

St Clair Public School Annual Report



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Introduction

The Annual Report for **2017** is provided to the community of **St Clair 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.

Dale Bruce

Principal

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School background

School vision statement

“Safe, Respectful, Learners Strive to Achieve at St Clair Public School”

Our vision is to provide an inclusive, engaging and nurturing learning environment that inspires confident, creative problem solving leaders and responsible citizens.

St Clair Public School is committed to providing an inclusive education in the pursuit of excellence, within an engaging and nurturing environment where every child and adult are provided with high quality teaching and learning experiences that inspire the development of confident, creative and innovative individuals, critical thinkers and problem solvers, leaders and responsible citizens for the 21st century.

School context

St Clair Public School is located in Sydney's western suburbs and has an enrolment of 275 students. This includes a 5 class support unit that caters for students with intellectual disabilities and students with autism. In addition, mainstream classes integrate students with disabilities.

The St Clair community represents a broad range of socio-economic levels. 5% of families are represented in the top quartile of the My School website index of community socio-economic advantage statistic. 8% of the students are Aboriginal or Torres Strait Islander and 33% from language backgrounds other than English.

In the Best Start assessments the students perform significantly below state means in most areas of Literacy and Numeracy. In NAPLAN the students perform slightly below state means but their growth from starting school to Year 5 is significant in Literacy and continuing to improve in Numeracy.

The school focus is on improving student learning outcomes by providing quality teaching and learning experiences. Quality programs give all students the opportunity to enrich their learning and succeed at the highest level through debating, public speaking, verse speaking, choir, cooking, gardening, creative arts, dance and various sports. Students are engaged in real-life learning through the use of a range of resources and teaching strategies including Interactive whiteboards, XO laptops, iPads, laptops, desktop computers, cameras, a fully equipped kitchen and large school vegetable garden. The school enjoys community support and parents are encouraged to enter into a partnership with the school staff based on shared responsibility and mutual respect. The school aims to achieve effective learning and good discipline in a productive and harmonious environment, where children understand school expectations and take responsibility for their own learning and behaviour.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 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.

Learning

Overall, the school is sustaining and growing in the domain of Learning.

There is demonstrated commitment within the school community that all students make learning progress. Partnerships with parents and students support clear improvement aims and planning for learning. The school collects and analyses information to inform and support students' successful transitions. The school seeks to collaborate with parents of students whose continuity of learning is at risk.

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.

The school's curriculum provision and evidence based teaching practices provide a high expectation framework, within which all students effectively develop their knowledge, understanding and skills. The school monitors and reviews its curriculum provision to meet changing requirements of the students. Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement.

Teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students. The school analyses students progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels. Teachers share criteria for student assessment with students. Formative and summative assessments create opportunities for students to receive feedback on their learning.

Student reports contain personalised information about individual student learning progress and achievement, and preview plans for meeting future learning goals.

The school's value–add trend is positive. Students are aware of, and most are showing, expected growth on internal school progress and achievement data. School data shows that student progress and achievement on external measures is consistent with progress and achievement on internal assessments.

Teaching

Overall, the school is growing and sustaining in the area of Teaching.

Teachers collaborate across faculties/stages/teams to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence–based programs and lessons, which meet the needs of all students. Teachers are skilled at explicit teaching techniques such as questioning and assessing to identify students' learning needs, and use a range of explicit strategies to explain and break down knowledge. All classrooms and other learning environments are well managed within a consistent, school–wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption. Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning.

All teachers have a sound understanding of student assessment and data concepts (e.g. causality, bias). They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice. Teachers clearly understand, develop and apply a full range of assessment strategies –assessment for learning, assessment as learning and assessment of learning – in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness. There is a coordinated effort by school staff to engage the school community to reflect on student progress and achievement data and develop plans and strategies for improvement.

Teachers use the Australian Professional Standards to measure themselves, reflect on their practice and plan for and monitor their own professional development to improve their performance. The school monitors the accreditation status of all staff and encourages the pursuit of higher levels of accreditation. All teachers use professional standards and

PDPs to identify and monitor specific areas for development or continual improvement. All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data. In schools that excel, professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice.

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school-wide improvement in teaching practice and student results. Formal mentoring or coaching to improve teaching and develop aspiring leaders is provided to teachers who request it or are identified as in need of support. Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in their school to improve whole school practice.

Leading

Overall, the school is growing and sustaining in the area of Leading.

Professional learning in the school emphasises developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build a strong pipeline of leaders. The leadership team develops processes to collaboratively review teaching practices to affirm quality and to challenge and address underperformance. Teaching and non-teaching staff proactively seek to improve their performance. The school supports collaborative performance development and efforts to continuously monitor improvement.

