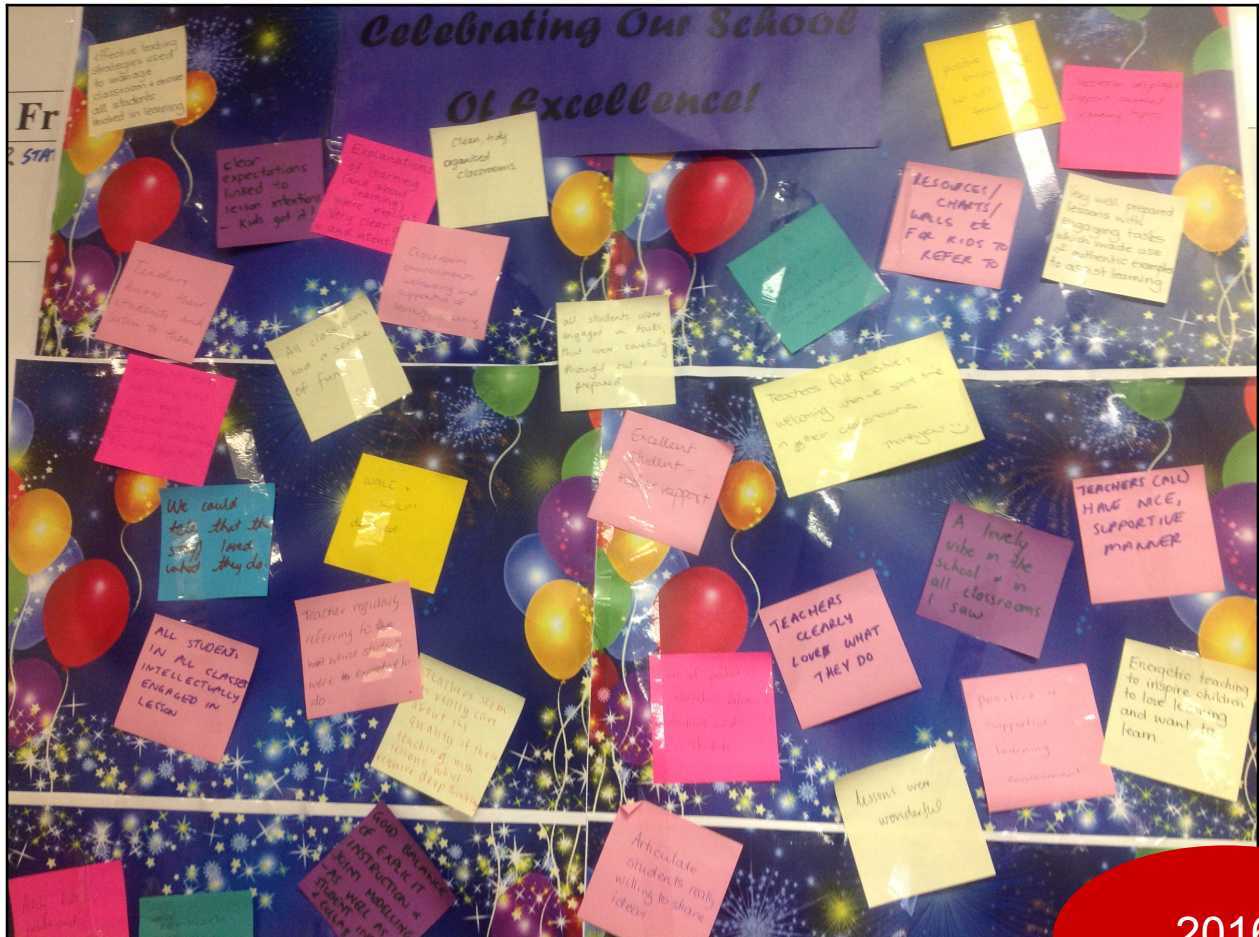


John Purchase Public School

Annual Report



2016



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Introduction

The Annual Report for **2016** is provided to the community of **John Purchase 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.

