

Sir Eric Woodward Memorial School Annual Report



2017

Introduction

The Annual Report for 2017 is provided to the community of Sir Eric Woodward School (SEWS) 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. The annual report describes the school's high quality practices across the three domains of the School Excellence Framework (SEF) of learning, teaching and leading.

Jo-Anne Gardiner

Principal

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Message from the Principal

2017 was another phenomenal year of 'Learning in Partnership'. There were many whole school and individual successes in 2017 and I would like to thank all our parents and community for their dedication to our students and our school. This trust and dedication allows us to continue to raise the bar. Setting high expectations and providing vast opportunities for our students at school and for life outside of school. It is with deepest appreciation to our parents for sharing our vision and celebrating all that is great about SEWS, our students, staff and the wider community.

In 2017 we re-opened a temporary 12th Distance Education Support Unit (DESU) class. This new class supports our students living across New South Wales giving them access to a highly refined service. DESU has amazing teachers that spare no effort and lead special education across a distance education delivery mode. The face to face teachers and support staff are also inspirational and highly skilled and in 2017 we saw the reclassification of one of our face to face high support needs classes to an Autism Support class. The new class caters for the growing student need in our area. In 2018 the exemplary delivery of quality teaching and learning to 12 DESU classes and 6 face to face classes will continue..

The external validation process which occurs in Department of Education schools every five years became well known to SEWS this year. SEWS collected and presented evidence and discussed our practice with a panel of peers measuring our success against the SEF. SEWS was successfully assessed and provided with assurance that our progress evident and aligns with the standards articulated in the SEF. I would like to thank the outstanding efforts of the SEWS executive team for their professionalism and all the work that took place to collect the artefacts to put together the evidence sets to assess our school.

SEWS had their first full year using financial, student administration and wellbeing systems as part of Local Management Business Reform (LMBR). Learning new systems while being immersed in all your current roles and responsibilities can be challenging. Staff are congratulated for taking on all this new learning and practice to make our school run smoothly and keep up with department initiatives and reforms. Sian Watkins, Deputy Principal, led the school in the student administration and wellbeing professional learning and oversaw the effective implementation of this area, her level of expertise is commended. A very big thank you to the School Administration Managers (SAMS) and officer staff for their commitment to making our school excel. It was their professionalism and expertise that ensured this transition to new systems fulltime in 2017 went seamlessly.

The end of the school's current planning 2015–2017 and all strategic direction milestones were achieved. SEWS project areas including: policy, system organisation and school promotion will become core business in 2018. At the end of 2017 it was a time to start planning for the next school planning cycle 2018–2020. Community consultation gave voice to areas around Wellbeing, Positive Behaviour Engaging Learning (PBEL), Numeracy and Literacy initiatives, Assessment and Community Links. Responses to surveys and forums informed our planning and I would like to thank all those involved

for their significant contribution to keeping SEWS moving forward and excelling.

We are very grateful for those who give back and this is especially true of our directors of the Sir Eric Woodward Memorial School Association, the directors continue to see the school's vision and support across a number of wonderful ways and the amazing financial support paves the way for new knowledge and program success. Our P&C president and treasurer are continually overseeing the running of our school bus runs and other areas and their contribution to the school does not go unnoticed and is recognised to being second to none. Finally this year we formed a new friendship with Bunnings Belrose. Bunnings have taken up a project with SEWS and has donated time and resources. I look forward to their continued support in 2018.

I was very excited and proud along with the school community to congratulate one of our DESU students for their successful nomination and being a recipient of the Fred Hollows Humanitarian Award. This award was granted for his increased skills and kindness towards others. What a champion and definitely a kind young man!

For the first time ever a very exciting opportunity took place for our families living in the Hunter/ Newcastle area. We created a DESU geographical hub excursion with students, staff and families attending. This was a hugely successful event and one that we will be repeating in 2018 across other geographical hubs. This initiative allowed the school to close an isolation gap by having families meet and greet closer to their homes and have the opportunity to network.

Move, move, move, we had great success in face to face this year with our student engagement in their physical education programs. With the expertise of a community funded physiotherapist our students were walking, standing and gaining greater independence in their movement.