The leadership team actively supports change that leads to improvement, creating opportunities where feedback about the impact of change can be shared and monitored. The leadership team embeds clear processes, with accompanying timelines and milestones, to direct school activity towards effective implementation of the school plan. Staff understand what they need to do to help address the school plan's strategic directions and meet the school's improvement measures.

The leadership team allocates non-educational administrative tasks to appropriate non-teaching staff. All staff use technology available to streamline the administrative practices of the school. Physical learning spaces are used flexibly to meet a broad range of student learning interests and needs. Technology is effectively used to enhance learning and service delivery. The school collaborates with the local community where appropriate on decisions about and access to school assets and resources, delivering benefit to both the school and the community. Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan.

The school makes informed choices about administrative practices and systems in place, based on cost effectiveness, evidence, and in response to local context and need. The leadership team measures school community (parent and student) satisfaction and shares its analysis and actions in response to the findings with its community.

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/sef-evidence-guide>

Strategic Direction 1

Engaged, Confident, Creative and Tolerant High Performing Learners

Purpose

To develop confident, creative and critical problem solving learners who are engaged, focused and self-regulated. To develop a passion for learning and independence, so as to become lifelong learners and informed global citizens. To continue to foster the social and emotional development of all students.

Overall summary of progress

In 2017 the Early Action for Success program underpinned teaching and learning in K – 2 in terms of improving literacy and numeracy outcomes through targeted professional learning and explicit teaching. Teachers underwent intensive professional learning in L3, TEN, differentiated learning and other literacy and numeracy related areas. Years 3 – 6 teachers continued their participation in Focus on Reading professional learning and continued to meet the needs of students through a differentiated curriculum. All teachers utilised PLAN data to support the development of learning programs.

All staff participated in a collegial observation and feedback program to continue to develop and improve their skills and knowledge. This program was positively accepted by all with feedback driving improvement.

The introduction of learning chats based on data for K – 2 staff enabled the Instructional leader to work with staff one-on-one to develop their skills and knowledge across all facets of literacy and numeracy. Data walls were established which allowed the opportunity for staff to see the movement of students through the continuum of learning and provide the support to suit those students in most need.

Additional learning and support officers were employed to support student learning through targeted programs including the QuickSmart program, designed to improved number skills for senior students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
90% students in K–2 are at or above state expectations for Literacy – text reading levels.	Instructional Leader position created – classroom teacher position \$102,000 School Learning Support Officer employed	85% of Kindergarten students reading texts at or above expected levels. 82% of Stage 1 students reading texts at or above expected levels.
10% increase in the number of students in top 2 Bands of NAPLAN.	School Learning Support Officer	Slight percentage increases were evident in Year 5 reading and writing. In spelling there was a 16% increase in the number of students in the top 2 bands. Numeracy remained the same. Year 3 results did not meet the 10% increase target.
Teaching and learning programs and assessment tasks reflect 21st Century Learning as per The Melbourne Declaration.	Professional Learning Funds (RAM) \$25,000 School Funds \$20,000	All K – 2 teachers participated in L3 professional learning. Teachers participated in learning chats focusing on analysing data to target teaching and learning to meet the needs of all students. Teachers in Years 3 – 6 continued with Focus on Reading professional learning.

Next Steps

The school will continue to self fund participation in the Early Action for Success program. A classroom teacher will be employed to release an AP to fill the role as Instructional Leader. The Instructional Leader will continue to provide high

quality professional learning to K – 2 staff as well as begin the work with Years 3 – 6 staff to improve learning outcomes for students K – 6. As a part of the Early Action for Success program, staff will be utilising the new Learning progressions to track, monitor and plan for student learning.

There will be a continuation of L3 and Focus on Reading professional learning. The school has also been successful in being accepted to participate in the Building Numeracy Blocks / Building Numeracy Leadership program. Staff will be nominated to become lead learners in this program and follow-up with professional learning at a school level.

The use of data chats will continue for K – 2 staff and expand to K – 6 staff through the year.

School Learning Support Officers will continue to be employed to provide targeted support as identified through the Learning Support Team.



Strategic Direction 2

Quality 21st Century Teaching and Learning

Purpose

To provide every learner with high quality 21st century teaching and learning experiences that are embedded in holistic curriculum design, assessment and reporting best practice. To ensure learning is personalised and differentiated for every student. To deliver learning experiences that give our students the knowledge, skills and expertise to achieve their personal goals and lead successful lives in the 21st century.

