

# Sackville Street Public School

## Annual Report



2018



4491

## Introduction

The Annual Report for **2018** is provided to the community of Sackville Street 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.

Mike Newcombe

Principal

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## School background

### School vision statement

We pride ourselves on our integrity, having high expectations and our commitment to achieving excellence.

We provide innovative learning spaces, which are caring, safe and reflective of Modern Learning pedagogy.

We commit to developing positive, respectful and collaborative approaches to learning.

We guide students to become informed, resilient and adaptable contributors to society.

We are inclusive of the whole school community in the preparation of our students for responsible, ethical and active citizenship.

### School context

Sackville Street Public School provides a comprehensive and balanced curriculum of academic, sporting and cultural experiences. The school actively promotes its aim of 'Opportunities for All' to include students, staff, parent-volunteers and community helpers, in accordance with our school motto, a 'Sharing and Caring' environment. The high expectations of the whole school community are reflected in the welcoming environment, the quality of student welfare programs and academic achievement. Sackville Street Public School, located in the South Western Sydney Region, has strong traditions of quality academic, cultural and social programs, which continue to be actively supported by students, staff and parents. The staff is made up of a core of experienced teachers who have contributed many years of service to the school. Recent appointments have included several early-career and temporary teachers who have displayed sound curriculum knowledge and effective student management strategies.

## 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.

Following our school validation process, Sackville Street Public School future focus areas in teaching, learning, leadership and wellbeing will be:

- Strategically utilising resource allocations to develop capacity in quality teaching practices through current research including Spiral of Inquiry, Literacy mentoring and Instructional Coaches.
- To develop leadership skills through our management practice by increasing transparency with our stakeholders regarding resource allocation. Clearer, measureable targets to be established and monitored with yearly assessment of this process.
- To comprehensively unpack the school assessment practices including the selection and analysis of internal and external data sources, to drive school practice and establish clear, measurable and sustainable targets.
- Engaging our stakeholders through inquiry processes, leading to greater student agency and the continuation of students self-regulating their learning.
- Supporting a culture of high expectations and community engagement to develop and sustain measureable whole school improvement.

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

### LEARNING

#### Purpose

***Invested, reflective and life-long learners.***

To empower students to establish where they are with their learning and next practice.

To demonstrate aspirational expectations of learning for all and a commitment to pursuing excellence.

#### Overall summary of progress

We have continued our focus on formative assessment strategies to ensure students remain leaders of their learning. All of our students have personal learning goals, are able to articulate the learning intention, success criteria and why learning matters.

Our whole school focus on Growth Mindset has seen a significant increase in students using their 'soft' skills to work through learning situations in a positive manner. Students are now showing better organisational skills, collaboration and self-regulation.

Staff have been working with their Instructional Coaches to improve their quality teaching practices. We have had a major focus on teaching and learning for both writing and comprehension. This has had an impressive impact on students' work. They have learned about the role of the author in entertaining their reader.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increase in the number of students in the top two bands in NAPLAN for Literacy.	\$230,000 (Instructional Coaches). \$22,000 Professional learning .	Formative assessment strategies are used to provide student centred learning opportunities. Growth Mindset strategies is directly impacting student achievement. Students continue to show themselves as leading learners.
An increase in staff co-designing quality learning experiences through the Instructional Coaching Model.	\$230,000 (Instructional Coaches). \$22,000 Professional learning . \$16,000 Literacy mentor. Jann Farmer-Hailey	All staff work collaboratively in their teams to create innovative and engaging teaching and learning cycles. Staff case manage all students in their class leading to stronger differentiation.
Increased proportion of student attendance.	Learning and Support Teacher and Home School Liaison Officer Intervention.	Through due diligence our staff closely monitor and support parents through our School attendance action plan. Proactive meetings and monitoring has seen improved relationships and remarkable attendance improvement for individual students.
An increase in the number of students in the top two bands in NAPLAN for Numeracy.	\$12,000 Professional Learning	Teachers continue to plan learning in 5 weekly cycles to ensure maths is differentiated and meeting the needs of all students. Every student has their own learning goal and continues to achieve their personal best in maths.

## Next Steps

New learning in assessment protocols will support the work completed around comprehensive scope and sequences.

Time will be allocated beyond RFF for collaboration and further Spiral of Inquiry research.

Students will be working closely with the embedding of general capabilities and cross curricula –learning.

## Strategic Direction 2

### LEADING

#### Purpose

***Collaborative, innovative, analytical leaders.***

To ensure the school's vision and priorities remain at the core of decision-making and continuous school improvement.

To focus on distributed instructional leadership to sustain a culture of adaptive teaching practices focused on student improvement.

To value and build stakeholders as leaders of self-regulated learning.