This year has been immensely rewarding, I am truly grateful for continuing to work alongside such spectacular students, talented educators and support staff and a wonderful, positive and supportive community. I look forward to 2018 – let's soar!

Message from the school community

Message from the P&C President

Our P&C Association, like our school, is small but dedicated. Our main activity and income source is the operation of two buses that are used to transport students to and from school and for excursions. We have an annual Golf Day in July and a separate Branding Committee who work on fundraising activities including events and corporate and community donations. We're always happy for parents to get involved as we believe everyone has something to offer.

Daryl Perry

Message from a DESU parent

To understand what a profoundly positive year our son Harry experienced in his first year as a student in the Distance Education Support Unit (DESU) at Sir Eric Woodward School (SEWS) you must have insight into our world.

Harry was born a beautiful, healthy baby, full of smiles and promise. He met his milestones and completed preschool and kindergarten orientation in 2010; we were ready for the next phase of his childhood, unfortunately it wasn't to be all that we imagined.

Over the Xmas school holidays Harry was struck down with a very rare neurological condition – Meningoencephalitis, which we later learned was immunemediated. Meaning his immune system was attacking healthy brain cells. What this meant in real terms for our son was that he suffered an Acquired Brain Injury, and as a result of that injury has a host of neurological, intellectual, behavioural and physical impairments.

We have struggled to maintain control over his brain disease. As his brain disease kept relapsing, his impairments grew and it became incredibly difficult to manage both his medical and his educational needs. The result was a 10 year old boy who spent more time in hospital than in face to face school. As a family we were under stress trying to manage his health, school, therapy, and of course the normal day-to-day running of a home.

Searching for support, we discovered SEWS – DESU. From the outset I realised that this school would be a game changer. Both Jo and Sian were integral supports as we went through the transition from SSP to DESU. I was given clear information about how the DESU program worked and how it would flexibly meet Harry's needs given his requirement for frequent hospitalisations. Admittedly, I was quietly terrified about how I would manage all of the responsibilities of home, hospital, my other children and the university study I was undertaking.

My fears were put to rest when I received a call and subsequent visit a week later from Doug, Harry's teacher. Doug travelled to our home and sat with Harry and I, learning about Harry's experiences in school and hospital, and we worked together to set up Harry's first Personalised Learning Plan (PLP).

Shortly after, Harry's first Set bag arrived, and to say I was shocked is an understatement! Enclosed in this blue bag was the most individualised program I have ever seen. Doug had used Harry's interest in superheroes to develop a hands-on learning program that successfully re-engaged my son in learning.

Prior to DESU, Harry was unable to read, write or count. After our first six months, using Harry's interests as the basis of the program, he began to read some basic sight words and to our complete surprise was able to read twenty plus names of his favourite characters. Moreover, he started creating basic sentences using scaffolds. Harry's engagement in learning extended into reading hourly time on an analogue clock, counting and recognising numbers to the teens, and now beyond.

Harry's garden-based learning program drew us outside as we learned about plant lifecycles, and measured the growth of peas using improper units of measurement, or aqua men in our case. And most surprising of all, this learning was happening during a phase where Harry was spending a significant period of time in hospital, therapy or convalescing after immunotherapy treatments.

Perhaps the greatest objection I have encountered in the community when we discuss DESU is the perception of social isolation of the students. Being completely honest, I was concerned in the beginning. But what I learned is that Harry's PLP was holistic, encompassing social learning and community access opportunities. Harry is more engaged in his community now than he ever was prior to DESU. He has opportunities to visit the library, parks, pool and shops every week. Also he gets to attend social outings with other DESU families.

The DESU has helped us to find community based services to support Harry's continued growth and development. Harry has been actively working on safe travel under the watchful eye of Desiree, a specialist travel trainer, who Doug had recommended. Harry's educational program has been integrated in such a way that it is supported by his occupational therapy, physiotherapy and speech therapy. As a parent you could not find a better or more holistic approach to learning.

Most people would read this thinking that sounds wonderful, but what about the effects on your family. I won't lie, some days are challenging, but they were also challenging before DESU. What we have discovered in our first year of DESU is that this model of education has helped us gain traction in what was a spiralling issue of disengagement in learning. Now I can say confidently that Harry is meeting 'his' potential in learning. He is in an emotionally and behaviourally better place, which means our family home is operating as it should. He has developed resilience in coping with his complex medical needs and disability, he is happy!