Overall summary of progress

Staff participated in a wide range of professional learning across literacy and numeracy to further develop their skills and knowledge in curriculum content, planning and delivery of quality teaching and learning programs. Of particular focus was developing consistent processes for the differentiation of learning content to meet the needs of individual learners. All staff completed an individual professional learning plan, reflecting upon targeting areas of their practice for further development. Professional Learning Plans were reviewed mid year, and at the end of the year, in line with the Performance and Development Framework. The introduction of a peer observation program had a positive impact on all staff with teachers giving and receiving feedback focusing on specific teaching areas.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students achieving at expected growth or above in NAPLAN assessment.		69% of Year 3 students achieved Band 3 or above in literacy with 90% achieving Band 3 or above in writing. 49% of Year 3 students achieved Band 3 or above in numeracy. 74% of Year 5 students achieved Band 5 or above in literacy. 82% of Year 5 students achieved Band 5 or above in numeracy.
90% students meet literacy and Numeracy cluster measures for their grade level each term.	Professional Learning Funds to support L3, Focus on Reading, TEN \$20,000	NAPLAN and PLAN data analysis indicates: 83% of students in K – 2 achieved an appropriate level in reading. 74% of students in Years 3 – 6 are reading at an appropriate marker or above. All students in K – 2 improved by at least one cluster level in numeracy.
100% staff develop high level professional development plans.		100% of staff successfully developed and implemented an individual professional learning plan in consultation with their supervisors.

Next Steps

Staff will continue to develop professional learning plans to meet their professional development. All staff will undergo training in line with the Australian Professional Standards for Teachers and in line with departmental accreditation processes.

Comprehensive professional learning will continue in literacy and numeracy, the analysis and use of data, and in supporting students to improve learning outcomes.

The school will introduce a comprehensive coding and robotics program designed to build creative, critical and innovative citizens. This will be funded by a significant grant from the IMC Foundation after a successful submission was placed through the Schools Plus initiative. The coding and robotics program will involve extensive professional learning for staff, learning experiences for students and an upgrade in technology.

Strategic Direction 3

Enhancing Community Partnerships for Student Achievement and Wellbeing

Purpose

To build stronger links between the school and the community in order to enhance student engagement, resilience and performance. To increase community participation in school leadership, wellbeing and family partnership projects. To engage the community in order to broaden the expertise available for sharing with staff and students. To strengthen reciprocal relationships and build teacher capacity through the STEPs Learning Community.

Overall summary of progress

Self-reflection practices continued to be encouraged across the school. Staff in particular, were able to further develop reflective practices as a result of participation in a peer observation program.

Parents, carers and community members continue to support the school through involvement in classroom activities, at planned events, weekly assemblies and attending parent / teacher interviews. The school introduced an online booking system for parent / teacher interviews. This saw a significant increase in the number of parents and carers attend meetings to discuss their child's progress at school. Over the course of the year there was an increase in the number of parents and carers attending coffee and chat sessions.

An evaluation of the school's PBL program resulted in modification to some processes such as playground referrals and the school award system.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students and staff using self-reflection to promote & generate learning and innovation.	Teacher Release \$4000	All staff reviewed and reflected upon their professional learning goals, collegial feedback and learning programs to improve learning outcomes for all. Through L3, Focus on Reading and the Peer Observation program, staff provided reflective evidence of their learning. All students continued to be encouraged to use self-reflection as a part of their learning process and when considering behaviour choices.
20% Increase in visible parent involvement in a variety of school initiatives.	Hospitality \$1000	There was an increase of approximately 15% of parents attending the coffee and chat sessions each term. There was a 24% increase in the number of parents and carers booking a parent / teacher interview to discuss student progress. 15% of parents / carers completed the Tell Them From Me survey.
Resilience and well-being programs used by students, families & staff as seen through reduced inappropriate behaviour incidents and improve communication between home and school.		All students participated in the school's PBL program. Negative referrals decreased by 8% from 2016.

Next Steps

A Peer Playground Program will be introduced in 2018 with Year 5 students leading the program for selected Year 1 students. All students will continue to participate in the PBL program, encouraging all to be safe, respectful learners. A new discipline process system will be developed and implemented to track student behaviour and communicate with parents and carers more effectively in relation to student behaviour.

A review of the playground will take place with a look at what students are choosing to do on the playground and where they choose to play. As a part of this review, planning will commence on upgrading play areas to provide more opportunities for students to play and further develop sound social skills.