Leonie Black

Principal

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Message from the Principal

It is with a great sense of pride that I present our 2016 Annual School Report. This report is a wonderful culmination of the combined hard work and commitment of our students, staff, parents and community over the last 12 months. It acknowledges and celebrates individual and collective efforts and achievements, while also informing our next directions.

At John Purchase we work hard to provide each student with an education of the highest quality, within a nurturing environment. This means staying abreast with current research and understandings about how to maximise student engagement, wellbeing and achievement, and applying this learning across school contexts.

Local evidence collection synthesised through the lens of international research findings, is increasingly being embedded into everyday practices. Over the last 12 months this has also involved astute self –assessment and evidence analysis in terms of the *School Excellence Framework*.

Assessments have shown that major 2016 achievements include:

- students increasingly becoming active participants in their own learning as evidenced through student focus group sessions and classroom walkthroughs
- rapid formative assessment techniques being utilised in all classrooms
- a review of the wellbeing policy and extension of Friendly Schools Plus, to support a strong restorative practice culture
- the extension and strengthening of productive community partnerships, providing students, teachers and parents with enriching learning opportunities

I thank all who work to make our great school even greater, and look forward, with enthusiasm to 2017 as we continue to work together toward achieving our school vision: *developing a confident, competent, innovative community of learners working collaboratively, respectfully and responsibly to achieve excellence.*

Message from the school community

The year just past has been eventful for the P&C.

First and foremost the P&C is a volunteer group and I want to thank our well of volunteers who every year rise up to the challenges facing our school; whether that be raising money, handy work on the grounds, uniforms and lunches, music, and general administration. That said we can always use more volunteers, for many hands make light work and extra people will also enable us to do so much more for all our children; making their school experience richer.

The highlight was the fair. Steve Byng was outstanding in his planning, diligence and leadership. Community support was truly strong and our well of volunteers came together to deliver a day at which the children had a lot of fun, created lasting memories and for which the community came out in force. The fair will return in 2018 so I hope we can build on the experience of our last two fairs to create a strong tradition.

This year, like those that came before, we had other fundraising activities including Mother's & Father's day breakfasts and stalls that bring together so many of the parents across a school community.

I would be remiss not to thank Donna (10 years) and Marni (18 years) for the leadership they bring to the Canteen and Uniform Shop, and Mr. Felton for once again raising the bar for our fabulous the band.

Rather than list all the P&C accomplishments I will make some observations. Every child, every part of the grounds and virtually every room, has been impacted by the P&C.

Many of the smartboards, iPads and the school wide Wifi was supplied by the P&C. This year the P&C continued this with a technology refresh of some projectors. In the area of sports, we have provided school house standards and new sports uniforms and we are now looking to refresh the playground with more play equipment for all ages. The grounds upkeep is something with which the P&C has long assisted; we finished the library book nook (including a giant chess set) and we are now refreshing the signage at the front of the school. Socially we are upgrading our coffee machine in conjunction with Cherrybrook Technology High School and are now looking at the opportunities to increase the social activities. Academically; the P&C participates in interviewing and selecting the teachers who join our school and consults with the school on policy issues as well as co-funding one of the school teaching staff.

The P&C organises or funds activities which are not completed in the year in which they start so we are also considering improved insurance coverage of all children in the school; canteen refresh with a wider selection of food which will include healthier options; still more band instruments as we build out the growing demand for and successes of the Band and the possibilities presented by outdoor learning areas; each of which will be part of the activities for the new P&C.

Once again the P&C has benefited from the strong partnership with our talented and enthusiastic teachers and in particular our Principal, Mrs. Black, who has been so giving of her time and experience in helping the P&C to help the school.

Lastly, in March of this year there will be nominations for the named positions within the P&C executive and the teams, which run the Band, Uniform Shop & Canteen. This year will be special as we have some great initiatives to increase communications within the school community and to increase the variety of the fundraising already in development. 2017 will be an exciting year for all the possibilities it presents and the great ideas and the talented people who are participating.