Last April, with support from DESU, we prepared Harry through learning projects and were able to successfully take him on his first holiday by plane to the Great Barrier Reef. Harry achieved so much in that week. He went on a plane, snorkelled, hiked and most pleasing, completed land art. We are now planning another family holiday, venturing into inland NSW. So many things now seem possible.

We have been blessed with such an amazing opportunity to support our son, and for that we are eternally grateful! For the first time in a very long time I am imagining a future of possibility for my child. DESU has helped us to find perspective and realise that just because our son is faced with such incredible challenges, does not mean that he 'can't' learn, or engage in life.

Tracy White

Message from a F2F parent

We were very happy to enrol Dylan into the K-1 class at Sir Eric Woodward School last year. His first day at school went smoothly as the teachers went out of their way to make him feel welcome. The environment was very friendly and accepting and Dylan took to the school immediately. The small class size, excellent teaching and support staff meant that any early problems were dealt with quickly and Dylan was soon looking forward to going to school every day. Dylan is now in Year 1 and is getting homework (which he does grudgingly!) and generally progressing well academically. His social and communication skills are improving and the regular catch-ups with SEWS staff means that he is well supported both in school and at home. We are both very happy with the school and see it as a very positive environment for Dylan.

Jo Bracken

School background

School vision statement

Our vision is:

To empower students to be successful confident and creative learners with skills for life. At our core is a focus on the whole student, achieving equity and excellence for all within an exemplary integrated services setting.

School context

SEWS is a DoE school, located in St Ives. The school operates six face to face classes and eleven distance education classes. The school provides quality education for students K–12 with high support needs, students K–6 with an Autism Spectrum Disorder and students P–12 diagnosed with a moderate or severe intellectual disability in a distance education setting.

The school provides outcome–based education programs utilising the NESAs K–6 and Life Skills syllabuses and student personalised learning plans. The school is embraced by its community resulting in enhanced resources and regular community participation. SEWS teaching and non–teaching staff are experienced in special education, dedicated to quality education and to meeting the additional needs of students enrolled at the school.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual School Report outlines the findings from self–assessment using the SEF, school achievements and the next steps to be pursued.

This year our school undertook self–assessment using the SEF and participated in the external validation process. 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 SEF.

The results of this process indicated that in the domain of Learning the SEWS self–assessment against the SEF identified that SEWS overall performance is rated as Sustaining and Growing. This was consistent with the evidence presented and SEWS was validated in this domain. SEWS self–assessment against the SEF in the Teaching domain identified an overall performance of Sustaining and Growing. This was consistent with the evidence presented in four elements and SEWS was validated in these elements. Finally, in the domain of Leading self–assessment identified that the overall performance was rated as Delivering. In the domain of Leading the school's self assessment was consistent with the evidence presented and SEWS was validated in this domain.

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 SEF:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/self-evidence-guide>

Strategic Direction 1

Our Students

Purpose

Teaching and Learning

Students engage in quality personalised education and an authentic curriculum with stimulating learning opportunities.

To ensure every student has full access to an authentic personalised educational program which has meaningful content, is measured, achieved and founded in purpose. To inspire confident and creative learners who generalise learning across settings and develop increased independence of skills for life. Student learning and engagement across the school is underpinned by high expectations, consistent high standards, design and delivery of quality programs, and informed by authentic data analysis.

Overall summary of progress

Scope & Sequence

The Students with Additional Needs (SWANs) assessment tool was again subscribed to to support teachers to accurately monitor and support their student's learning. Individual topic tracking sheets were adopted as core business, and teachers reported on topics their students were learning as appropriate. An overview of integrated topics was developed for students in Early Stage 1 – Stage 1.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Annual Tell Them From Me Teacher Survey data informs practice driver indicates increased understanding of data analysis, assessment tools and procedures.	\$0	2017 Teacher and Parent survey data was collected and analysed. This data analysis will be used to inform 2018–2020 School Plan priority development and planning.
100% of teachers are using streamlined school data and assessment and organisational tools.	\$550	Use of school wide organisational tools continued with changes made to systems, processes and procedures where required. A new Exiting Student archiving process was developed and implemented.
100% of teachers are using the developed scope and sequence linked to NSW Syllabuses for the Australian curriculum when programing for their students.	\$560	Teachers plan using specific syllabuses and incorporated relevant, student interest driven content to engage their students.
Semesterly review of Personalised Learning Plans reflect increased student achievement from baseline data.	\$0	Increased student achievement from baseline data has been achieved in the majority of cases. Note that student health and disability can impact on this progress.
100% of L&S Team student referral actions achieve a appropriate outcome.	\$1500	All L&S Team student referrals have resulted in appropriate timely action being implemented to support student learning and engagement. Additional (School Learning Support Officers) SLSO time was provided in certain instances to support change towards the desired outcome.