#### Overall summary of progress

Our staff continue their learning journey ensuring our growth mindset and that of students supports an environment of curiosity and inquiry. Handing learning over to students has shown students take control of reaching personal goals and striving through self motivation.

Our sphere of influence has increased through our ongoing work as a leading school of the NOIINSW arm of inquiry. Schools participate in learning through visits, symposiums and conferences.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increase in distributed leadership capabilities resulting in sustained and measurable whole school improvement. (Excelling criteria Educational Leadership School Excellence Framework)	\$104,000 (Collaboration time for Spiral of Inquiry)	Staff engaging with Literacy mentor ensuring all lessons have high expectations for learners. Learning is pitched high and scaffolded for those needing support.  Our school is constantly show cased for out work on Spirals as well as formative assessment practices.
Increased proportion of students able to clearly articulate the 4 key questions of self-regulated learning from the Spirals of Inquiry process.	\$106,000 (Collaboration and Spiral of Inquiry)	All students are asked and respond to why learning matters, who believes they will be a success.

## Next Steps

Continued work on collaboration time will ensure all staff drill deeper into student learning and success.

Strengthening our involvement and connections with NOIINSW (Network of Inquiry and Innovation) and their Aboriginal Education Network.

Increased work of student agency within and around our community.

## Strategic Direction 3

### LINKING

#### Purpose

##### ***Informed, prosperous and united partnerships.***

To build strong, positive community relationships by leading and inspiring a culture of collaboration, well-being and engagement.

To continue our strong systems leadership with educators to challenge and enhance our beliefs and practices.

#### Overall summary of progress

Our school has made a concerted effort to ensure that our school is well connected to recent research and ongoing improvement. We have developed strong links with networks, researchers and leading educators to ensure we remain on the cutting edge of modern learning. Our students have connected to a number of local community members and businesses to make learning real and impactful.

Parents have participated well in our parent forums. These forums are a way to show transparency of school resourcing and time for valuable input from our parent body. A number of projects and support has been developed through these forums.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased proportion of partnerships that link a culture of learning, collaboration and well-being.	\$3500 (Parent Partnerships) \$20,000 Occupational Therapist	We have had a significant increase of parents working with our staff through new policies including our anti-bullying review. We continue to develop pathways of connecting our parents to students' learning.
Increased number of self-regulated learners, applying strategies to effectively set and manage learning goals and personal well being.		

#### Next Steps

Continued partnerships with our feeder schools and high school to strengthen transition points for student success.

Stronger together with leading researchers and timely professional development of current practices.

Further growth in school community initiatives that strengthen our vision of dignity, purpose and options



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Low level adjustment for disability</b>	\$79,300 Instructional Coach Support  Additional School Learning Support Officer	Our learning and support team continue targeted support for students with diagnosed needs and/or assessment data. All students who require adjustments received targeted support and funding. All students' were catered for and we continue to reflect on our remarkable increase in engagement through evidence in data and results across key strategic areas. Learning and Support meetings are held weekly and support for students is allocated based on diagnosed disabilities, teacher referrals and specific funding. Support is always done in a proactive manner and is timely.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$73,000 Instructional Coaching	In 2018 we continued a disciplined approach to inquiry. All teachers and students had access to additional support through the Instructional Coaching model, which was partially funded by the QTSS initiative. Four experienced, executive staff members worked shoulder to shoulder with teachers in their classrooms to develop innovative practice which is reflective of current pedagogy. There was a school wide focus on comprehension , phonemic awareness and place value. Teams of teachers collaborated to create resources that are used across all classrooms. Teachers also had the opportunity to observe and participate in lessons across the school. Students accurately articulate their learning and progress towards individual learning goals.
<b>Socio-economic background</b>	\$92,300 Additional classroom resources	Staff continue to use formative assessment strategies when designing programs to suit the individual needs of students and teachers. Targeted support through our Learning and Support team has seen significant progress on individual student learning targets and goals. Our dynamic learning and support team is proactive in meeting the needs of students academic and well being needs. Pathways to both our speech therapist and occupational therapist has ensured students are not waiting for support. Parent consultation is a key consideration when discussing target students.
<b>Support for beginning teachers</b>	\$21,000 Mentor Support	Beginning teacher funding was used to support a number of beginning teachers throughout 2018. They were given 2 hours a week off class, one hour of this was to work with a mentor and begin the accreditation process. This involved demonstration lessons, classroom observations, feedback and reflection. The second hour was an opportunity to collaborate with peers to inquire on best practices to improve student outcomes. Opportunities were given to visit their colleagues' classrooms as well as other