Every position in the P&C is available so please consider contributing your time or your experience or both to the common goal of making these school years as beneficial and memorable for our children as possible by attending the meeting on the evening of Monday 13 March.

Thank you Brenda, Ron, Dhiren, Belinda, Steve, Melanie and Lorraine for all that each of you have brought to the 2016 executive.

Thank you and congratulations all on a great year,

Richard Anthony

Vice President

School background

School vision statement

John Purchase Public School is committed to developing a confident, competent, innovative community of learners working collaboratively, respectfully and responsibly to achieve excellence

School context

John Purchase Public School is a high performing, progressive school, located in the suburb of Cherrybrook, in the north western suburbs of Sydney.

There are approximately 670 students enrolled at the school, with 60% coming from language backgrounds other than English. The school has larger cohorts of students in the senior years.

The school has a strong reputation for its quality teaching, excellent student outcomes and breadth of curricular and extra curricular activities. The school honours individual learners through its strong learning support structures and programs, differentiation strategies and Gifted and Talented programs.

The school has a friendly and supportive school community which work together to support school directions and student achievement. John Purchase is an active member of the Cherrybrook Community of Schools, working with neighbouring schools to deliver quality learning programs.

Focus areas are: deep, visible, authentic learning for the 21st century child, highly effective teaching using world class research based pedagogical practices and leadership excellence which supports an engaged community

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For schools participating in external validation processes:

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 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated [insert a narrative of the progress achieved by the school across the domains of Learning, Teaching, and Leading. Schools may choose to use the information from their executive summary and the panel report to inform their narrative.]

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Deep, visible, authentic learning for the whole 21st century child

Purpose

To prepare students to be confident, creative and self directed, life long learners who can embrace and adapt to the challenges and unique demands of the 21st century world with integrity and a high level of emotional intelligence.

Overall summary of progress

Visible Learning through Formative Assessment

Our focus on using formative assessment strategies to make learning visible for students and teachers in a way that moves learning forward has involved a thoughtful sequence of engaging and interactive professional learning initiatives including: engaging with the research literature, facilitating high level discussion and reflection, exploring why this work is important, modelling rapid formative assessment techniques, enabling collaborative stage based planning, trialling strategies researched, sharing exemplary practice and celebrating successes. Exit passes provided us with immediate evidence of the effectiveness of professional learning sessions, including school development days, and enabled us to plan subsequent needs-based professional learning, and the longer term impact was sought via student focus groups and classroom walkthroughs.

Authentic C21st Learning

The school scope and sequence for conceptual, integrated units incorporating the NSW Science, History and Geography syllabi was reviewed. Stage leaders led their teams in reviewing the progression of 'even year' integrated conceptual units to ensure they incorporated:

- all cross curriculum capabilities,
- learning targets, lesson intentions and success criteria
- use of technology to support &/or extend student learning

Improved access to tablet technology was fostered through redistribution, the purchasing of smaller charging stations and increased iPad to student ratios. Robotics equipment was aligned to teaching and learning programs from kindy to Year 6 to support student progression in STEAM subjects (Science, Technology, Engineering, Arts & Design, Mathematics). The robotics equipment is embedded within current curriculum implementation and allows students to be involved in highly engaging experiences that promote mastery of syllabus outcomes while also fostering: problem solving, logical thinking and collaboration.

