

2020 Annual Report

Bogangar Public School



4632

Introduction

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

Bogangar Public School

Coast Rd

Bogangar, 2488

www.bogangar-p.schools.nsw.edu.au

Bogangar-p.school@det.nsw.edu.au

6676 2755

School vision

Bogangar Public School is committed to nurturing, guiding, inspiring and challenging students to find the joy in learning, to build their skills and understanding and to make sense of their world. It provides a high quality education in an inclusive learning environment so that all students can become active, confident and informed citizens.

School context

Bogangar Public School is located on the beautiful Tweed Coast in the community of Bogangar/Cabarita Beach. Parent feedback has identified the school as a "welcoming, nurturing and caring learning environment with approachable staff". The school motto, *Excellence, Innovation, Opportunity and Success* is clearly evident in all that we do.

The school has seen steady enrolments since opening in 2004. Our school employs an enthusiastic, committed staff who have strong genuine relationships with parents and colleagues.

Teaching and learning at Bogangar Public School is underpinned by evidence based research, with teachers being supported to provide high quality and high equity programs enabling every child to succeed. Academic programs, with a focus on literacy and numeracy are complemented by an array of extra curricula programs and activities.

The school is one of the largest entities in the Bogangar community and provides a common link that families in the community share. The school is very well supported by an active Parents and Citizens Association (P&C), local service clubs and the Cabarita Bowls and Sports Club.

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>

Strategic Direction 1

Excellence in LEARNING - WELLBEING

Purpose

To develop a School culture that fosters wellbeing by embracing the Positive Behaviour for Learning (PBL) mindset and framework.

Working in partnership with the school community to support and engage students in opportunities to connect, succeed, thrive and learn, developing the vital skills to flourish now and in the future years.

Improvement Measures

- The successful investigation and implementation of school wide system to address student well-being
- Increased proportion of students demonstrating active engagement with their learning as measured on the Tell Them From Me (TTFM) survey
- Reduction in the number of negative behaviour incidents reported
- Improved whole day attendance data
- Students demonstrate an increased level of respect and engagement through our Positive Behaviour for Learning (PBL) strategies

Progress towards achieving improvement measures

Process 1: • Utilise the wellbeing self-assessment tool

Evaluation	Funds Expended (Resources)
The PBL team have made groundwork into this activity and will push this initiative into the 2021 - 2024 SIP for completion. The team has worked towards implementing, constructing and planning a school wide consistent code of conduct to address school behaviour, along with a positive reward recognition system. These priorities will be introduced into BPS in 2021 and have taken precedence over using the wellbeing assessment tool.	Funding Sources: <ul style="list-style-type: none">• (\$0.00)

Process 2: • Engage with School services to support, staff in the development, implementation and review of a systematic approach to wellbeing

Evaluation	Funds Expended (Resources)
The PBL team have developed a code of conduct and discipline policy in consultation with staff and executive. The documents are still in draft form and awaiting approval/review by other key stakeholders to ensure all voices are heard. This final confirmation of documents will take place in the 2021 - 2024 SIP.	<ul style="list-style-type: none">* Visuals created by graphic designer* Completed PBL signage designed, created and installed* PBL AP - secure on site at BPS for PL

Process 3: • Collaborate with staff, students and parents to develop, implement and monitor a whole school approach to wellbeing.

Evaluation	Funds Expended (Resources)
The PBL team worked in consultation with BPS staff to create a behaviour flow chart/code of conduct that aligned with staff feedback. The documents created were developed and shared with staff for feedback, however due to COVID-19 impacts, documents were unable to be shared with other key stakeholders across the school community. These documents will be edited and reviewed and will be launched as part of the 2021 - 2024 SIP.	<ul style="list-style-type: none">* Visuals created by graphic designer* Completed PBL signage designed, created and installed* PBL AP - secure on site at BPS for

Progress towards achieving improvement measures

The PBL team worked in consultation with BPS staff to create a behaviour flow chart/code of conduct that aligned with staff feedback. The documents created were developed and shared with staff for feedback, however due to COVID-19 impacts, documents were unable to be shared with other key stakeholders across the school community. These documents will be edited and reviewed and will be launched as part of the 2021 - 2024 SIP.