<p><b>Support for beginning teachers</b></p>	<p>\$21,000 Mentor Support</p>	<p>schools to gain a better understanding of formative assessment strategies.</p>
<p><b>Aboriginal background loading</b></p>	<p>\$34, 00 The Fields AECG Aboriginal members of staff Community of Schools Royal Botanic Gardens ATSI community members</p>	<p>All students worked on developing their personalised learning pathways (PLP) goals this year. Staff worked with students and in many instances their parent/carer also, to set individual academic, cultural, aspirational and wellbeing goals. Academic goals were set based on student achievement data and jointly determined need.</p> <p>Our Aboriginal Education committee is strongly connected to culture and develops opportunities to authentically connect our students to Aboriginal Perspectives. Our believe in truth before reconciliation is a continued touchpoint and will be enhance through our work with the Network of Inquiry and Innovation NSW Aboriginal Education Network.</p> <p>We are excited to develop our own Junior AECG (Aboriginal Education Consultative Group) in 2019. Work is well in truly underway to develop our strong connection to our local AECG. Once again Stage 3 ATSI students attended culture workshops delivered by MTC Opportunity Hub. Sessions focused on cultural knowledge, personal history, goal setting etc. Indigenous students worked with other students from local schools to support their connection to culture. Sackville Street students are well represented at both The Fields AECG meetings, as well Community of Schools NAIDOC planning meetings. We continue our connection initiated by staff with the Royal Botanic Garden, our school has a partnership with an Aboriginal horticulturalist who runs sessions with ATSI and non-indigenous students on cultural knowledge, as well teaching our students to care for the plants in our own school.</p>
<p><b>English language proficiency</b></p>	<p>\$24,800 (Instructional Coaching support)</p>	<p>Our EAL/D students are supported in a variety of ways. Our Multicultural community meetings are held twice every term. These meetings are an opportunity for our parents to meet and discuss school business and student learning. This dynamic group of parents are looking at ways to support our school in unique ways. In 2018 we held our most attended event, Multicultural Day. This whole day celebration of culture through performances, food and learning is an absolute highlight of our busy calendar.</p> <p>Our EAL/D teachers have been trained in using formative assessment strategies to meet the individual needs of our students. Support is predominantly in classrooms and focuses on providing equitable access to curriculum for those students learning English as their second language.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	234	258	272	258
Girls	256	264	270	274

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	92.9	94.1	93	91
1	92.9	92.3	93.1	92.6
2	93	94.1	91.9	93
3	93.5	90.9	92.9	90.3
4	94.1	92.9	93.1	91.6
5	92.9	91.9	92.6	91.5
6	93.4	93.2	91.1	93
All Years	93.2	92.8	92.6	91.9
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### Management of non-attendance

Management of attendance remains a high priority at Sackville Street Public School. Our proactive team works with families to assist in increasing attendance. Most of stages are on par with state averages. Our newsletter gives helpful information to parents regarding our attendance policy and how we can work together to support children in attending school. Each term we have over 335 students who have 100% attendance and we continue to recognise this through our PBIS (Positive Behaviour in Schools) program. All teachers contact parents regularly through Seesaw and phone calls to check on students who are absent for more than two days. Our strong relationship with our HSLO (Home School Liaison Officer) allows us to be

prompt and supportive for student having difficulties. Our attendance action plan underpins the proactive nature and communication with parents around the importance of attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	19.69
Teacher of Reading Recovery	0.63
Learning and Support Teacher(s)	1.6
Teacher Librarian	1
Teacher ESL	1
School Counsellor	1
School Administration and Support Staff	3.96
Other Positions	2

\*Full Time Equivalent

In 2018, Sackville Street Public School had four staff members who identified as Aboriginal or Torres Strait Islander.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	75
Postgraduate degree	25

### Professional learning and teacher accreditation

2018 saw a continuation of our strong collaboration and inquiry work at Sackville Street Public School. At Sackville Street the following pillars of education have underpinned the majority of new learning; Formative Assessment, Growth Mindsets and Spiral of Inquiry. All staff participated in differentiated learning to meet their individual needs. This comprised of teach meets, masterclasses, symposiums, experts, instructional coaching and compliance training. Topics covered included quality literacy sessions, learning intentions ,

success criteria, inquiry skills, continuum and consistent teacher judgment. . Our school is a lead school in the NOII (Network of Inquiry and Innovation) NSW network and its AEN (Aboriginal Education Network). We deliver high quality professional learning alongside Lurnea Public School, Glenmore Park Public School and Middleton Grange Public School. The network has rolled out new learning around Spirals of Inquiry to over 120 schools. Our leadership team attended a range of external courses providing training in school change and reform, formative assessment, spirals of inquiry and the effective use of data.