Wellbeing

In 2016 the Friendly Schools program was extended across all classrooms K –6. Notebooks were developed for each grade to facilitate consistency in classroom implementation and language. Most recently a strategic partnership has been established with White Ribbon Australia, reinforcing our work on building respectful relationships. Preliminary research results from the Friendly Schools Project indicate a greater reduction in 2 forms of bullying: being avoided and cyberbullying. Additionally fewer students reported anxiety and depression than in 2014. Student focus group responses indicated children are developing an increasing self awareness and ability to build positive relationships at school, and by the primary years are actively contributing to the school community by supporting other children to solve social problems and playground hassles. All parents participating in phone interviews supported the priority our school places on student wellbeing and parents described the positive and respectful relationships their children had with their teachers.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Average academic performance	•	\$40 000 Literacy &

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
in NAPLAN, including growth data, is equal to or above similar schools, including comparisons for EaLD students, Aboriginal students and students with disabilities. 88% of students in K – 2 meeting minimum benchmarks set by JPPS – Level 10 in kindergarten, Level 20 in Year 1 and Level 27 in Year 2.	<p>NAPLAN trend data – Year 5 students performing above state and similar school groups in writing, spelling, and numeracy.</p> <ul style="list-style-type: none"> NAPLAN trend data shows Year 3 students performing above state and similar school groups in reading, spelling, grammar and punctuation and numeracy. 84% of kindy, 88 % of Year 1 and 83% of Year 2 reached school based benchmarks 	<p>Numeracy funding providing shoulder to shoulder support in writing</p> <p>\$30 000 to provide L3 training & support for kindergarten teachers</p> <p>Equity funding: \$902 to support Aboriginal students, \$123708 ESL teacher salary, \$95309 part time LaST teacher salary</p>
Student work samples, use of data walls, responses to Kaser & Halbert's 'Four Questions,' and instructional rounds data demonstrate students' ability to reflect on own learning and development in terms of lesson goals, success criteria and feedback, and to set goals for further learning. They understand what they are learning and what they need to do to improve their work.	<p>All 16 classes observed by the Dural network instructional rounds teams, included a learning intention, with 12 out of 16 teachers referring to the learning intention within the 20 minute observation period. In 6 out of 8 classrooms, teachers provided feedback directly related to the success criteria within the 20 minute observation period.</p> <p>63% of student focus group responses indicate student capacity to monitor if they had been successful in their learning.</p>	Stage planning \$8 150
Restorative and wellbeing frameworks embedded into policy and practice, with 90% of student incident report responses indicating solutions focused resolutions, 10% reduction in socio emotional related referrals, 10% reduction in repeat playground referrals, and improved engagement indicated in TTFM surveys.	Tell Them From Me survey results indicated 92% of students had positive behaviour compared to the norm for NSW government schools of 83%. 82% of students were interested and motivated compared to 78% for the state average. Class Wellbeing Books showed a strong relational focus in dealing with incidents involving student conflict or behaviour. The total number of incidents recorded fell by 57% from Semester 1 2016 to Semester 2 2016, and there are a consistently low number of incidents which required escalation to the executive.	PBL training costs \$2 500

Next Steps

Action visible learning findings including: further fostering formative assessment, including student self assessment and self regulation, revising assessment policy and using data to measure impact.

Extension of L3 into Year 1 and introducing a focus on reading to support the further development of deep understanding and enjoyment of reading, through use of quality tasks and formative assessment.

Embed PBL into assembly talks, newsletter blurbs, school signage and Friendly Schools Notebook lessons. Consistent use of wellbeing books by teachers and refine purposeful data gathering and analysis.

Review of teaching programs to incorporate 21st century fluencies including critical and creative thinking and self regulation.

Strategic Direction 2

Highly engaging, effective teaching using world class evidence based pedagogical practices

Purpose

To develop teachers as reflective practitioners, learning activators, intellectual workers and change agents pursuing deep pedagogical understandings, so that relevant and innovative learning paths and practices permeate teaching and learning in every classroom, every day for every child.

Overall summary of progress

Great Teaching Inspired Learning:

The school hosted Principal School Leadership and High Performance personnel for a local school principals and executive leadership professional learning initiative exploring the use of evaluative thinking to develop, monitor and adjust theories of action. This led to amendments to how our leadership team approached milestone monitoring, evidence collection and subsequent action. The local Deputy Principal Network collaborated to support beginning teachers with accreditation advice, applying for a job through merit selection and classroom behaviour management. The collaborative, community of schools format of the beginner teacher network provided collegial support and networking opportunities to beginning teachers. An expert writing teacher provided beginning teachers with shoulder to shoulder in class support.