Engaging with, and involving the community in higher level decision making, will be focussed on in 2018. Avenues to increase in the number of parents and carers on school plan and evaluation committees to be investigated. An increase in participation at P & C level to be encouraged.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$17,000 (RAM Budget Allocation)	<p>Aboriginal students in Stage 3 participated in the QuickSmart Program, designed to develop their recall of number facts and calculation skills. Students were also provided with additional SLSO time to support and develop literacy and numeracy skills.</p> <p>Personalised Learning Pathway plans were developed and implemented for all aboriginal students.</p> <p>Aboriginal cultural activities and events were organised throughout the year including the NAIDOC Cup.</p> <p>Additional resources were purchased to support learning outcomes in all KLAs.</p>
English language proficiency	\$70,000 (RAM Budget Allocation) providing teacher allocation of 3 days per week.	<p>Students were supported K – 2 through individual, group or whole class programs designed to improve English language proficiency outcomes.</p> <p>The English as an Additional Language / Dialect (EAL/D) teacher also supported all class teachers to develop and implement classroom programs to support targeted students to develop their English proficiency.</p>
Low level adjustment for disability	\$102,000 Teacher Allocation \$50,000 SLSO Allocation.	<p>All students identified as having additional learning needs were supported in their learning through the Learning Support Program. Individual, group and class programs were collaboratively devised to support student learning K – 6. Students accessed support via referral to the Learning and Support Team.</p> <p>Learning and support staff also assisted class teachers to develop and implement differentiated learning tasks in line with class programs.</p>
Quality Teaching, Successful Students (QTSS)	.42 staffing allocation.	<p>Supervisors were provided with time to mentor and coach teachers across all facets of their teaching. This included lesson observation, giving feedback and working collaboratively to improve learning outcomes for students.</p> <p>All teachers received support through the QTSS funding.</p>
Socio-economic background	\$102,000 (RAM Budget Allocation) providing a classroom teacher position to release an AP as Instructional Leader / DP. \$75,000 (RAM Budget Allocation) to provide SLSO assistance and the purchase of additional resources.	<p>The Instructional Leader supported K – 2 students and staff in delivering L3 programs through explicit teaching, data analysis and professional learning. The tracking of student achievement and subsequent use of data to drive planning was significant in ensuring targets were achieved.</p> <p>K – 2 Literacy results demonstrate 90% of students at expected levels of reading by end of year.</p>

<p>Socio-economic background</p>	<p>\$102,000 (RAM Budget Allocation) providing a classroom teacher position to release an AP as Instructional Leader / DP.</p> <p>\$75,000 (RAM Budget Allocation) to provide SLSO assistance and the purchase of additional resources.</p>	<p>SLSO employed to provide additional support as guided by Learning Support Team.</p> <p>Funding was provided for all students to access technology based learning programs such as Reading Eggs and Mathletics.</p>
<p>Support for beginning teachers</p>	<p>\$60,000 (Beginning Teacher Funds)</p>	<p>Four early career teachers received additional release time for coaching and mentoring. Mentors supported these teachers in their first year of teaching with professional learning, the development of their skills and knowledge, as well as assisting them through the accreditation process.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	153	154	140	138
Girls	133	141	135	131

Student attendance profile

School				
Year	2014	2015	2016	2017
K	92.2	94.9	93	92.7
1	94.1	92.1	94.6	89
2	90.5	92.2	94.3	93.8
3	93	90.2	93.2	91.7
4	95.7	92	94	92.6
5	93.2	93.4	94.8	92.5
6	94	93.7	96.7	91.8
All Years	93.2	92.5	94.4	92
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Student attendance is monitored by class teachers and administration staff. Unexplained absences are regularly followed up with families. Concerns regarding non-attendance are directed to the Executive staff and Learning Support Team for possible escalation to a Home School Liaison Officer for investigation.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	5
Head Teacher(s)	0
Classroom Teacher(s)	17.97
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	1.1
Teacher Librarian	0.6
Teacher of ESL	0.4
School Counsellor	0
School Administration & Support Staff	7.52
Other Positions	0

*Full Time Equivalent

The school has 1 staff member who identifies as Aboriginal.

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	30

Professional learning and teacher accreditation

During 2017, a range of professional learning was completed at St Clair PS. All staff completed mandatory training requirements including; Child protection, Code of Conduct, Emergency Care, CPR and Anaphylaxis training.

Training was delivered in a variety of ways including at whole stage and grade meetings, face to face by internal and external presenters and online. A number of staff sought professional learning in line with their professional learning plans. These areas included:

- Technology
- Future Focussed Learning
- Curriculum Implementation

- Assessment and Reporting
- Autism Spectrum Disorder
- Supporting students with Special Needs
- Leadership Development Courses
- Beginning Teacher Support
- Sport
- School Administration

One staff member continued Reading Recovery training.

