

2020 Annual Report

Kent Road Public School



4160

Introduction

The Annual Report for 2020 is provided to the community of Kent Road Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

Kent Road Public School aims to prepare each student to live a rewarding life as an engaged citizen in a complex and dynamic society. The school provides a welcoming, supportive learning environment in which every student is known, valued and challenged, and in which strong school partnerships ensure a clear, shared purpose.

School context

Kent Road Public School is located in a north-western suburb of Sydney, close to Macquarie University and Macquarie Business Park.

The school values inclusivity and celebrates diversity. Students represent a broad mix of cultural backgrounds with 70% of students having a language background other than English.

Kent Road Public School holds high expectations and is continually seeking to improve. The school offers rich, innovative programs, differentiated to meet the needs of individual students and designed to equip students to be future ready.

The school is a Positive Behaviour for Learning school, in which students demonstrate the values of respect, responsibility and engaged learning.

In 2020 the school building upgrade is moving towards completion for the beginning of the 2021 school year. Teachers have undertaken intensive professional learning in preparation for the much anticipated transition into a flexible learning environment.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

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

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

After reviewing the evidence provided by the school's external validation team, the panel who attended to review our evidence elevated the level of the following areas from Sustaining and Growing to Excelling:

- Wellbeing
- Curriculum
- Learning and Development
- Educational Leadership

Strategic Direction 1

Building a Thinking and Learning Culture

Purpose

To develop student capacity to become innovative learners who demonstrate resilience and a growth mindset, built upon strong foundations of literacy and numeracy.

Improvement Measures

Pre and post data reflects increased understanding and implementation of Growth Mindset principles throughout the school.

Increase the proportion of students in the top two bands of NAPLAN across all areas of literacy and numeracy by 10%.

Teaching and learning programs reflect consistent programming of STEAM across all grades.

Progress towards achieving improvement measures

Process 1: Introduce growth mindset understandings and strategies for students, teachers and parents.

Evaluation	Funds Expended (Resources)
In 2020 the disruption to school life and resulting impact on student learning and wellbeing, resulted in the school drawing on the understandings and character strengths of the Growth Mindset model. The school timetabled specific strategies to allow students to positively interact with their peers following a prolonged period of time learning from home, to discuss their concerns and to reflect on the positives. Strategies included mindful colouring competitions, circle time and yoga. A dance program was conducted over two terms to encourage students to undertake covid safe physical activity in a fun manner. Parents reflected their children experienced a range of emotions during the learning from home period and the strategies which the school implemented were beneficial for their children.	<ul style="list-style-type: none">• Ripple Kindness Project activity sheets

Process 2: Explicit teaching of differentiated literacy and numeracy programs with individual student progress aligned to the National Literacy and Numeracy Learning Progressions K-6.

Evaluation	Funds Expended (Resources)
<p>Changes to the delivery of learning due to covid-19 impacted students' learning for seven weeks throughout Term 1 and 2. In anticipation teachers were well prepared for the introduction of learning from home and teachers was rapidly mobilised to deliver home learning packs, online learning and access to externally provided reading and mathematics programs to support learning.</p> <p>The school's Instructional Leader worked closely with beginning teachers to support their understanding and delivery, and grade leaders to review the Reading scope and sequence. Reading expectations for each grade have been revised, new expectations established and promoted across each grade.</p> <p>A data wall was established to track the reading progress of students in Years 1-6 who were below the expected reading levels, and the Instructional Leader monitored the delivery of reading instruction as well as student progress.</p>	<ul style="list-style-type: none">• Equity funds (staffing)• Bug club online subscription• Athletics online subscription

Process 3: Undertake project based learning including STEAM, STEM Action Schools Project and Big History to develop future focused learners and student engagement.