Visible Learning

Teachers participated in professional learning around the five key areas of visible learning: visible learning research, visible learner characteristics, know thy impact, effective feedback and high expectations. Intensive and highly effective professional learning enabled teachers across the school to embed the use of minute by minute and day to day formative assessment strategies into practice.

Collaboration

Guidelines were developed to foster a consistent approach to using student needs to drive subsequent planning in 5 weekly cycles. This incorporated stage based discussions around consistency in teacher judgement and using student results to know our impact as educators, and to share strategies for subsequent teaching. Each stage identified and developed formative assessment foci such as using questioning to elicit student understandings, or using randomisers to involve all students within a class. Peer feedback was promoted through introductory coaching training and the subsequent use of coaching techniques were used to collaboratively discuss lessons observed and to identify teachers' goals.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Teachers and leaders self-regulate their professional growth, developing, implementing and evaluating their Performance Development Plans(PDPs) and fulfilling accreditation requirements. All PDPs demonstrate a commitment to school directions, accreditation requirements (as required), self development and capacity to reflect on practice.	Professional development plans were reviewed and demonstrated teachers effectively reflect on pedagogical practice. All teachers were on track with accreditation and maintenance.	\$20 000 expert big writing teacher coach with a focus on formative assessment \$20 000 Great Start funding for early career teachers \$5000 executive professional learning

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Instructional Rounds data and activity responses indicate improvement in teachers' depth of understandings of the research literature and improved pedagogical practices across the school	Instructional rounds data and responses indicate deep understandings and application of the research literature in terms of practices that have greatest impact on student learning. Specifically, learning intentions are transferable and students are beginning to articulate what they are learning and how they are going.	\$4000 for instructional rounds \$10 000 coaching and visible learning projects

Next Steps

Streamlining wellbeing data collection

Coaching support for early career teachers

Assessment Guidelines developed

Strategic Direction 3

Leadership excellence which supports an engaged learning community

Purpose

To provide evidence based, collaboratively developed strategic direction underpinned by effective and efficient structures and systems, and enhancement of purposeful community and global partnerships, to support and inspire a sustainable culture of shared commitment, high expectations, respect and excellence.

Overall summary of progress

Leadership Development & Management

Aspiring leaders were provided with opportunities to further develop their leadership capacity through professional training in decision driven evidence collection and subsequent analysis. They were then provided with opportunities to work with stage leaders to activate this learning by deciding on high leverage evidence, collecting data and subsequently working with staff to present and analyse findings so that the next steps could be identified. Policies and/or guidelines were reviewed for: technology, wellbeing, excursions, stage planning and Year 6 celebrations of learning.

Productive & Strategic Partnerships

The school has developed purposeful strategic partnerships with a range of organisations, universities and critical friends to support the learning for all stakeholder groups. We have worked with Macquarie University to deliver Friendly Schools, a research based wellbeing program. Personnel from external organisations such as NSW police, CSIRO and sporting associations have supported student learning across curriculum areas. The learning to lead program has enabled student leadership development. Local networks have been utilised to extend professional learning opportunities for teachers. These have included: Early Career teacher support, instructional rounds, Cherrybrook Community of Schools, Department of Education Educational Services (supporting teacher use of PLAN), LMBR (to support administrative staff and senior executive in the use of finance and management systems), Language, Learning & Literacy, and Targeting Early Numeracy, (incorporating in class support). Other research based educational institutions have also provided professional learning to teachers in the areas of visible learning and instructional coaching.