Next Steps

Staff and community surveys

Annual Tell Them from Me Teacher and Parent surveys will continue in 2018. Survey data analysis has informed 2018–2020 School Plan milestone development. Milestones will align with identified school priorities.

Organisational tools

Organisational tools will continue to be refined in response to requirements.

Scope & Sequence

Teachers continue to:

- use SWANs assessments to assess student learning and inform planning
- plan specific individualised learning experiences in line with NSW syllabuses incorporating relevant, student interest driven content to engage their students
- track their students' learning using the 'individual student topic tracking sheet', as appropriate.



Strategic Direction 2

Our Staff

Purpose

Build teacher capacity through focused professional learning and development that creates a culture where every staff member is engaged in ongoing, relevant and evidence-based learning and practice at an individual and collective level. Continue to align with our primary goal and student exit outcomes with our programs and practices through the expansion and increased development of leadership and succession planning using the Australian Professional Standards for Principals and Australian Professional Standards for Teachers.

Overall summary of progress

Wellbeing Project Team

In 2017 the wellbeing team finalised the targeted professional learning aimed at supporting staff wellbeing. The links between staff wellbeing and student engagement were explored and surveys identified the way forward for the 2018–20 school plan.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teachers will be inducted in the teacher Performance Development Framework.	\$3500	achieved
100% of teachers' classroom practice reflects the Australian Professional Standards for Teachers evident in Program Support Summary for accountability.	\$0	achieved
100% of teachers set individual professional goals in alignment with the Performance and Development Framework.	\$0	achieved
100% of post 2004 teachers have a sound understanding of the accreditation process, and maintenance of MyPL learning log.	\$0	Pre 2004 teachers received professional development around accreditation processes. Key information and timeframes were communicated. Software issues with MyPL and eTAMS prevented teachers fully engaging with the process.
Increased number of surveyed staff report enhanced wellbeing.	\$650	Qualitative data analysis showed a continued increase in staff wellbeing in 2017.

Next Steps

Wellbeing Project Team

In 2018 a new three year school plan will be implemented. The wellbeing team will no longer operate and track milestones, instead a focused Staff Debriefing project team will be established in 2018 to meet ongoing school needs.

Teacher accreditation

In 2018 all pre 2004 teachers will be accredited at Proficient level. All SEWS teachers will receive professional learning

and communications to support them to maintain their accreditation. All teachers will develop increasing confidence and expertise in using eTAMS and MyPL with ongoing use of the systems.



Strategic Direction 3

Our Systems

Purpose

To build and operate transparent, clear and concise systems within a culture of shared ownership and accountability. The culture of the school engenders positive partnerships with SEWS diverse community which includes: families, state-wide networks of schools, tertiary educational providers, professionals and community supporters. Adherence to policy and best practice will promote shared values of collaboration, inclusivity and high expectations.

Overall summary of progress

Policy and Procedures

The team successfully adapted to using the A-Z Policy Tool to monitor and review the required core policies surrounding keeping students safe. Additionally the team created Local Implementation Documents on excursions, attendance, professional learning, external providers, ICT, and student health in NSW public schools.

