

# 2020 Annual Report

## Marsden Road Public School



4278

# Introduction

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

## School contact details

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Marsden Road Public School

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## Message from the principal

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Welcome to the Annual Report of 2020. This report provides an opportunity to celebrate the teaching and learning that happens at Marsden Road Public School. The progress outlined in this report reflects our school's pedagogical belief and journey. Our school firmly believes in laying strong literacy and numeracy foundations through an explicit instruction model. We also believe in instilling in our students civics and citizenship values that will help them develop good work ethics. The staff at the school collectively share and take responsibility for the school's vision. I thank them for their ongoing commitment towards continuous improvement. I also would like to thank the community for their support. Finally, I would like to acknowledge the students for taking pride and joy in the Marsden Way.

Manisha Gazula

Principal

## School vision

The Marsden Road Public School community has high expectations for and from students, and aims to deliver quality education that sets the foundations for all students to be productive, successful and resilient members of society.

## School context

Marsden Road Public School was established in 1962 and is built on the traditional lands of the Cabrogal of the Darug Nation. The school serves a diverse community, 89% of whom come from a language background other than English. The school is proud of its varied multicultural population, with 57 cultural backgrounds represented. Approximately 18% of our total student enrolment is made up of people who have been through the refugee experience. Approximately 46% of students have been speaking English for 3 years or less. These students are supported by additional specialist staffing.

In 2017, Marsden Road Public School became an Early Action for Success (EAfS): Phase 2 school, which is part of the department's implementation of the NSW Literacy and Numeracy Strategy 2017-2020. EAfS aims to improve students' literacy and numeracy skills through a targeted approach in the early years of learning. Our teachers work collaboratively to develop and implement evidence-based teaching and learning programs for all students. This is achieved within a context of a high expectations and positive learning environment. Teachers aim to equip students with the foundation skills necessary for lifelong learning. Enrichment and extracurricular activities offered include leadership programs, choir, dance, drama, sport, debating, public speaking and environmental education. The school's core values are for students to be safe, to be respectful and to be learners.

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

## Strategic Direction 1

### Achieving Academic Growth

#### Purpose

With high expectations and evidence-based programs, students will achieve deeper understanding, knowledge and skills.

#### Improvement Measures

**NAPLAN** Improve proficiency achievement, over 3 years, in: Reading

- Year 3 - from 24% to 29%-35%%
- Year 5 - from 15% to 29%-32%%

Writing

- Year 3 - from 55% to 56%-61%
- Year 5 - from 6% to 17%-22%

Numeracy

- Year 3 - from 25% to 27%-32%
- Year 5 - from 17% to 27%-32%

**School-based & PAT assessments** Improve achievement, over 3 years, in: Reading stanine 6 or above

- Years K-2 - from 31% to 41%
- Years 3-6 - from 33% to 43%

Writing working within or above

- Years K-2 - from 58% to 68%
- Years 3-6 - from 41% to 51%

Numeracy stanine 6 or above

- Years K-2 - from 31% to 41%
- Years 3-6 - from 27% to 37%

#### Overall summary of progress

In 2020 the school continued to focus on the explicit teaching of English and mathematics. The school introduced a systematic approach to mathematics that aligns with the pedagogical approach in English. Professional learning was provided to all teachers to ensure that teaching was consistent across the school. Instructional Leaders continued to provide support in the classroom in implementing explicit teaching model. Intervention programs such as MiniLit and Macqlit also remained as an integral part of the teaching model. Progress achieved in each measure is a cumulative result of a range of strategies and overall teaching methodology at the school. While it is possible to state funds spent on some programs and resources, attributing exact dollar value to each improvement measure is not always possible.

#### Progress towards achieving improvement measures

**Process 1: Quality Teaching:** Continue professional learning in the teaching of English and Mathematics

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Feedback from staff indicates improved content and pedagogical knowledge developed from professional learning.</li></ul>	<p>Resources for teaching &amp; learning \$60000</p> <p>Planning Days \$10000</p> <p>Professional Learning \$15000</p> <p>Support for students in the classrooms (SLSOs) \$500000</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• English language proficiency (\$60000.00)</li><li>• Professional learning (\$15000.00)</li><li>• Socio-economic background</li></ul>

## Progress towards achieving improvement measures

• Feedback from staff indicates improved content and pedagogical knowledge developed from professional learning.	(\$515000.00)
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**Process 2: Using Data Effectively:** Effective use of data gathered to ensure effective teaching strategies are being implemented

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Improved coordination of student assessment data to improve teaching practice.</li><li>• Improved accountability mechanisms when reporting student achievement.</li><li>• Data from classroom observations and program supervision indicate data driven teaching of reading, writing and mathematics.</li></ul>	Lexiles - \$ 8000  Progressive Assessment Tests \$2000  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$10000.00)</li></ul>

**Process 3: Summative & Formative Assessments:** Establish school systems such as cooperative planning, data-analysis and discussions, summative and formative assessments of learning

Evaluation	Funds Expended (Resources)
• Feedback from staff indicates improved assessment knowledge developed from school systems.	