PL

Process 4: • Regularly review data to analyse and monitor student behaviour and wellbeing

Evaluation	Funds Expended (Resources)
<p>The PBL team are still finalising behaviour management systems that will launch at BPS in the 2021 - 2024 SIP. The team will be working on developing a central data system that includes updated data entry fields. This will allow the school to collect, extract and analyse positive and negative data across the school. This data will be analysed throughout 2021 to look for behaviour trends and allow the PBL team to put in place systems to support student wellbeing.</p>	<p>* Signage drafted, created and then printed/displayed across school in term 1 2021.</p> <p>* PL to upskill staff on Central data entry</p> <p>* Stakeholder consultation meetings</p> <p>* Access to regional support from PBL Assistant Principal (AP)</p>

Process 5: • Engage School Services PBL Assistant Principal to establish and sustain the foundations of the PBL framework within our school context

Evaluation	Funds Expended (Resources)
<p>COVID 19 impacts made it difficult to meet face to face with the PBL AP - although progress was still made and the PBL team have worked hard to reach action plan goals and targets that were set for 2020. The removal of the PBL AP positions across the state will make continuation of PBL challenging, but a consistent and embedded system has been installed at BPS which will ensure future success. PBL processes and procedures will continue at BPS in the future and PBL will be an important and crucial component of the wellbeing initiatives at Bogangar Public School. PBL will continue as at activity at BPS and will be included in the 2021 - 2024 SIP.</p>	

Process 6: • Liaise with School Services Wellbeing Officer to complete the Wellbeing Framework Self-Assessment tool

Evaluation	Funds Expended (Resources)
<p>The PBL team have made groundwork into this activity and will push this initiative into the 2021 - 2024 SIP for completion. The team has worked towards implementing, constructing and planning a school wide consistent code of conduct to address school behaviour, along with a positive reward recognition system. These priorities will be introduced into BPS in 2021 and have taken precedence over using the wellbeing assessment tool.</p>	

Strategic Direction 2

Excellence in TEACHING

Purpose

To develop a transparent, growth minded learning culture where teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods to achieve Department of Education (DoE) targets. The highest priority is given to evidence-based teaching strategies, derived from ongoing analysis of student assessment data and underpinned by high expectations.

Improvement Measures

Increase the percentage of students demonstrating the expected growth in literacy and numeracy.

At least 80% of students demonstrating expected growth over semester across DoE literacy and numeracy progressions relevant to expected timeframes.

To increase the proportion of students in the top 2 bands by 8% in reading and numeracy by 2019 NAPLAN data, including 30% of Aboriginal and Torres Strait Islander Students.

Progress towards achieving improvement measures

Process 1: • Evaluate Literacy and Numeracy practice across K-6

Evaluation	Funds Expended (Resources)
<p>Literacy and numeracy practice across the school has been evaluated. A BPS Expectations - Literacy & Numeracy document outlines schoolwide practices in Literacy and Numeracy that includes effective explicit teaching methods, programs utilised and resourcing. The highest priority is given to evidence-based teaching strategies. A collaboratively agreed program checklist supports teachers to evidence the teaching and learning that occurs in their programs. Whole school programs are being utilised in spelling and writing. A consistent planning tool is utilised in mathematics. All teachers have received professional learning in additive strategies, number talks and TEN which is evidenced in their teaching and learning program, data is collected at regular intervals through the DoE Learning Progressions - Numeracy. L3 practices continue to be utilised in K-2 with some practices being adopted in 3-6. Comprehension is an ongoing focus with CARs and STARs being explored as a schoolwide model.</p> <p>Evidence indicates that the consistency is having a positive impact on student learning.</p> <p>Future Directions: Further professional learning in numeracy and differentiation is anticipated for the next planning cycle.</p>	<p>APs, district curriculum consultant, LANSA</p>

Process 2: • Develop our learning culture and growth mindset

Evaluation	Funds Expended (Resources)
<p>Through consultation with students, staff and community, seven learning dispositions were identified. All staff undertook professional learning about dispositions, their importance in today's world and specifically around the target dispositions. Scope and sequence have been developed, promotional materials including signage, posters and newsletter articles were prepared along with a teaching resource folder for each learning space. Our PBL mascot was utilised to support promote our dispositions.</p> <p>A successful, interactive hard launch was undertaken at the beginning of Term 4 having been delayed by the pandemic. Students were involved in an assembly and full day of activities to introduce Captain Disposition and</p>	<p>QTSS & class teaching/learning time</p> <p>Assembly time</p> <p>Casual days x 2</p>

Progress towards achieving improvement measures

Kookie as a learner. Weekly newsletter announcements and promotion on the school sign are supported by recognition of one student from each class with an award (of the previous week's focus disposition) at assembly. Evidence suggests that students are adopting the dispositions and applying these to their learning. Considerations need to be made on how to maintain the momentum with dispositions into the future.

Teachers have also participated in professional learning linked to innovative teaching methods which involved developing our vision of a BPS graduate. Modes of learning were also investigated with evidence of these in teaching and learning programs.