Evaluation	Funds Expended
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Progress towards achieving improvement measures

Evaluation	(Resources)
<p>Modified STEM units and/or lessons were delivered in all grades. Covid-19 safe practices required the school to limit interaction between students which required significant modification to planned tasks. No visitors were allowed on school grounds which prevented students from interacting with experts and presenting to the community. Student engagement in STEM activities remained high.</p> <p>Two teachers were invited to present Kent Road Public School STEM initiatives at a state conference in April, reflecting the high quality work undertaken by the school's STEM team. However the conference was cancelled due to covid-19.</p> <p>All classes undertook Science activities as part of Science Week to promote Science as well as to promote safe social interaction.</p>	

Process 4: Introduce I-Play project in collaboration with UWS to increase participation in students' physical activity.

Evaluation	Funds Expended (Resources)
<p>Teaching programs reflected teachers' understanding of the i-Play Program with teachers designing high impact sports lessons. Teachers were required to greatly modify sports lessons with additional hygiene procedures in place including disinfecting equipment before and after each lesson and maintaining physical distance as much as possible.</p> <p>An external provider was engaged to deliver Dance lessons over two terms, as well as the school purchasing a site licence to deliver an online dance program to foster safe physical activity.</p> <p>The Years 2-6 Athletics Carnival was held however parents were not permitted to attend due to safe distancing rules.</p> <p>An external company was engaged to deliver a Kindergarten-Year 1 Carnival to ensure maximum engagement and safe activities.</p> <p>PSSA inter school sport resumed but in a very limited format. The school implemented a very successful school sports competition for Years 3-6.</p> <p>Professional learning for teachers in athletics coaching was provided through the Sporting Schools program developing teachers skills and competencies in athletics.</p> <p>Use of the new basketball court has been timetabled to provide equitable access for students.</p>	

Strategic Direction 2

Building a Connected Culture

Purpose

To develop quality processes and practices which foster a culture of collaboration and innovative learning through effective community partnerships.

Improvement Measures

Increased community participation and engagement by 10%.

Increased and effective online presence that improves communication with the wider school community.

Surveys indicate students and staff demonstrate increased understandings through interaction with professional networks, shared knowledge and experiences.

Progress towards achieving improvement measures

Process 1: Promote parent engagement to support student learning through targeted programs and workshops.

Evaluation	Funds Expended (Resources)
<p>In 2020 teachers and staff implemented a new range of processes to engage with the school community due to the impact of covid-19.</p> <p>Prior to the lockdown in Term One, parent information nights were held for each grade where teachers outlined the program of learning for the year, explained learning expectations and clarified syllabus requirements.</p> <p>It was not permissible to conduct any further face to face information sharing throughout 2020.</p> <p>During the learning from home period from March to May, teachers used technology, phones and home visits to connect with students and parents, providing support, advice and links for families. Online platforms such as zoom and survey monkey were used to demonstrate teaching methods, provide parents examples of expected tasks and clarify learning intentions.</p> <p>Informal online and phone interviews were conducted to provide parents further opportunity to gain feedback about student progress both in academic progress and in wellbeing.</p> <p>It was evident that parents had considerable concern regarding students' social and emotional wellbeing as a result of the school lockdown.</p> <p>Parents overwhelmingly expressed their appreciation of the effort and speed at which teachers were able to deliver online learning and support.</p>	

Process 2: Implementation of innovative technologies to improve communication process across the school and the community.

Evaluation	Funds Expended (Resources)
<p>In 2020 the covid-19 pandemic required teachers to deliver teaching and learning, and school information in different formats.</p> <p>All teachers contributed to the creation of home learning packs, the delivery of online learning and learning at school.</p> <p>All staff completed school based and system based professional learning via online platforms including Zoom and Adobe Connect. SeeSaw was utilised to</p>	

Progress towards achieving improvement measures

provide feedback to questions from parents.

All teachers made contact with parents to provide support and advice as needed. Teachers used Adobe Connect to deliver learning to the majority of students. Some families opted for take home packs which were made available to collect from the school or delivered to homes by teachers.