We have built a partnership with an outstanding practitioner and leader in Jann Farmer– Hailey. As a critical friend she continues to challenge our staff in developing strong practices in teaching, programming and assessment. At our school we had several new scheme teachers working towards accreditation. Our beginning teachers were supported in a number of ways in 2018. Each of the beginning teachers had a mentor who they worked with on a one to one basis. This support included professional learning sessions, working collaboratively on programs and innovative lessons. All beginning teachers were involved in school development days and mandatory compliance training. Teacher capacity to contribute to collaborative planning sessions was improved with stage planning days. All beginning teachers contributed to at least one curriculum area in the school. Our beginning teachers were involved in parent forums and led community events throughout the year.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	551,121
<b>Revenue</b>	5,134,419
Appropriation	4,899,251
Sale of Goods and Services	37,422
Grants and Contributions	175,960
Gain and Loss	0
Other Revenue	13,967
Investment Income	7,819
<b>Expenses</b>	-4,799,706
Recurrent Expenses	-4,799,706
Employee Related	-4,245,836
Operating Expenses	-553,870
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	334,713
<b>Balance Carried Forward</b>	885,833

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

The majority of funding was spent on human resources to support programs such as Spiral of Inquiry, collaboration and Sports in Schools.

A significant amount of money was spent on new furniture, classroom resources, technology and school improvement.

Money carried forward will be spent on further technology including STEM, ipads and laptops. We will also be spending resources on playground improvement for our students. Money saved for this project is \$150, 000.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	3,679,790
Base Per Capita	104,806
Base Location	0
Other Base	3,574,984
<b>Equity Total</b>	597,258
Equity Aboriginal	38,400
Equity Socio economic	166,193
Equity Language	145,161
Equity Disability	247,504
<b>Targeted Total</b>	59,235
<b>Other Total</b>	478,437
<b>Grand Total</b>	4,814,720

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

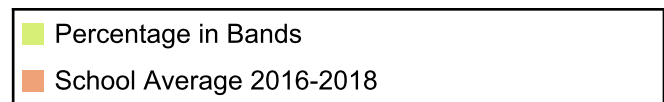
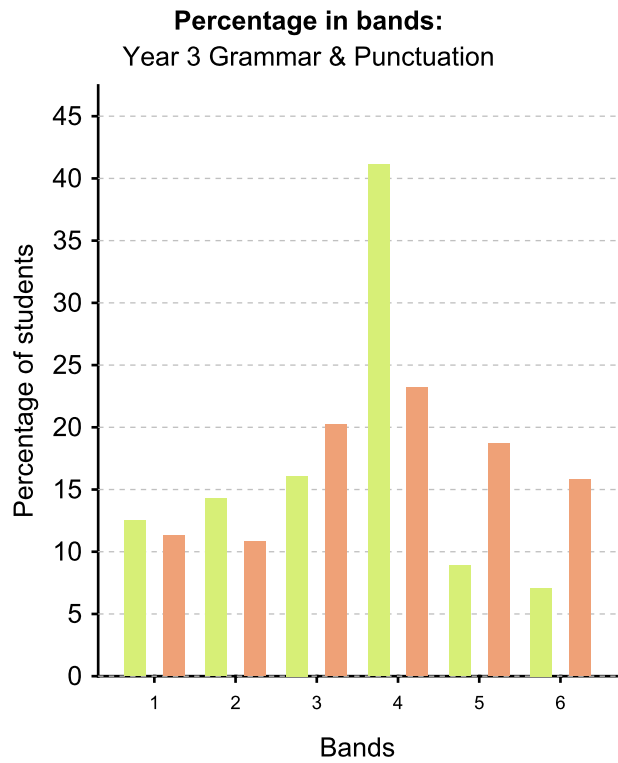
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

**Reading:** Our results show our commitment to moving students into the top two bands in Year 3 (28.1%) up from last year and 5 (15.5%)

**Writing:** Our students are make grounds in writing outcomes however our results are not reflective of the array of evidence collected. Top two bands in Year 3 (33.4%) and Year 5 (5.6%)

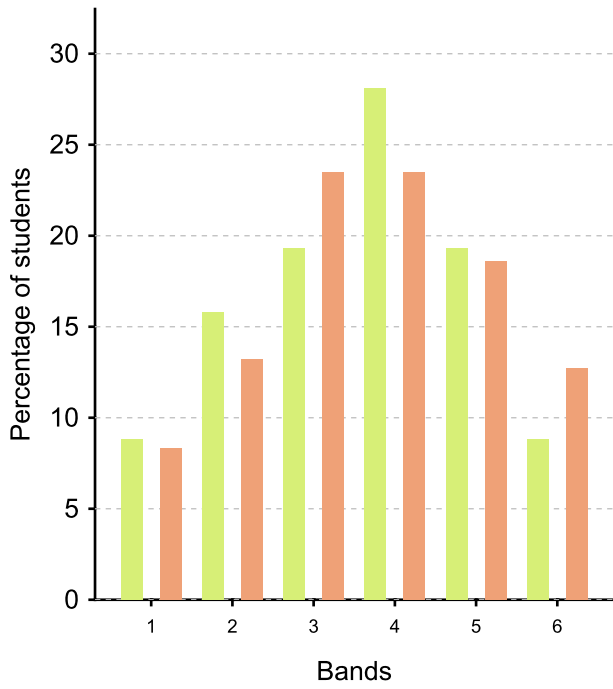
**Spelling:** This area of literacy is our focus in 2018 and linked to writing outcomes for students. Our results in the top two bands are Year 3 (37.5%) and Year 5 (29.5%). Trend data in both cohorts is increasing.