Collaborative planning occurs each term. Teachers are provided with an opportunity to meet and plan for the term ahead with their colleagues. Half days were initially trialed but following evaluation it was increased to a whole day. Feedback indicates that this has enabled teachers to more effectively and efficiently provide high quality teaching and learning programs.

Visible Learning has engaged teaching staff in 5 full days of professional learning. The focus has been on effective feedback, learning intentions and success criteria. Our next planning cycle will look at embedding these practices in all teaching and learning programs.

Process 3: • Audit resources to provide equitable access to parents and classrooms

Evaluation	Funds Expended (Resources)
<p>A complete audit of learning resources has been undertaken. Shared resources have been located in more readily accessible locations to support use. Literacy resource rooms are stocked with small group readers, whole class sets and home reader boxes. These have all been evaluated and updated to ensure sufficient access is available to high quality, functional literacy resources. A whole school licence is available for Seven Steps to Writing, Soundwaves, Mathletics and Typing Tournament to support teacher professional learning while providing resources and learning platforms to engage students thereby increasing achievement of outcomes. Each classroom is equipped with a numeracy trolley that houses essential equipment to promote numeracy learning. Less regularly used numeracy equipment is distributed around classrooms with a resource list provided to all teachers so they can easily locate these when needed.</p> <p>Every classroom is fitted with an interactive whiteboard. Five laptops and five ipads are located in each room to support teaching and learning.</p> <p>Quick Bytes (technology skills) are provided at fortnightly communication meetings to support teachers to effectively utilise the technology available in their rooms.</p> <p>Newsletter snippets and the electronic noticeboard have been utilised to share literacy and numeracy happenings within the school. Soundwaves focus phonemes are communicated each fortnight. Hints and tips for home reading have also been included. Where possible parent information sessions have been offered with little uptake. In 2021, considerations are being made to include additional curriculum information across all KLAs and stage levels in the newsletter to support parents awareness of what is happening in their child's classroom.</p>	

Process 4: • Data is regularly and accurately maintained and analysed.

Evaluation	Funds Expended (Resources)
<p>Centralised data collection tools are being utilised for literacy and numeracy data across the school. Assessment maps have been developed for stages</p>	

Progress towards achieving improvement measures

across the year. A more consistent, wider range of formative and summative assessment strategies are being implemented across the school. Assessment tools are administered to measure and monitor student progress. Student progress is also monitored on the Learning Progressions in numeracy. There is increasing involvement in data analysis by teachers and utilising the information gleaned to shape teaching and learning programs. Students are identified from the data for inclusion in intervention programs to support their learning development.

Provisions have been made to further develop data literacy in the next planning cycle.

Strategic Direction 3

Excellence in LEADING

Purpose

To promote a culture of effective communication, high expectations and proactive community engagement, evident in all school activities, resulting in, continuous sustained whole school improvement.

Improvement Measures

Improved communication and consultation practices across the school community as evidenced by increased satisfaction in feedback from staff, students and community.

Progress towards achieving improvement measures

Process 1: • Improved profile of Bogangar Public School and Public Education in collaboration with Coastal Learning Community

Evaluation	Funds Expended (Resources)
<p>BPS continues to strengthen the partnership with the school community and be an active and valued member of the Coastal Learning Community to promote public education and the profile the school. Forward planning is underpinned by data and the voice of it's school community through a variety of platforms.</p> <p>As a result the school continues to grow in student population and in 2020 two classes were formed, 12 classes to 14 classes, and in 2021 we formed a 15th class. Strong transition, leadership cultural programs support and confirm that Year 6 students number one preference transitioning into secondary school is our local feeder high school (HS), Kingscliff HS</p>	

Process 2: • Development of a communication strategy including meeting protocols and clarification of roles and responsibilities

Evaluation	Funds Expended (Resources)
<p>In 2018 the Strategic Direction 3 team Leading Excellence in Communication was formed. The team was made up of staff and parents. Multiple data collection opportunities were identified by the team to capture pre-data to inform the 2018-2020 cycle and post data that could be used to measure growth and improvement, and inform a BPS Communication Strategy. Data collections targeted students, staff and parent/carers through student voice, internal staff surveys, Tell Them From Me Survey, focus questions, Suggestion Box and a 360 Reflection Tool Survey.</p> <p>The collation of data in 2020 is represented in a report that will be presented to students, staff and parent/carers and inform the BPS Communication Strategy. The BPS Community Strategy, final draft, along with the reviewed staff roles and responsibilities will be finalised by the end of Term 2 2021.</p> <p>Overall the report identifies an increase in whole school communication methods, transparency and satisfaction. However, it is clear that the school will need to have a forward focus on engaging a greater number of parent participation in the consultation processes and improving school community partnerships. The Department of Education - Community Charter and the 2020-2030 Partnership Agreement between the Aboriginal Education Consultative Group Inc. and the Department can certainly set the platform</p>	SD3 Team teachers release (x4 teachers = \$2,000)