Other whole school professional learning opportunities and programs included:

- L3 for all K – 2 staff
- Focus on reading for Years 3 – 6 staff
- Peer Observations and Feedback
- MAPA (Management of Actual and Perceived Aggression)
- The School Excellence Framework
- School Planning

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

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	238,579
Revenue	4,186,964
Appropriation	4,081,059
Sale of Goods and Services	22,251
Grants and Contributions	80,375
Gain and Loss	0
Other Revenue	0
Investment Income	3,278
Expenses	-4,090,374
Recurrent Expenses	-4,090,374
Employee Related	-3,824,898
Operating Expenses	-265,476
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	96,591
Balance Carried Forward	335,170

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

	2017 Actual (\$)
Base Total	1,950,575
Base Per Capita	46,627
Base Location	0
Other Base	1,903,948
Equity Total	422,974
Equity Aboriginal	17,011
Equity Socio economic	183,505
Equity Language	70,653
Equity Disability	151,804
Targeted Total	914,545
Other Total	713,922
Grand Total	4,002,016

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.

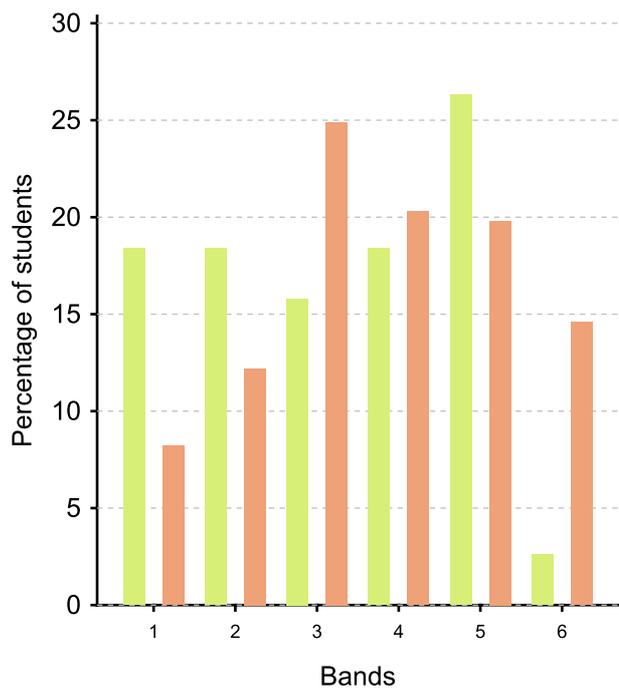
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

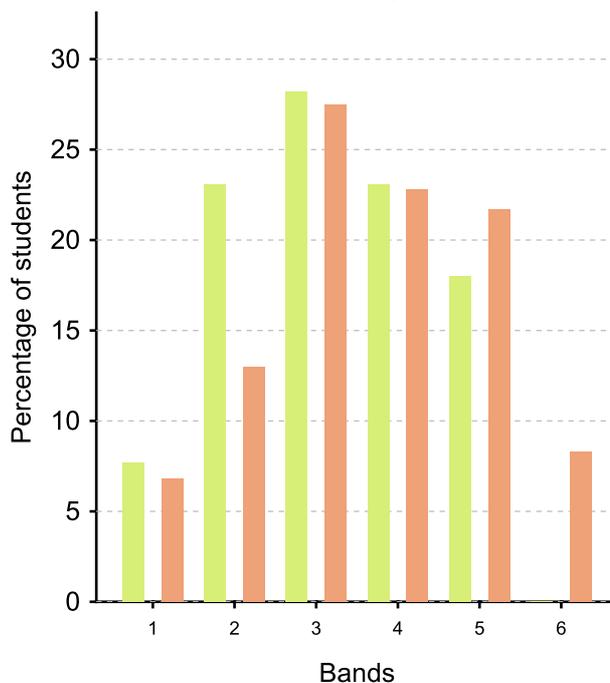
NAPLAN

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.

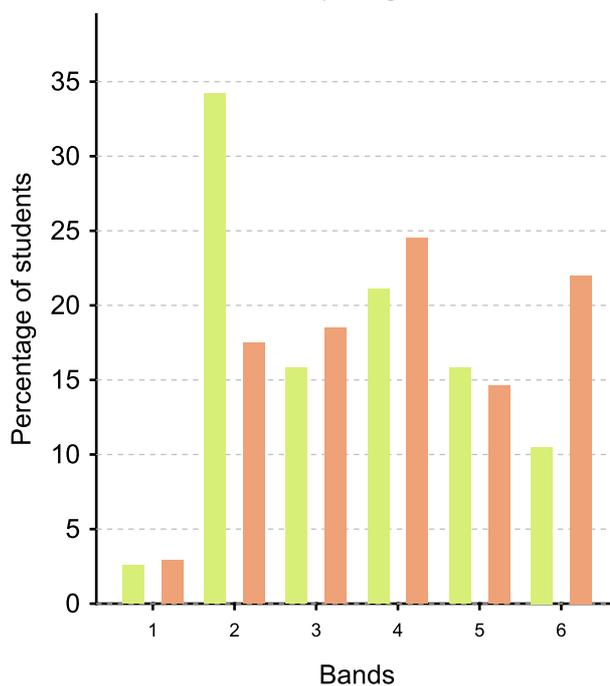
Percentage in bands:
Year 3 Grammar & Punctuation