Our Community – School Promotions

In 2017 the School Promotions team worked closely with the School Branding committee and developed a 'toolkit', a resource package to create an effective approach to promoting and raising awareness of SEWS to other schools, other educational providers and organisations. The use of this package resulted in an increased number and range of partnership opportunities with statewide community, and network of schools, TAFE/ university staff and students. The School Promotions team in collaboration with SEWS Branding Committee and SEWS staff completed a new school promotion video highlighting the whole school, including programs and school grounds. The video was compiled pro bono by a professional videographer and production company. The video was launched in Education Week 2017, with families and community members present.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Three times a term school organisational structures and procedures are communicated to staff.	\$0	achieved
100% of targeted policies are current.	\$3000	100% of prioritised DoE policies were created, delivered to staff and implemented.
Design, development and distribution of SEWS' brochure to school community.	\$0	achieved
50% increased community engagement on SEWS social media.	\$0	achieved
Increased range of partnership opportunities with state-wide community, and network of schools, TAFE/University staff and students.	\$2312	Branding Committee, with a new family member joining in 2017, met regularly throughout 2017. School promotion resource package completed and new school promotional video completed. Chatswood High School performed at our 'big band' concert with parents and community attending event. Rotary and Kiwanis invited SEWS representatives to their meetings to talk on the

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased range of partnership opportunities with state-wide community, and network of schools, TAFE/University staff and students.		<p>school.</p> <p>SEWS included in attendance at performance at Riverside Girls High School.</p> <p>Staff delivered school promotional resource package to two new schools.</p> <p>New community connection Bunnings Belrose and KPMG were established.</p> <p>Initial DESU geographical hub excursion planned and attended by students, families and DESU teachers.</p>
There will be an overall increase in parent and community member participation at the P&C level.	\$0	Two additional parents joined the P&C in 2017.

Next Steps

Organisational structures and procedures

In 2018 SEWS will continue to communicate school organisational structures and procedures at key points as per whole school planning procedures as part of school core business.

Policy and Procedures

In 2018 the policies and procedures team responsibilities will transfer into school core business. An executive will oversee the review of policies and procedures and compliance with the requirements of the A-Z Policy Tool.

Our Community – School Promotions

In 2018 the policies and procedures team responsibilities will transfer into school core business. An executive will oversee the review of policies and procedures, and compliance with the requirements of the A-Z Policy Tool.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$3245.00	DESU students from an Aboriginal background were supported with additional learning resources and funding for excursions and school events during 2017.
English language proficiency	\$3325.00	Additional SLSO time provided 1:1 support for English language proficiency programs in 2017. New communication tools were purchased to support these programs.
Quality Teaching, Successful Students (QTSS)	\$6240.00	Funds supported the engagement of casual teachers to release staff for the observation phase of their Performance and Development Plans during 2017. This allowed valuable feedback and professional dialogue to support student learning and engagement.
Socio-economic background	\$2863.00	Financial support assisted rural and remote families to attend school educational opportunities.
Support for beginning teachers	\$14669.00	Professional learning opportunities and collegial support continued to enhance the capabilities of beginning teachers in 2017.



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	40	43	47	51
Girls	31	36	28	24

All students at SEWS are placed through local or state-wide placement panels. Enrolments must be assessed by the placement panel as eligible and appropriate for enrolment in this specialised setting to be offered a place.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	16.14
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0
Teacher Librarian	0.2
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	8.81
Other Positions	0

*Full Time Equivalent

In 2017 SEWS did not have any staff who identified 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	52

Professional learning and teacher accreditation

All staff actively engaged in a variety of professional learning opportunities in 2017. Professional learning included staff attending targeted training on an individual basis and whole staff professional learning opportunities. All professional learning in 2017 was underpinned by DoE policy and/ or linked to the SEWS strategic directions set out in our 2015–17 school plan. SEWS staff undertook a variety of DoE mandated training courses delivered either through an e-learning environment or in a face to face setting. Training included CPR and anaphylaxis recertification, Child Protection modules and DoE Code of Conduct.

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	181,685
Revenue	3,663,742
Appropriation	3,519,684
Sale of Goods and Services	3,754
Grants and Contributions	138,921
Gain and Loss	0
Other Revenue	0
Investment Income	1,382
Expenses	-3,547,734
Recurrent Expenses	-3,547,734
Employee Related	-3,306,965
Operating Expenses	-240,769
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	116,008
Balance Carried Forward	297,693

The summary covers operating costs and does not involve expenditure areas such as building and major maintenance.