**Grammar and Punctuation:** We have had some gains in this area of literacy with two bands indicating Year 3 (34%) and Year 5 (16.6%)

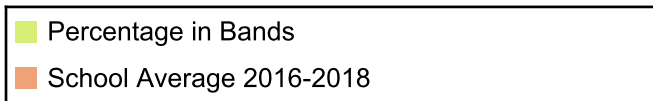


Band	1	2	3	4	5	6
Percentage of students	12.5	14.3	16.1	41.1	8.9	7.1
School avg 2016-2018	11.3	10.8	20.2	23.2	18.7	15.8

**Percentage in bands:  
Year 3 Reading**

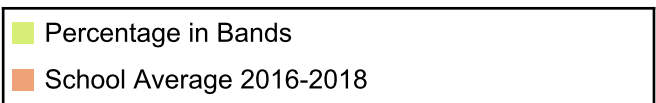
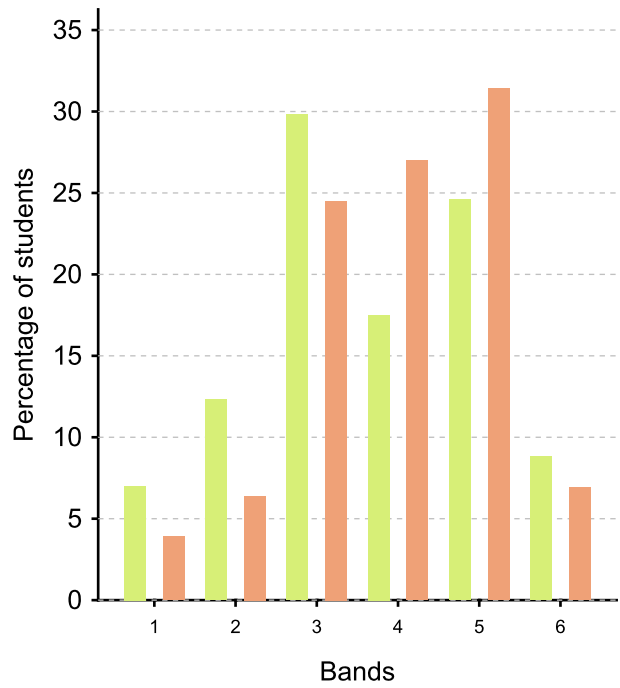


Band	1	2	3	4	5	6
Percentage of students	8.9	19.6	23.2	10.7	23.2	14.3
School avg 2016-2018	5.4	20.7	15.3	20.7	21.2	16.7



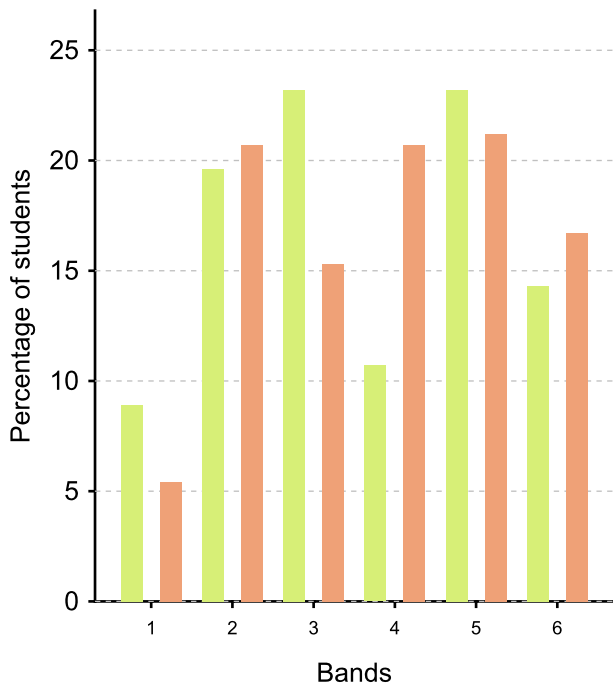
Band	1	2	3	4	5	6
Percentage of students	8.8	15.8	19.3	28.1	19.3	8.8
School avg 2016-2018	8.3	13.2	23.5	23.5	18.6	12.7