Process 3: • Increased number of opportunities for parent and community consultation

Evaluation	Funds Expended
------------	----------------

Progress towards achieving improvement measures

Evaluation	(Resources)
<p>Over the planning cycle opportunities were offered to the school community in regards to consultation. The SD3 team, in order to support genuine consultation strived to improve communication across the school community and increase parent engagement to contribute to the collection of data that would inform a BPS Communication Strategy. An evaluative process was identified and put in place at the beginning of the planning cycle and then re-administered at the end of 2020.</p> <p>The final year of the plan, 2020, was interrupted by COVID-19. It was clear opportunities existed in the preferred informal and formal activities: Meet the teacher BBQ; 3 Way Interviews; Invitation to be inclusive of School Management Teams and the review of Policy Procedures, invitation to provide suggestions and feedback via on-line surveys and paper copy feedback via the Suggestion Box in the front office and continued one on one time with parents seemed to be the most preferred and effective method but difficult to time manage.</p> <p>The school community have identified an increase in:</p> <ul style="list-style-type: none">• my school has well developed procedures and processes to support information sharing, communication and collaboration (increase of 4 points)• I feel that staff at my school value my contribution to the school (increase of 2 points). <p>A key focus on moving forward is to identify high impact, long term opportunities for parent and community consultation.</p>	

Key Initiatives	Resources (annual)	Impact achieved this year
Integration funding support	Transition program Application for technology devices	Students are able to take part in COVID safe transition programs to prepare for the following year, social stories have been developed to support students throughout the holidays. An application to support funded students moving to high school to obtain a laptop and ReadandWrite software was approved to support more independent learning. IEP goals were reviewed with families and key stakeholders and end of year reporting communicated to parents. All students were supported through COVID safe measures for end of year activities. Post testing for any students taking part in the MiniLit and MultiLit.
Aboriginal background loading	Student fee to participate in Yuli and teacher release to attend Yuli meetings and activities Goalhub subscription fee; teacher PL and support Purchasing of resources to celebrate significant Aboriginal events	The 2020 saw key planned Aboriginal Education completed despite the interruptions to school life due to the COVID pandemic. Major achievements included the school wide professional development of teachers and their use in the Goalhub platform selected specifically to ensure every Aboriginal student has a Personalised Learning Plan; acknowledgement and commitment ceremony of the newly signed Partnership Agreement between the NSW Aboriginal Education Consultative Group Inc. and the Department of Education; Acknowledgement of Country signage and customised recordings proudly formalised and on display; celebrations of significant events ie NAIDOC and Reconciliation; and the engagement of local Aboriginal community showcasing and sharing their knowledge and talents in art, writing and the local environment.
English language proficiency		There were no funded ESL students at BPS in 2020
Low level adjustment for disability	Ongoing Transition programs IEP meetings - teacher release MiniLit MultiLit	End of year transition programs were able to go ahead with COVID safe measures in place and all students were able to successfully take part in their transition programs. IEP review meetings occurred to review students' learning goals with families and key stakeholders. Social stories have been made to support students over the holidays with changes in place for the 2021 school year. Post testing of MiniLit, MultiLit and Numeracy support programs have been carried out to show great growth of student progress. PL opportunities have been given to staff for any identified PDP goals to support their student needs and personal development.
Quality Teaching, Successful Students (QTSS)	Release of teaching Assistant Principals to lead quality teaching.	Members of the executive team have been able to work shoulder to shoulder with staff towards achieving school priorities. Activities included mentoring, team teaching, resource development and sharing of ideas. School directions and individual professional development plans were the focus of professional dialogue. This also provided opportunities for school directions to be prioritised without compromising student

Quality Teaching, Successful Students (QTSS)	Release of teaching Assistant Principals to lead quality teaching.	learning outcomes.
Socio-economic background	<p>Purchasing of quality teaching and learning resources</p> <p>Support students inclusion and participation</p>	<p>Students were supported and had access to programs available to all students across the school. Access to resources, additional transition and enrichment programs and the implementation of wellbeing & engagement programs were supported through this funding. Of particular need this year was access to devices to support learning anywhere, anytime during periods of lockdown.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	123	135	153	181
Girls	143	146	148	163