## Strategic Direction 2

Excelling in Teaching and Learning

### Purpose

Empowering teachers to develop and implement high-impact teaching strategies and strengthen assessment and reporting practices.

### Improvement Measures

- 80% teachers are confident in implementing formative and summative assessments in literacy and numeracy.
- 80% teachers confident in implementing the school's Core Program
- 80% teachers believe they are responsible for their professional development and are confident in reaching their goals

### Overall summary of progress

The school continues to place emphasis on teacher quality and has a focus on continuous improvement of practice. The average teacher confidence with Summative and Formative Assessment in 2020 was 83%. The average teacher confidence with the Core Program grew to 85% while the average of percentage of teachers that agree or strongly agree that they are responsible for their professional development was 88%. The school was able to achieve its targets in this strategic direction.

### Progress towards achieving improvement measures

**Process 1: Professional Learning:** Targeted professional learning that aligns with the school's priorities. Engage experts (Literacy & Numeracy) to provide professional training to teachers

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Feedback from staff indicates improved content and pedagogical knowledge developed from professional learning.</li></ul>	Engagement of consultant - \$80000 Occupational Therapist - \$40000 Speech Therapist - \$60000 <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$180000.00)</li></ul>

**Process 2: Effective Analysis of Data:** Continue professional learning in analysing and using data effectively as well as building teachers' capacity to design and implement summative and formative assessments

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Feedback from staff indicates improved assessment knowledge developed from professional learning.</li></ul>	Collaborative Planning & Professional Learning - \$20000 <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• English language proficiency (\$20000.00)</li></ul>

**Process 3: Build Leadership Capacity:** Provide opportunities for teachers to observe expert practitioners. Create succession plan for various school initiatives. Initiate leadership program that supports aspiring leaders

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Feedback from staff indicates improved knowledge and teaching practice developed from Accreditation group.</li></ul>	QTSS Funding

## Progress towards achieving improvement measures

- Feedback from staff indicates teachers utilised additional RFF to do peer observation, observation of demonstration lessons and read journal or articles relevant to school pedagogy.

## Strategic Direction 3

### Educating Future Citizens

#### Purpose

To develop cognitive, social, emotional, physical and spiritual wellbeing of students so they can connect, succeed, thrive and learn as informed citizens in an ever-changing world.

#### Improvement Measures

##### School Connectedness

- Attendance: increase the percentage of school attendance to 93%-95%
- Future: 95% of students believe school has a strong bearing on their future
- Pride: 90% of students take pride in school values
- Advocacy: 87%-91% of students feel they can turn to someone for encouragement and guidance
- Sense of Belonging: 83%-88% of students feel they belong to MRPS
- Expectation for Success: 95%-98% of students feel MRPS has a high expectation for success

Reduction in the number of students referred to Yellow Room (low level misbehaviours) by 3% of the previous year

Teachers indicate that 80% of students are;

- Organised and ready for learning.
- Resilient in various situations
- Respectful towards others

#### Overall summary of progress

The Marsden Way Civics & Citizenship programs plays a vital role in ensuring that values of pride, punctuality, respect and high expectations are embedded in the school culture. 94% of students believe that school has a strong bearing on their future while 91% take pride in school values. The school continues to build on the culture of self belief, responsibility, respect and resilience. The school has high expectations for and from the students and this is the core essence of the civics and citizenship program.