**Percentage in bands:  
Year 3 Writing**

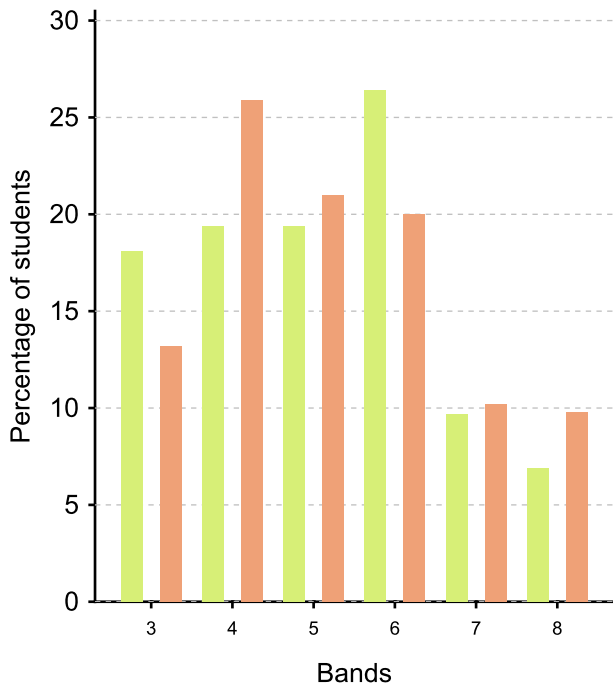


Band	1	2	3	4	5	6
Percentage of students	7.0	12.3	29.8	17.5	24.6	8.8
School avg 2016-2018	3.9	6.4	24.5	27	31.4	6.9

**Percentage in bands:  
Year 3 Spelling**



**Percentage in bands:**  
Year 5 Grammar & Punctuation

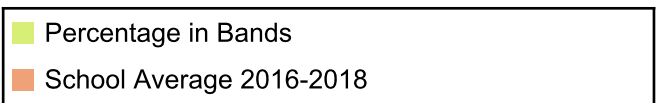
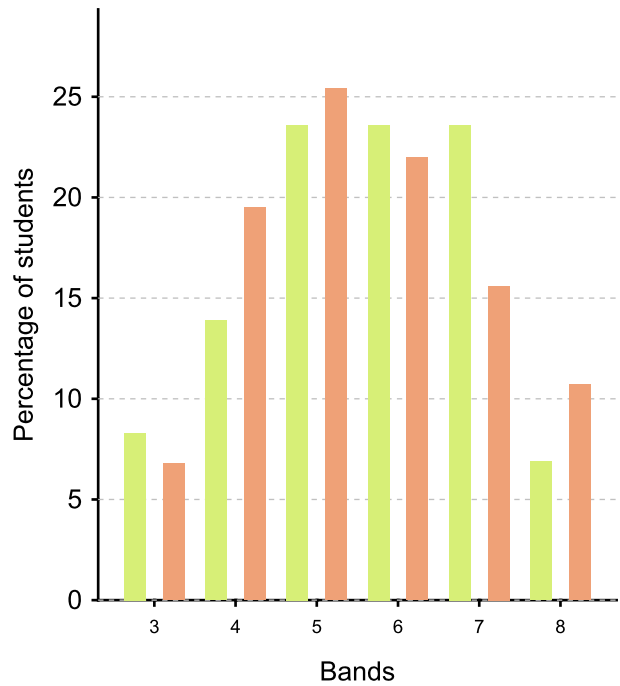


Band	3	4	5	6	7	8
Percentage of students	7.0	21.1	29.6	26.8	9.9	5.6
School avg 2016-2018	6.4	20.6	28.9	27	10.8	6.4



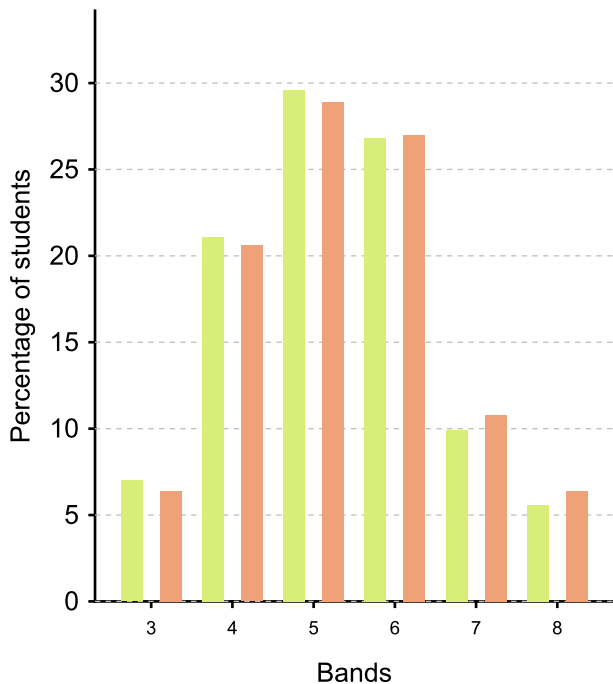
Band	3	4	5	6	7	8
Percentage of students	18.1	19.4	19.4	26.4	9.7	6.9
School avg 2016-2018	13.2	25.9	21	20	10.2	9.8

