Closing Balance	575,203

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	70,195
Equity Total	178,520
Equity - Aboriginal	3,598
Equity - Socio-economic	31,829
Equity - Language	51,128
Equity - Disability	91,965
Base Total	2,647,325
Base - Per Capita	84,417
Base - Location	0
Base - Other	2,562,908
Other Total	262,058
Grand Total	3,158,098

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

PARENTS

The **'Partners in Learning' Parent Survey** is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. It is based primarily on Joyce Epstein's framework for fostering positive relations between the school and the community. Successful schools foster greater communication with parents, encourage parental involvement in their child's schoolwork, and enlist parents to volunteer at the school and participate in school governance. The survey also provides feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment.

Parents reported:

information from the school is in clear, plain language-70%

The school's administrative staff are helpful when I have a question or problem.-90%

Reports on my child's progress are written in terms I understand-73%

STUDENTS

Student engagement is "a disposition towards learning, working with others, and functioning in a social institution" . It includes students' sense of belonging at school, the extent to which they value schooling outcomes, and their psychological investment in learning. **Students reported:**

A positive sense of belonging - 79%

Students participation sports and clubs-82%

Students with positive relationships - 92%

TEACHERS

The Focus on Learning Survey is a self-evaluation tool for **teachers and schools**

I work with school leaders to create a safe and orderly school environment.- 73%

School leaders have provided guidance for monitoring student progress-73%

I talk with other teachers about strategies that increase student engagement.-81%

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.