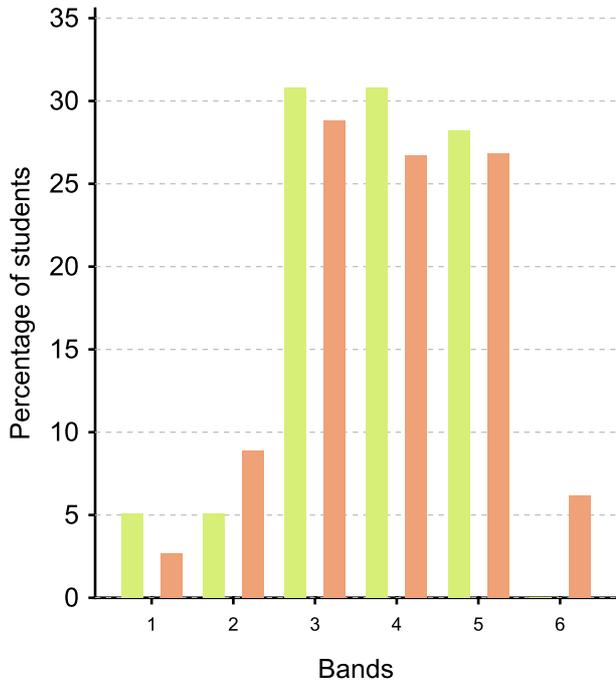
Percentage in bands:
Year 3 Reading



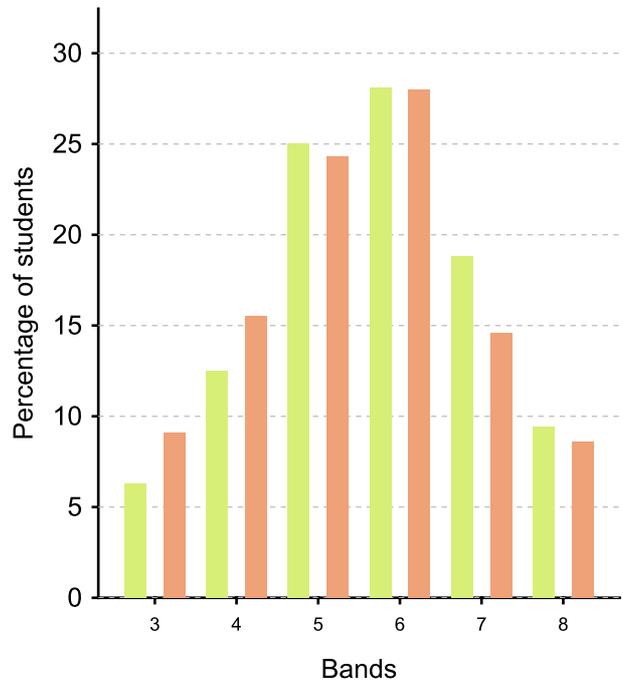
Percentage in bands:
Year 3 Spelling



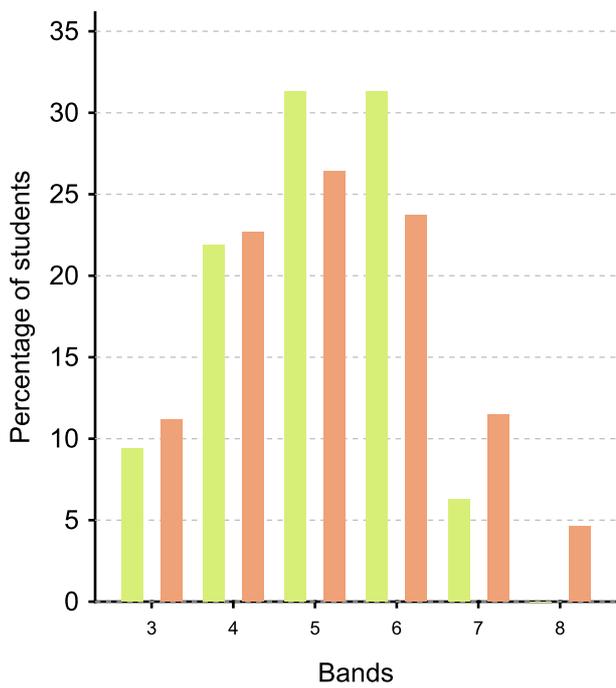