Student engagement was tracked and data indicated between 90%-100% of students at home were engaging in online learning each day.

Parents were able to access learning tasks through the school's website which recorded increased traffic, more than 10 times greater than the usual traffic on the school website.

Process 3: Develop and implement global connections and rural/remote communities projects to connect students in an authentic way to wider communities and issues.

Evaluation

Funds Expended (Resources)

Regrettably almost all rural and remote activities were cancelled in 2020 due to the covid-19 pandemic. Kent Road Public School has connections with two schools in the Mildura/Wentworth region which were locked down for extended periods of time due to the NSW-Victoria border shutdowns.

In Term Four, Year Six student leaders participated in several video conference sessions with city and rural schools to exchange information and share ideas.

Process 4: Promote student voice, participation and leadership to actively contribute to decision making and impact on the school and the broader community.

Evaluation

Funds Expended (Resources)

All planned activities were impacted by the covid-19 pandemic however as safety requirements began to ease teachers actively sought to create student leadership activities.

Online assemblies were presented by the Year Six student leaders to establish links between students, promote positive wellbeing and recognise student effort and attainment.

Year Six student leaders assisted at entry gates every morning to support younger students as they entered the school, providing reassurance to parents and young students as well as allowing the senior students to develop their skills and confidence.

Strategic Direction 3

Building a Leading Culture

Purpose

To develop capabilities and competencies of staff through quality professional development that results in a workforce of the highest calibre, future focused learning, and where every student is known and valued.

Improvement Measures

100% staff develop and reflect on their own practice using their Professional Development Plans to enable staff to improve their practice every year.

100% teachers show evidence of future focused teaching and learning in their teaching, and engage in collaborative planning and assessment processes.

100% teachers meet and maintain Australian Professional Standards and work towards levels of accreditation.

Increase the percentage of teacher satisfaction with school leadership by 5% each year.

Progress towards achieving improvement measures

Process 1: School leaders support teachers to achieve accreditation, and all staff to develop Performance and Development plans which reflect individual and school goals.

Evaluation	Funds Expended (Resources)
<p>A revision of Performance Development Plan (PDP) requirements and mentoring process was undertaken in Term One with all staff to support the development of PDPs. School and grade/specialist area goals were determined and agreed upon.</p> <p>100% of teachers participated in the PDP process, and due to the constraints of the pandemic, teachers were supported to review their PDP goals, and amend them as required. External professional learning opportunities were limited.</p> <p>The school's Instructional Leader regularly met with individual teachers and grade teachers to review classroom management practices, curriculum delivery and individual student learning needs, enabling teachers to make appropriate adjustments to their teaching to maximise learning potential.</p>	

Process 2: Professional learning builds staff capacity to develop and implement future focused, innovative, differentiated teaching and learning programs.

Evaluation	Funds Expended (Resources)
<p>A school professional learning timeline was created but the implementation was interrupted by the covid-19 shutdown. New professional learning procedures and school priorities were determined following rapidly changing guidelines to ensure staff safety was maintained whilst staff learning needs were supported. Teachers were rostered to work at school and work from home in response to directions from the Department of Education.</p> <p>100% of teachers participated in the delivery of online learning following a plan developed by the school's executive team. The school established school-wide procedures and processes for online learning, learning from home and learning at school.</p> <p>The Instructional Leader worked with teachers who were in co-teaching roles to complete the SLEC co-teaching modules. These teachers formed a team to deliver professional learning to the rest of school's teachers, provided their</p>	

Progress towards achieving improvement measures

teaching spaces for teachers to experiment with co-teaching models, and coached their peers in co-teaching practices.

Process 3: Collaborative development of units of work and assessment strategies by grade teams and moderation of work samples.