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.5	94.2	95.1	94.1
1	92.7	93.9	92.9	94.9
2	94.5	93.9	94.1	93.8
3	93.8	93.3	95	93.7
4	93.7	92.4	92.8	94.8
5	92.6	93.1	93.4	92.6
6	93.9	91.9	93.1	92.5
All Years	93.8	93.3	93.7	93.8
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)	13.47
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.8
School Administration and Support Staff	2.92

*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	288,732
Revenue	3,430,057
Appropriation	3,344,718
Grants and contributions	84,862
Investment income	378
Other revenue	100
Expenses	-3,566,239
Employee related	-3,038,212
Operating expenses	-528,027
Surplus / deficit for the year	-136,182
Closing Balance	152,549

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	296,325
Equity Total	188,635
Equity - Aboriginal	26,272
Equity - Socio-economic	32,872
Equity - Language	12,122
Equity - Disability	117,368
Base Total	2,494,832
Base - Per Capita	72,392
Base - Location	0
Base - Other	2,422,440
Other Total	251,774
Grand Total	3,231,566

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' Satisfaction

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. Our school had 22 percent of families complete the survey in 2020, with results suggesting that parents believe that the school supports learning in an inclusive environment with a focus on positive behaviour. Following the 2019 survey, one of our school priorities was to ensure parents felt more welcome in the school. Unfortunately, due to the guidelines implemented by the NSW Department of Education in line with NSW Health advice surrounding COVID-19, parents were unable to be on-site for the majority of 2020.

Students' Satisfaction

The Tell Them From Me Primary Schools Survey is based on nine measures of student engagement - 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. Measures of these aspects of engagement can be classified as social engagement, institutional engagement, and intellectual engagement. For each aspect of engagement, students were asked to indicate the extent to which they agreed or disagreed with a number of statements, such as "I get along well with others at school." Their scores were scaled on a 10-point scale, and students with scores of 6.0 or above (i.e., a mild to moderately favourable view) were considered engaged. Similar criteria were established for participation in sports and clubs and positive school behaviour.

Social Engagement

Students who are 'socially' engaged are actively involved in the life of the school; their friends are there and they are involved in sports or other extra-curricular activities. This involvement can give them a sense of belonging at school and increase academic motivation. 67% of students said that they felt a sense of belonging compared to 81% NSW Government School's norm. 86% participated in school sports and clubs compared to 89% NSW Government School's norm. 87% of students felt they had positive relationships compared to 85% NSW Government School's norm.

Institutional Engagement

Students who value schooling outcomes and meet the formal rules of schooling are considered 'institutionally' engaged. These students feel that what they are learning at school is directly related to their long-term success, and this view is reflected in their classroom and school behaviour and their effort in doing homework. 94% of students said that they valued schooling outcomes compared to 96% NSW Government School's norm. 90% said they displayed positive behaviours at school compared to 83% NSW Government School's norm. 29% of students felt they had positive homework behaviours compared to 63% NSW Government School's norm.

Individual Engagement

Some students meet the institutional demands of school, but they are not truly engaged in their learning. Intellectual engagement entails a serious emotional and cognitive investment in learning, using higher-order thinking skills to increase understanding, solve complex problems, and construct new knowledge. It is closely tied to the quality of instruction offered at school as there is an interaction between a teacher's approach to instruction and student motivation. 66% of students said that they were interested and motivated compared to 78% NSW Government School's norm. 86% said that they apply effort to their schooling compared to 88% NSW Government School's norm. 85% said that there was quality instruction offered at the school compared to 93% NSW Government School's norm.

Teacher Satisfaction

2020 was an unusual year where teachers managed significant change due to the pandemic. Teacher practice was adapted to support children to learn from home, new technologies needed to be learnt by staff in a short timeframe and we generally had to adjust to rapidly evolving conditions. Subsequently previously identified priorities were adapted yet we were able to maintain forward momentum in many areas. The School Capability Assessment conducted by Corwin in November 2020 identified that a shared view about the desired dispositions of learners was evident across school staff and that a shared language of learning was developing. The 2020 Professional Learning Calendar shows a deliberate strategy for raising teacher capability. Whilst relational trust was previously noted as high, teachers indicated that this has further developed during 2020. In the Tell Them From Me Focus on Learning Teacher Survey, staff identified that collaborative practices were increasing and that evidence based teaching practices were more widespread across them.

school. It was also identified that teachers would like more opportunities to give and receive feedback from colleagues.

As a school we will continue to strive for teaching excellence whilst maintaining and extending the high levels of relational trust that currently exist. Staff wellbeing will remain at the forefront of professional learning and change decisions. Formalised coaching and mentoring relationships will also be strengthened during the next planning cycle.

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.