Percentage in bands:
Year 3 Writing



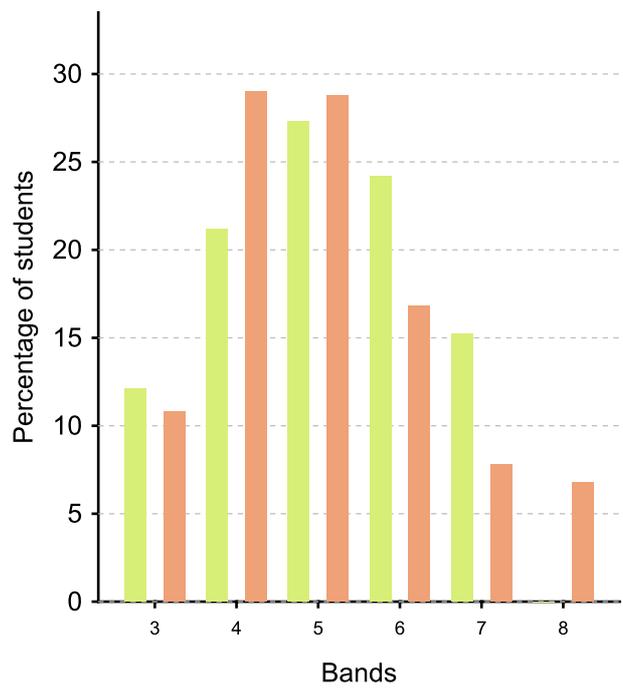
Percentage in bands:
Year 5 Spelling



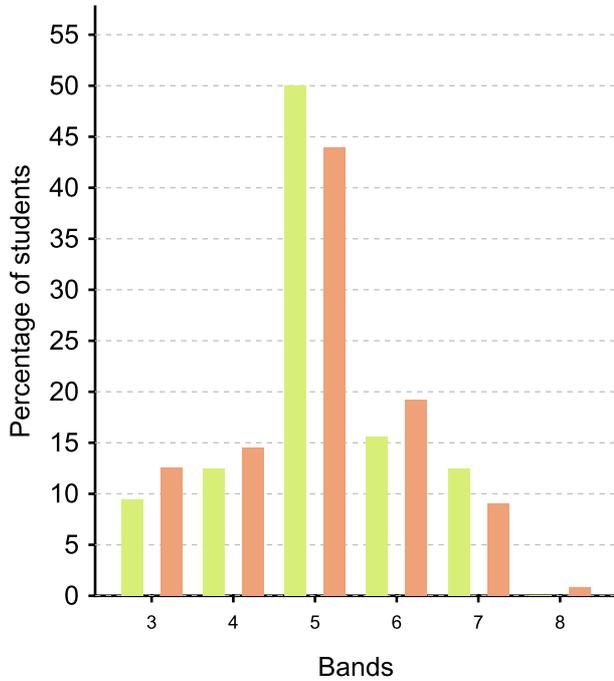
Percentage in bands:
Year 5 Grammar & Punctuation