Evaluation	Funds Expended (Resources)
<p>Instructional Leader role was created, and individual and grade meetings were undertaken to review literacy practices, identify learning needs and establish benchmark levels.</p> <p>Grade teams met frequently towards the end of term to revise the planned learning across all KLAs in light of the changing learning environment caused by the pandemic. Activities were revised in order to maintain safe distances between students in class, and preparations put in place to support learning from home.</p> <p>Teachers prepared take home packs for students, and learnt how to deliver online learning via Adobe Connect. The return to face to face teaching in May saw the gradual return to school of most students and staff. The delivery of the curriculum in all grades was reviewed to ensure our focus was on the areas of greatest need.</p> <p>Student assessment data revealed the majority of students maintained literacy and numeracy levels. Those students identified with particular learning needs received additional support in their areas of need. A strong focus on a growth mindset and student wellbeing was implemented in the last three weeks of Term Two in response to high levels of anxiety exhibited by a number of students.</p> <p>The school's executive team modified the semester one report pro forma to meet the Department of Education requirements and to provide parents a snapshot of student learning. A full report was provided at the end of Term Four. Parent interviews were conducted online to maintain links between home and school.</p>	

Key Initiatives	Resources (annual)	Impact achieved this year
Integration funding support	Funding Sources: <ul style="list-style-type: none"> Integration funding support (\$109 882.00) 	<p>All students who have been identified as requiring integration funding support have resources allocated to support their educational needs.</p> <p>School Learning Officers (SLSOs) have been employed and Individual Education Plans (IEPs) developed.</p>
Literacy and numeracy	Funding Sources: <ul style="list-style-type: none"> Literacy and numeracy (\$52 850.00) 	<p>Seven additional teachers were employed in the role of support teacher enabling targeted programs in literacy and numeracy to be delivered in each grade. Differentiated ability grouping was implemented to challenge all students to learn.</p> <p>The school participated in the Department of Education's check-ins and Phonological Awareness assessments ADD</p>
Professional learning	Funding Sources: <ul style="list-style-type: none"> Professional learning (\$47 420.00) 	<p>Professional learning opportunities were severely impacted due to the covid-19 pandemic. The executive team facilitated alternate opportunities to support teacher professional learning to ensure the delivery of our programs.</p> <ul style="list-style-type: none"> The school delivered professional learning both face to face or via zoom. During the learning from home period teachers completed a wide range of mandatory training and professional learning to update their skills and increase their professional knowledge. Six Early Stage One teachers participated in Language, Learning and Literacy (L3) training throughout 2020, which was delivered face to face, online and to individual schools and to teams of schools, depending on the covid safe guidelines. Networking opportunities across the region allowed teachers to share practices and successes. To prepare teachers for the transition to a co-teaching environment, the instructional leader facilitated professional learning for the teachers who were in co-teaching situations. In turn these teachers formed a team to support the delivery of the co-teaching modules to all teachers. All teachers undertook co-teaching experiences in a co-teaching environment. 100% teachers participated in the SLEC co-teaching modules to develop their knowledge, skills and practices in preparation for transitioning into a co-teaching environment.
Targeted support for new arrivals		<p>Additional teacher was employed to deliver differentiated learning in literacy and numeracy to identified students. Personalised learning plans were developed in consultation with parents to identify areas of need and support strategies.</p> <p>During the learning from home period teachers maintained contact with families to support parents to help their child at home, and to ensure support was available for</p>