**Percentage in bands:**  
Year 5 Spelling

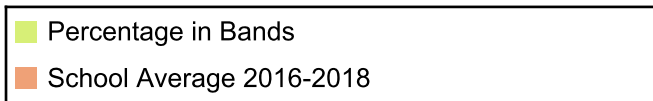
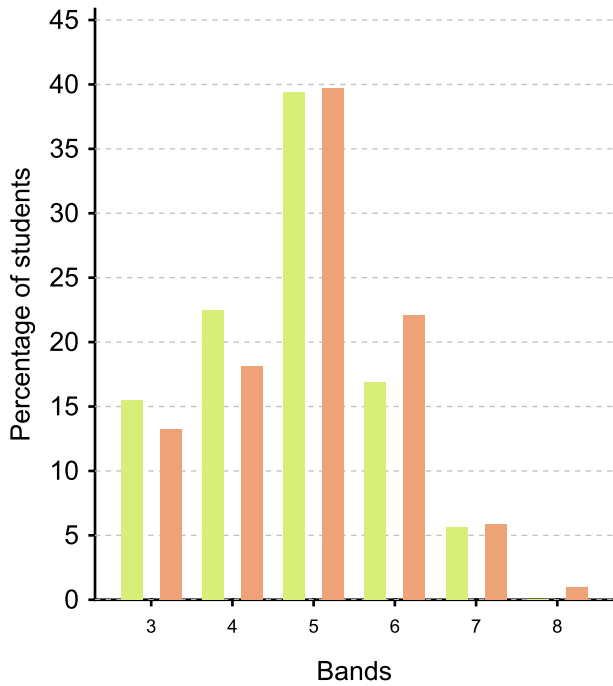


Band	3	4	5	6	7	8
Percentage of students	8.3	13.9	23.6	23.6	23.6	6.9
School avg 2016-2018	6.8	19.5	25.4	22	15.6	10.7

**Percentage in bands:**  
Year 5 Reading

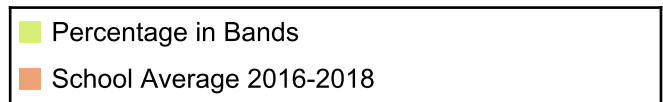
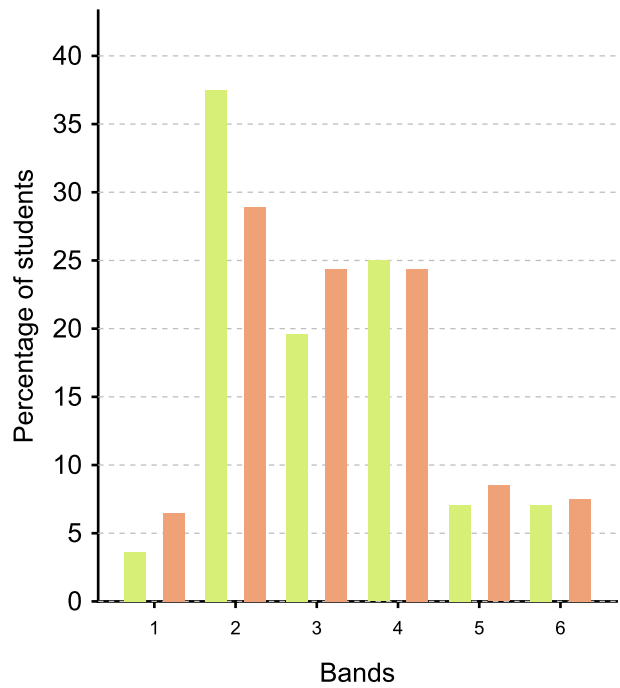


**Percentage in bands:**  
Year 5 Writing



Band	3	4	5	6	7	8
Percentage of students	15.5	22.5	39.4	16.9	5.6	0.0
School avg 2016-2018	13.2	18.1	39.7	22.1	5.9	1