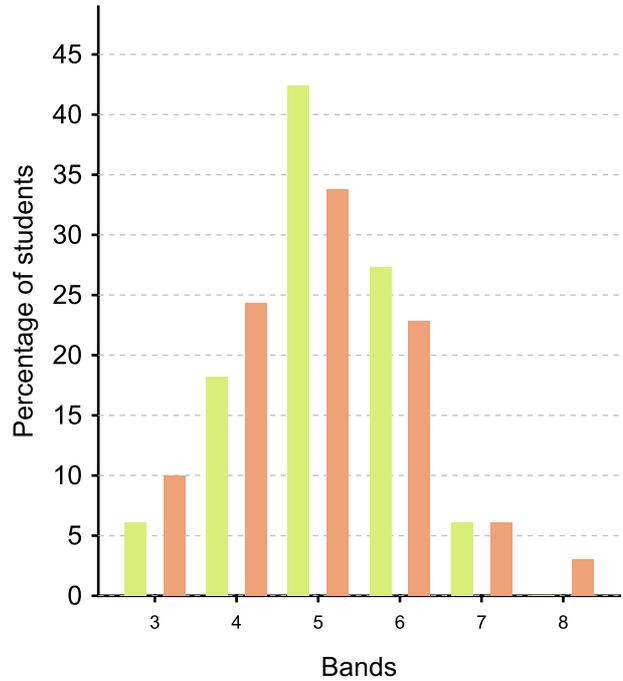
Percentage in bands:
Year 5 Reading



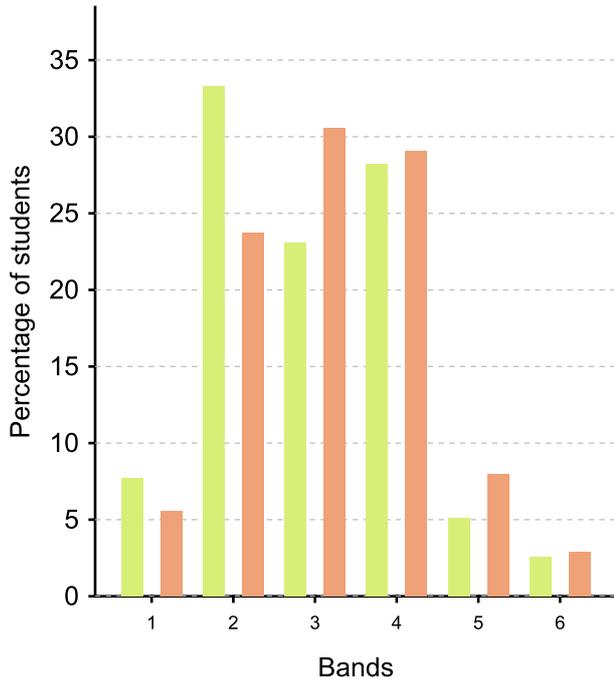
Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Numeracy



Percentage in bands:
Year 3 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data



Parent/caregiver, student, teacher satisfaction

In 2017 parents, teachers and students were invited to complete the Tell Them from Me survey. Scores were given from 0 (low) to 10 (high). Average scores were then calculated with the following results–

Parents:

- feel welcomed when they visit the school (7.2)
- can easily speak to their child's class teacher (8.4)
- feel informed about school activities (7.7)
- feel teachers listen to their concerns (7.9)
- believe written communication from the school is clear and uses plain language (7.7)

- feel the school's administrative staff are helpful when they have a question or problem (8.3)
- feel parent activities are scheduled at times they can attend (7.0)

Teachers:

- feel they work with parents to help solve problems interfering with their child's progress (8.3)
- feel they are in regular contact with the parents of students with special learning needs (8.0)
- believe parents understand the expectations for students in their class (7.5)
- feel they make an effort to involve parents and other community members in creating learning opportunities (7.0)
- feel parents are regularly informed about their child's progress (7.7)
- ask parents to review and comment on students' work (4.6)

Students:

- 83% of students feel accepted and valued by their peers and by others at school.
- 85% of students have friends at school they can trust and who encourage them to make positive choices.
- 83% of students feel they do not get in trouble at school for disruptive or inappropriate behaviour.
- 84% of students are interested and motivated in their learning.
- 94% of students feel they try hard to succeed in their learning.
- Students rated classroom instruction relevant to their everyday lives as 8.2 out of 10.
- Students rated the school staff emphasises academic skills and hold high expectations for all students to succeed as 8.7 out of 10.
- Students rated they understand there are clear rules and expectations for classroom behaviour as 7 out of 10.



Policy requirements

Aboriginal education

The school community acknowledges the Dharug

people as the traditional owners of the land on which the school is built, respecting their culture, laws and practices.

Personalised Learning Pathway (PLP) goals were planned, implemented and completed for all Aboriginal students in partnership with parents, carers, teachers and students. These PLPs assisted students to develop a connectedness to their culture and to be successful learners.

All Stage 3 Aboriginal students participated in the QuickSmart Program designed to build upon the quick and automatic recall of number facts. This program was delivered by a school learning support officer on a daily basis. Results indicated significant improvement for all students.

NAIDOC Week was celebrated with students sharing and participating in cultural activities designed to develop knowledge and understanding in all students. During NAIDOC Week, Aboriginal students participated in the NAIDOC Cup, a day based around sporting activities and events.

Staff continue to embed Aboriginal perspectives into teaching and learning programs.

Multicultural and anti-racism education

Our school values the diversity of cultures within our community and encourages tolerance and acceptance of all cultures.

Harmony Day celebrations were held in March to celebrate cultural diversity and inclusiveness with the central message for 2017 being 'everyone belongs'. All students participated in activities to reinforce this message.

The school continued to incorporate multicultural education by embedding multicultural perspectives into teaching and learning programs across all Key Learning Areas.