Community Engagement and Informed Parents

Newsletters, as the major form of communication between home and school, provided updates and information to raise awareness and keep parents informed of school directions, current research and how they can support their child's learning and wellbeing at home. The school website was updated. Parent workshops, information sessions and discussion forums provided guidance to parents in terms of how to support students' learning and feedback was sought via surveys, forums and interviews.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
By 2017: Purposeful and strategic community partnerships are extended within and beyond the school community, which enhance educational opportunities for students and teachers, and which engage hearts, minds and hands. This includes a 10% increase in strategic community	In 2016 strategic partnerships were maintained, extended or established which supported student learning, professional learning for staff, and which engaged and informed has been achieved.	\$18 000 community engagement grant Systems Leadership Grants – IR and Mandarin \$20 000 Capacity Building / QTSS

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>partnerships and/or initiatives which:</p> <ul style="list-style-type: none"> Ø support school directions, Ø support student learning Ø support professional learning for staff Ø inform and engage parents <p>Survey results and discussion forums indicate improvement in:</p> <ul style="list-style-type: none"> Ø being well informed of student learning, school directions and school events Ø levels of engagement Ø levels of school satisfaction 	<p>In 2016 strategic partnerships were maintained, extended or established which supported student learning, professional learning for staff, and which engaged and informed has been achieved.</p>	

Next Steps

Establishing academic partnership for work around 21st century fluencies

Introducing further parent education and forum opportunities

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Programs planned and student progress monitored using PLAN software.	\$900 • Aboriginal background loading (\$900.00)
English language proficiency	ESL reporting scales showing 84% growth	\$123 708 • English language proficiency (\$0.00) • (\$0.00)
Low level adjustment for disability	<p>An SLSO delivered the MULTILIT program to 37 individual students from Year 2 to Year 5 who needed additional support in reading. 100% of the students made gains in their reading skills.</p> <p>The school's Learning Support Team used the National Consistent Collection of Data (NCCD) to engage the teachers in the preparation of individual adjustment records reflecting how to cater for the varied individual learning needs of their students with additional needs.</p> <p>SLSO's worked in the classrooms and the playground and implemented the individual adjustments to support specific social, emotional and behavioural needs of individual students. This resulted in less referrals being made to the Learning Support Team.</p> <p>Learning and Support meeting minutes demonstrate ongoing monitoring and progress of students with special needs</p> <p>100% of 2016 Reading Recovery students exited program at or above benchmark.</p>	<p>\$95 309</p> <p>Reading Recovery \$42 849</p> <p>• Low level adjustment for disability (\$95 309.00) • (\$0.00)</p>
Quality Teaching, Successful Students (QTSS)	Instructional coaching was introduced to leaders and inspiring leaders. Leaders and inspiring leaders developed leadership capacity and provided feedback based on individual need and lessons.	• (\$0.00)
Socio-economic background	Progression using benchmarks or PLAN for identified students	\$5 184
Support for beginning teachers	PDPs evaluated –demonstrate reflection of pedagogical growth All teachers on track with proficiency and maintenance accreditation. Tell Them From Me teacher surveys demonstrate increased opportunities for classroom observations, and provision of quality feedback.	<p>\$25 308.89</p> <p>• Support for beginning teachers (\$25 308.89)</p>
Targeted student support for refugees and new arrivals	<p>The New Arrivals Funding, which allows for an extra part-time teacher, has enabled a specific, intensive daily program to be implemented for up to 9 recently arrived students throughout the year. This program focuses on conversational English, grammar, listening & speaking activities, social skills and the careful scaffolding of reading and writing.</p> <p>All New Arrival (Stage 2 & 3) students who</p>	

Targeted student support for refugees and new arrivals	enrolled at the beginning of the year as 'Beginner' have progressed through 'Emerging' to "Developing" phases.	
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Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	362	365	370	352
Girls	339	328	316	319