**Percentage in bands:**  
Year 3 Numeracy

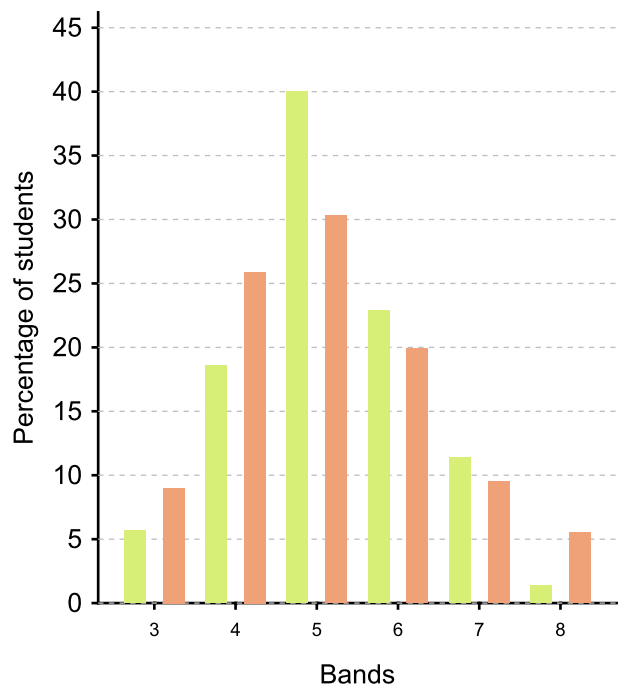


Band	1	2	3	4	5	6
Percentage of students	3.6	37.5	19.6	25.0	7.1	7.1
School avg 2016-2018	6.5	28.9	24.4	24.4	8.5	7.5

In 2018 we have had a concerted effort to make gains in Numeracy through our Spirals of Inquiry. Staff had created Bump it Up Walls for students to self regulate their learning.

In Numeracy our students results reflect further work in the top two bands with Year 3 (14.2%) and Year 5 (12.8%)

**Percentage in bands:**  
Year 5 Numeracy





Band	3	4	5	6	7	8
Percentage of students	5.7	18.6	40.0	22.9	11.4	1.4
School avg 2016-2018	9	25.9	30.3	19.9	9.5	5.5

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.

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## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. We provide feedback and communication to parents through newsletters, Facebook, Skoolbag, Class Dojo and Seesaw.

Parents reported positively towards the use of the platforms to engage with the school. Teachers felt positive that collaboration time has been set aside for them to work shoulder to shoulder with their colleagues to develop their own learning and to focus on student improvement. Students engagement in lessons improved in 2018 due to students with developing individual learning goals, our focus on growth mindset and our strong connection to PBIS values.

## Policy requirements

### Aboriginal education

The highlight for many of our Aboriginal students and families this year was Sackville Street attending the Community of School's NAIDOC Day. This event welcomed Aboriginal students from 16 local schools. The day was also attended by local elders, Aboriginal community members and agencies, as well as Aboriginal DoE staff and our Education Director. The day featured rotating activities that promoted pride in culture, history and traditions. Our school also held its own events to celebrate and learn about the uniqueness of Aboriginal culture. These events included NAIDOC, Reconciliation Week, Harmony Day and Multicultural Day. These celebrations were even more successful with the inclusion and support of our Aboriginal families. In 2017 Aboriginal students were extended opportunities to gain a greater understanding of their learning progressions through the use of formative assessment. Students gained an understanding of continuum markers through the use of "I Can Statements." This enabled our Aboriginal students to gain a better understanding of where they were at and then set learning goals with their teachers for learning that comes next. With the use of Learning Intentions and Success Criteria (LISC) students were

clearer about the purpose of their learning and the expectations. Teacher professional learning time was dedicated to developing a PLP format and process that was more collaborative and inclusive of student and parent voice. This professional learning facilitated staff understanding of effective ways to engage Aboriginal families. Emphasis was placed on cultural sensitivity and historical understanding of many Aboriginal people's experience with education. Our involvement with the Sydney Botanical Gardens and Brendan Moore has been very exciting. He has helped our school with native planting and sensory gardens.

### Multicultural and anti-racism education

In 2018 45% of our students came from ESL backgrounds.

Our EAL/D program focused on identifying and addressing their individual learning needs. Priority was given to the New Arrivals and Phase 1 learners in our school. Small group work, team teaching and an intensive withdrawal group helped them develop their understanding of the English language.

Our school follows strict guidelines and takes immediate action when it comes to racism. Throughout the year we had a very small number of minor incidents that were resolved easily. We are committed to ensuring that our school is a safe and respectful environment.

Multicultural parent meetings are held every term for our community to raise any issues or concerns, or give feedback on school programs and other activities. The parents are all very encouraging, and the number attending is increasing every year. We collaboratively plan events and activities and welcome suggestions on school initiatives.

Multicultural Day is presented every year with great enthusiasm from students, the community and the staff. Every person in the school brightens up our festival with colourful costumes, food to share, and art and craft stalls. Parents take a lot of effort to showcase their culture. Table displays with information about different countries, are run by proud students and community members. Cultural performances by our students, teachers and some adult performers from our local community groups make for a wonderful community event.