Targeted support for new arrivals		<p>parents who were isolated. Translating services were utilised where needed.</p> <p>The school participated in the online new arrivals program funding application process, allowing the school to rapidly identify and support students who met the criteria for this support.</p>
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$2 755.00) 	<p>The school enlisted the support of the Aboriginal Education Officer to develop a school approach to supporting Aboriginal students with their learning as well as to promote a sense of wellbeing. Personal learning plans were developed in which learning and personal goals were developed with the students. A school learning support officer (SLSO) was employed to work with students in classrooms and provide support in the playground.</p>
English language proficiency	Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$312 371.00) 	<p>Funds were utilised to support students in all four phases of English Language Learning. In collaboration with classroom teachers, the EALD team ensured support was focused on language development for social purposes alongside language required to successfully participate in schooling.</p>
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$102 993.00) 	<p>The low level adjustment for disability funding was used to support students who have additional learning and support needs. The school employs seven school learning and support officers (SLSOs) to deliver individual and small group support, targeted programs including MiniLit and MacqLit, as well as supporting students in the playground.</p>
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$146 356.00) 	<p>In 2020 the school used the Quality Teaching Successful Students (QTSS) funding to release an Assistant Principal to create the position of Instructional Leader Literacy. The Instructional Leader provided targeted support to individual and teams of teachers, delivered professional learning and worked with grade leaders to develop explicit and systematic teaching strategies across grades. A new data tracking procedure was developed in Term Four for implementation in 2021.</p>
Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> Support for beginning teachers (\$0.00) 	<p>Beginning teacher funding was used to provide staff to release teachers to observe other teachers' lessons, time to work alongside a mentor, engage in collaborative processes, attend professional learning, assess and evaluate student work, engage in professional dialogue and personal reflection and plan quality lessons. Teachers also compiled evidence to achieve mandatory accreditation at proficient level.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	330	372	387	439
Girls	316	375	403	419

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.9	96	94.6	92.1
1	95.5	95	94.5	93.2
2	96	95	95.2	91.3
3	96.2	95.4	94.5	92.9
4	96.3	94.7	95.3	91.3
5	94.9	96.1	94	90.9
6	93.8	93.9	93.7	93.9
All Years	95.7	95.2	94.6	92.3
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)	2
Assistant Principal(s)	4
Classroom Teacher(s)	33.25
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.4
Teacher ESL	2.6
School Counsellor	1
School Administration and Support Staff	5.17

*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	1,693,835
Revenue	7,643,526
Appropriation	7,230,639
Sale of Goods and Services	17,680
Grants and contributions	356,843
Investment income	3,139
Other revenue	35,225
Expenses	-8,165,693
Employee related	-7,166,867
Operating expenses	-998,826
Surplus / deficit for the year	-522,167
Closing Balance	1,171,668

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.

Funds have been committed to a significant playground development to commence in March 2021. Upon completion of the school building upgrade, the school has committed to undertake projects including providing outdoor sports equipment, seating, and technology resources.

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	110,590
Equity Total	450,605
Equity - Aboriginal	2,755
Equity - Socio-economic	10,610
Equity - Language	334,247
Equity - Disability	102,993
Base Total	5,775,811
Base - Per Capita	189,998
Base - Location	0
Base - Other	5,585,813
Other Total	480,014
Grand Total	6,817,020

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.

IN 2020 additional teachers and school learning support officers (SLSO) were employed to support students to achieve learning outcomes.

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

337 students in Years Four, Five and Six undertook the Tell Them From Me survey in 2020. Student responses indicated students felt a sense of loss and disconnection from the school with a decline in student advocacy from 95% in 2019 to 87% in 2020; and a decline in a sense of belonging down from 87% in 2019 to 74% in 2020.

Investigation into these statistics revealed the impact of the covid-19 lockdown and restrictions on student activities experienced throughout the year. The majority of activities students value and enjoy were cancelled including excursions, performances, sport and leadership opportunities for senior students. It also reflected the level of importance students place on the range of quality programs the school offers.

The TTFM survey indicated 96% of students maintained a high expectation for success at school.

105 Kent Road parents responded to the 'Partners in Learning' Parent Survey which 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.

Analysis of the parent responses indicated the school rates higher than the NSW Government Norm in the following areas:

- My child feels safe at school.
- I feel welcome when I visit the school.
- Written information from the school is in clear, plain language.
- Teachers show an interest in my child's learning.
- My child is encouraged to do his or her best work.
- Teachers expect my child to pay attention in class.
- Teachers maintain control of their classes.
- My child is clear about the rules for school behaviour.

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.