Student attendance profile

School				
Year	2013	2014	2015	2016
K	97	97.3	95.8	95.3
1	96.4	95.7	96.5	95.5
2	95.9	97.4	95.2	96
3	96.6	96.3	96	96.7
4	97.2	96.5	95.3	96.6
5	96.8	97.4	95.2	96.1
6	95.9	95.8	96	95.4
All Years	96.6	96.6	95.7	96
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	23.23
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	1.2
Teacher of ESL	1
School Counsellor	0
School Administration & Support Staff	4.06
Other Positions	0

*Full Time Equivalent

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	25

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2016 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	421 530.42
Revenue	4 766 707.66
(2a) Appropriation	4 375 968.89
(2b) Sale of Goods and Services	3 520.10
(2c) Grants and Contributions	380 569.61
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	6 649.06
Expenses	-4 600 603.48
Recurrent Expenses	-4 600 603.48
(3a) Employee Related	-4 082 482.19
(3b) Operating Expenses	-518 121.29
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	166 104.18
Balance Carried Forward	587 634.60

The school's finance committee discuss revenue and expenditures and the annual financial statement is tabled at the Parents and Citizens meeting. Further information can be obtained by contacting the school.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	3 982 911.57
Base Per Capita	36 446.07
Base Location	0.00
Other Base	3 946 465.50
Equity Total	217 688.56
Equity Aboriginal	676.41
Equity Socio economic	4 633.51
Equity Language	115 654.53
Equity Disability	96 724.10
Targeted Total	28 372.41
Other Total	47 040.77
Grand Total	4 276 013.30

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

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. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data..

Parent/caregiver, student, teacher satisfaction

In 2016, the school sought the opinions of parents via interviews, surveys and feedback forums. The responses indicate very positive support for the school's programs, workshops, directions and practices.

STUDENTS

- 80% students had a positive sense of belonging. The NSW Government norm is 81%.

- 90 % students had positive relationships. The NSW Government norm is 85%.
- 96% students valued school outcomes, which is the same as a state average
- students rated Effective Classroom Learning Time 8.4 out of 10. The NSW Government norm for these years is 8.2
- students rated Rigour, whereby students find the classroom instruction is well-organised, with a clear purpose, and with immediate and appropriate feedback that helps them learn, 8.4 out of 10. The NSW Government norm for these years is 8.2

Additional Language or Dialect (EALD) program is provided to support students from a Language Background other than English (LBOTE) to meet their learning needs and, a Peer Support group program addresses social and racial issues through role-plays and discussions by developing empathy, understanding and resilience. Parents and members of the community are invited to participate in school activities to build relationships, promote cultural exchanges and to support their children's learning.

TEACHERS

Teachers' opinions were sought using *Tell Them From Me* surveys. Average ranking using a rating scale of 1 to 10 were as follows:

- collaboration – 8
- learning culture – 8.3
- teaching strategies – 8.2
- inclusive school – 8.3

PARENTS

Parent opinions were sought using structured telephone interviews of a random sampling of families. Interviews were conducted in Mandarin by the Mandarin teacher where required. All parents surveyed felt that their child is well cared for at school and that their wellbeing is supported by teachers and administration staff. Parents noted that teachers were aware of and supported their child's unique learning and social needs. Parents indicated strongly that they felt a sense of belonging and were welcomed by the school community, even if they work full time and couldn't make it into school frequently.

Policy requirements

Aboriginal education

Aboriginal education continues to form an integral part of the curriculum with students learning about Aboriginal history and culture as well as relevant current issues.

Aboriginal and Torres Strait Islander cultures are celebrated during Naidoc week through the exploration of history and creative arts,

Multicultural and anti-racism education

Multicultural education promotes a shared vision of Australia based on intercultural understanding and community harmony. The school's curriculum is inclusive of a broad range of programs and strategies, which address and encourage intercultural understanding. The children explore different cultures, examine and compare cultural perspectives and interpretations of text, and are involved in whole school events that foster social inclusion and individual identity. Harmony Day is celebrated each year when the children are involved in a variety of activities to celebrate diversity and its benefits. An English as an