A full copy of SEWS 2017 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.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	447,958
Base Per Capita	18,840
Base Location	0
Other Base	429,118
Equity Total	25,025
Equity Aboriginal	4,333
Equity Socio economic	14,739
Equity Language	5,954
Equity Disability	0
Targeted Total	1,105,096
Other Total	1,671,639
Grand Total	3,249,719

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

HSC

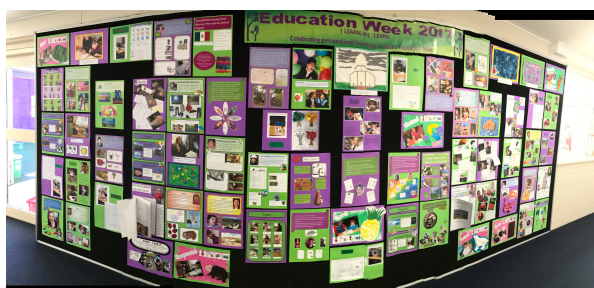
The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

All SEWS Year 12 students successfully completed a Life Skills Higher School Certificate in 2017. There were eight graduating students this year..

Parent/caregiver, student, teacher satisfaction

In 2017 SEWS participated in three separate surveys:

1. People Matter 2017 – NSW Public Sector Employee Survey: this survey provided an opportunity for employees to have a say about their workplace and to help make it a better place to work. The survey asked employees about experiences with their own work and working with their team, managers and the organisation. Amongst the 'most improved' measures 78% of staff responded that 'my manager encourages people in my work group to keep improving the work that they do'. 72% of staff responded that 'my manager communicates effectively with me'. Pleasingly, 94% of staff responded that 'my job gives me a feeling of personal accomplishment'.
2. Tell Them from Me, Teacher survey – DoE: this online survey helped SEWS identify teacher and SLSO perceptions of the 'eight drivers of student learning' as understood in research related to 'effective schools' and 'dimensions of classroom and school practices'. Survey responses showed that in the areas of 'parent involvement' and 'inclusive school' the school mean was above the NSW norm. In the areas of 'technology', 'teaching strategies', 'learning culture' and 'collaboration', responses were similar to the NSW norm. In the areas of 'leadership' and 'data informs practice', SEWS responses were marginally below the NSW norm. Analysis of this survey data will inform identification of school priorities for our 2018–2020 School Plan.
3. Tell Them from Me, Partners in Learning Parent survey – DoE: this online survey helped SEWS to capture parent and carers views about different factors that are known to impact on student wellbeing and engagement. These include: communication between parents/ carers and staff, activities and practices at home, and parent/ carer views on the school's support of learning and behaviour. Participation in the surveys was communicated to parents and carers in a variety of ways. Unfortunately only six surveys were completed. Survey responses showed that the school mean in the areas of 'inclusive school', 'parents feel welcome', and 'parents are informed', 'parents support learning at home', and 'school supports learning' were above the NSW norm. In the remaining areas of 'school supports positive behaviour' and 'safety at school', responses were similar to the NSW norm. Analysis of survey data will further inform identification of priorities for our 2018–2020 School Plan.



Policy requirements

Aboriginal education

SEWS has continually demonstrated a dedication to acknowledge and incorporate Aboriginal perspectives across all key learning areas. In the classroom, all teachers provide an inclusive program ensuring all students have opportunities to develop an awareness and understanding of all aspects of Aboriginal culture. Throughout 2017 we continued to acknowledge the Guringai People and their connections with our land on a regular basis. This included weekly assemblies, meetings and special occasions including NAIDOC week. Our teaching and learning programs include Aboriginal perspectives across all Key learning Areas. SEWS is always striving to improve the educational outcomes and the wellbeing of all ATSI students.



Multicultural and anti-racism education

The DoE Multicultural policy ensures that all schools commit to providing access to education and opportunities for all in our culturally diverse society. Multicultural education is embedded in our learning programs across the school. Our Human Society and its Environment curriculum and Creative Arts program offer many opportunities to explore these values. The curriculum provides many rich learning opportunities for students to engage in investigations of language, arts, customs and celebrations of other cultures. SEWS is a setting where individual student differences are respected and valued. All staff endeavour to ensure that students receive an education catering to their individual cultural and learning needs. Additionally, throughout 2017, SEWS participated in a variety of multicultural events and opportunities including Harmony Day and music therapy lessons throughout the year.