#### Progress towards achieving improvement measures

**Process 1: Citizenship:** Explicit teaching of positive behaviours and expectations through a two-week specialised program to improve students' self-awareness and build their capacity to make appropriate choices.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Feedback from staff indicates improved student behaviour.</li></ul>	Team meetings Executive meetings

**Process 2: Culture:** Recognise, respect and teach the significance of cultural identity and diversity in our society.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Data from notes sent to parents/carers indicate effective communication in multiple languages.</li><li>• Feedback from students TTFM indicates culture is recognised and respected.</li></ul>	

**Process 3: Curriculum:** Effective teaching of Science, History, Geography, Creative Arts and Personal Development, Health and Physical Education.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Data from evaluations indicate effective teaching of the curriculum.</li></ul>	Committee meetings

## Progress towards achieving improvement measures

**Process 4: Wellbeing:** Consolidate successful wellbeing and extracurricular activities that are established at the school.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Feedback from staff indicates improved wellbeing knowledge developed from professional learning.</li><li>• Feedback from staff indicates improved student behaviour.</li><li>• Feedback from students indicates an understanding of social skills.</li></ul>	

Key Initiatives	Resources (annual)	Impact achieved this year
<p><b>Aboriginal background loading</b></p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$7 184.00)</li> </ul>	<p>Aboriginal Education Committee members consolidated their understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages. Members regularly participated in AEGG online meetings, as well as professional and community networks.</p> <p>Personalised Learning Pathways (PLPs) were developed in collaboration with families, where possible, improving the home-school link between school, Aboriginal students and their families. PLPs were implemented, monitored and reviewed throughout the year to enable the students to achieve their goals.</p> <p>The Aboriginal Education committee, in partnership with families and staff, implemented inclusive and positive interactions to engage and support all Aboriginal students from Marsden Road Public School.</p> <p>Our year six students received high school transition support from Marsden Road Public School in partnership with KARI. Other events normally held throughout the year were cancelled due to the COVID-19 pandemic.</p>
<p><b>English language proficiency</b></p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• English language proficiency (\$45 049.00)</li> </ul>	<p>The school continued to address the learning needs of students from diverse linguistic and cultural backgrounds. Through collaborative teaching and targeted programs, the school continued to focus on English acquisition with emphasis on comprehension and vocabulary, moving students through the EAL/D progressions.</p> <p>EAL/D specialist teachers supported classroom teachers to differentiate mainstream teaching and learning programs by identifying target areas and language outcomes., setting learning goals and adjusting new and existing programs to support student needs. EAL/D students were able to access curriculum and actively engage in all classroom lessons. Executive staff led and evaluated moderation activities for collaborative phasing of students. This ensured consistent and comparable judgements of student learning.</p> <p>Individualised targeted intervention was also supported by bilingual SLSOs.</p>
<p><b>Low level adjustment for disability</b></p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$121 382.00)</li> </ul>	<p>The Learning and Support Team (LST) consolidated learning and support procedures to ensure efficient and effective strategies were implemented for student support. They worked closely with classroom teachers and Learning and Support Teachers (LaST) to assess and identify student needs and support students at risk.</p> <p>LaST supported the inclusion of students with</p>

<p><b>Low level adjustment for disability</b></p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$121 382.00)</li> </ul>	<p>disabilities in mainstream classrooms through targeted programs tailored to the specific needs of students. LaST differentiated new and existing programs so students of all abilities were able to access the curriculum. They also assisted in making adjustments to teaching and learning strategies, assessment and the environment.</p> <p>All teachers implemented school policies that supported the engagement and full participation of students with additional learning needs. Parents/carers and their children were encouraged to be active stakeholders in the development and application of an Individual Education Plan (IEP).</p> <p>External services such as Occupational Therapists and Speech Therapists continued to be engaged by the school and worked in consultation with the LST to screen and plan for students at risk, provide continuity of learning throughout the year and during transitional stages. They also collaborated with teachers to provide professional development and support student.</p>
<p><b>Quality Teaching, Successful Students (QTSS)</b></p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$129 073.00)</li> </ul>	<p>QTSS funding provided additional release time for teachers to engage in peer observations and sharing of expertise. This funding was also used for teachers to develop professionally in literacy and numeracy with the support of external consultants and Instructional Leaders. The focus of this training was to ensure all teachers, particularly teachers starting new at the school, developed an understanding of the research which underpins the pedagogical practices of the school and the effective delivery of these practices in the classroom, ensuring consistency across the school.</p>
<p><b>Socio-economic background</b></p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$707 245.00)</li> </ul>	<p><b>School Learning Support Officers (SLSOs)</b></p> <p>Executive staff worked closely with SLSOs and teachers to design and implement in-class SLSO support that was responsive to the learning needs and strengths of identified students. SLSOs also implemented targeted small group and individualised intervention with MiniLit, Macqlit and SRA Phonemic Awareness programs.</p> <p><b>Speech Therapist</b></p> <p>Teachers continued to ensure quality teaching and learning for students using a shared knowledge of the physical development of speech and hearing. Support was provided for K-2 students, and staff developed professional knowledge through observations and demonstrations of strategies to use in the classroom.</p> <p><b>Occupational Therapist</b></p> <p>Teachers continued to ensure quality</p>

<b>Socio-economic background</b>	<b>Funding Sources:</b> • Socio-economic background (\$707 245.00)	teaching and learning for students using a shared knowledge of the physical development of motor skills. Support was provided for kindergarten and year 1 students, and teachers developed professional knowledge through observations and demonstrations of strategies to use in the classroom.
<b>Support for beginning teachers</b>	<b>Funding Sources:</b> • Support for beginning teachers (\$86 886.00)	All beginning teachers were provided access to additional professional learning and support. They had various opportunities to work with and observe each other, as well as Instructional Leaders, external consultants and experienced teachers within and across our school. Beginning teachers were supported by the executive team to develop their understanding of content and pedagogy, working towards their professional accreditation at proficient level.
<b>Targeted student support for refugees and new arrivals</b>	<b>Funding Sources:</b> • Targeted support for refugees and new arrivals (\$50 950.00)	<p>The New Arrivals Program (NAP) classes operated for newly arrived students in years 3 to 6. These classes provided targeted support for students who were in their first year of schooling in an Australian school and spoke a language or dialect other than English. The purpose of the class is to provide English language support for newly arrived students at key transition points and for students to improve their literacy skills through the provision of survival language (Basic Interpersonal Communication Skills - BICS), allowing them to communicate within their classes.</p> <p>The NAP program allowed students to settle in and adjust to a new learning environment in a small supportive setting. It assisted students in their acquisition and development of English as their second language. During online learning at home, due to the COVID-19 pandemic, it provided a continuation of personalised learning support for students and assistance to parents.</p> <p>Funding for new arrivals was also used to provide school uniforms, the use of interpreters and bilingual SLSOs. Our bilingual SLSOs assisted newly arrived and refugee students and their parents with their transition to school. They supported students in their classrooms across all KLAs and aided in communication with parents through translating documents or through direct contact.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	362	371	367	347
Girls	352	359	354	351

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	92	92.7	92.5	92.5
1	93	91.3	93.2	92.1
2	93.1	93	93.4	92.7
3	92.2	94.8	93.1	90.1
4	92.9	94	93.9	92.8
5	92.9	92.9	92.7	91.7
6	93.2	92.6	94.2	91.4
All Years	92.7	93.1	93.2	91.9
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

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

## Management of non-attendance

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

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

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	26.64
Literacy and Numeracy Intervention	0.84
Learning and Support Teacher(s)	1.9
Teacher Librarian	1.2
Teacher ESL	3.4
School Counsellor	1
School Administration and Support Staff	4.47

\*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 <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	2,566,916
<b>Revenue</b>	7,536,061
Appropriation	7,423,919
Sale of Goods and Services	26,398
Grants and contributions	81,430
Investment income	3,614
Other revenue	700
<b>Expenses</b>	-8,216,003
Employee related	-6,616,531
Operating expenses	-1,599,472
<b>Surplus / deficit for the year</b>	-679,942
<b>Closing Balance</b>	1,886,974

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	92,776
<b>Equity Total</b>	1,460,595
Equity - Aboriginal	7,184
Equity - Socio-economic	707,245
Equity - Language	416,955
Equity - Disability	329,211
<b>Base Total</b>	4,880,226
Base - Per Capita	173,404
Base - Location	0
Base - Other	4,706,823
<b>Other Total</b>	843,385
<b>Grand Total</b>	7,276,982

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](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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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

In 2020, Marsden Road Public School implemented the Tell Them From Me (TTFM) survey for parents/caregivers, students and teachers. The TTFM surveys provided MRPS with insight into student engagement and wellbeing, and the impact of teaching practices at the school.

### Partners in Learning- Parent Survey Report

Parent/carers rated

- Encouraging parents/caregivers to support learning at home a 7.6 out of 10
- School supports positive behaviour a 7.5 out of 10
- Being an inclusive school a 7.5 out of 10

### Student Outcomes and School Climate Report

Students rated

- High expectations for success an 8.6 out of 10
- Effective use of learning time an 8.2 out of 10
- Positive teacher-student relations an 8.2 out of 10

### Focus on Learning- Teacher Survey Report

Teachers rated

- Leadership an 8.2 out of 10
- Collaboration an 8.4 out of 10
- Learning culture an 8.5 out of 10

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.