

Dulwich Hill Public School

Annual Report



2018



4496

Introduction

The Annual Report for **2018** is provided to the community of Dulwich Hill 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.

Linda Wickham

Principal

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Message from the Principal

It is always a pleasure to report on the activities and achievements of this school and its community. This year, including its staffing challenges, is no exception.

During 2018, the school had only one of its four assistant principals (AP) substantive in the role. The school was fortunate in the expression of interest merit selected assistant principal appointed in July 2017, Maria Pala. Maria stayed with DHPS across 2018 providing important consistency to the Stage 1 team with the extended maternity leave of Niki Pavlis. The same procedure was applied for assistant principals in Stage 2 due to Barbara Kirszman's maternity leave and Stage 3 due to the retirement of Liz Newell. It is unfortunate that due to separate and individual circumstances, neither Stage 2 nor Stage 3 experienced the consistency of team leadership hoped for and expected.

Both Annetta Tourta and Liz Newell retired after 15 years of teaching at DHPS. Both teachers were well known within the school's community and made individually enormous contributions to the school in that time. Mark Tuton received a service transfer to Revesby Public School towards the end of Term 4 and will begin his time there on day one of 2019. Mark has made significant contributions in his five years at the school, especially in the area of implementing a new way of engaging Koori students and their families. Jacqui Smith decided to extend her experience base after 13 years of continuous work as a parent and a temporary teacher at the school. Jacqui worked closely with the First Nations families and Carers especially in the past five or more years. Jacqui established regular and effective meeting opportunities for our Koori community members to meet and discuss matters of importance to that community and to the sharing of First Nations stories with the wider school community.. Mark Tuton and Jacqui Smith combined to create a Koori Catch up space each Wednesday afternoon and our Aboriginal students valued this time throughout 2018. The program will continue in 2019. Whilst Annetta Tourta, Liz Newell, Jacqui Smith and Mark Tuton have left our school, each has left behind a legacy of quality teaching.

In 2019 DHPS will welcome back Niki Pavlis and Barbara Kirszman from maternity leave; Jessica Hughes as relieving AP Thursday and Friday for Niki Pavlis's two days continued maternity leave and John Nguyen Assistant Principal. With Jill Jackson, the executive team will be substantive and consistent moving forward.

2019 will see Emma Stein-Holmes, successfully in merit selected, take up her classroom teacher position and she will be welcomed to our staff as a member of the Stage 3 team.

Students will continue to be shown the benefits of continuing teacher professional learning, particularly in the areas of Visible Learning as described by John Hattie. These include the five aspects of feedback introduced to staff during this year by Maria Pala, Jamie and Jill Jackson. Teachers have been introduced to the new Literacy and Numeracy Progressions which are aligned to the two related syllabus documents and will, over time, create more responsive learning environments for our students.

Positive Behaviour for Learning has had an interrupted implementation phase across this year and the school looks to the future with PBL firmly embedded into the school plan for clarification, review and reinvigoration in 2019.

Financially, the school continues to operate conservatively as the Department of Education modifies its financial and human resources structures. The school is grateful for the funds provided by Camp Australia and other Community Users which permit expenditure, when supplemented by hard-won grants to provide extra infrastructure such as air conditioning and with P&C support a computer room for the use of K-2 students.

P&C has invested in a wonderful outdoor learning area named NULA. This project came into use this year and is of huge consequence for the school and whilst well used., plans for more regular use as an outdoor learning area will need to be made and implemented.

School background

School vision statement

Together we inspire, create and learn.

Dulwich Hill Public School is committed to providing inclusive education within a challenging and nurturing environment which values the cultures of a diverse community.

The school community comprises confident, creative and innovative individuals who are engaged learners, critical thinkers and problem solvers. Continuing to build resilience in all students., the school develops future leaders and responsible citizens.

School context

Dulwich Hill Public School is a large primary school which serves a diverse socio-economic and multicultural community in Inner-Western Sydney. The school is a vibrant place of learning enriched by high quality teaching and learning programs. The inclusive nature of the school recognises, acknowledges and respects all students' background including those with Aboriginal and Torres Strait Island heritage and those of non-English speaking backgrounds.

Skilled and committed staff works to provide quality programs that cater to the individual needs of students and that build positive relationships with and between students. A strong, school spirit underpins diverse learning opportunities for students including debating, public speaking, gardening lessons and Indigenous Studies. A focus on STEAM – Science. Technology. Engineering. Arts. Mathematics is embedded into this three year plan. Specialist programs include music, dance and drama, community languages, information and technology and environmental education.

The school is committed to Positive Behaviour for Learning (PBL), a comprehensive program which fosters qualities such as perseverance, self-discipline and social responsibility. Additionally, the ability to communicate effectively, to work collaboratively with others and resolve conflict in positive ways are key aspects of whole school learning . The support and continuous contribution of a very committed and hard working Parents and Citizens Association and parent community are vital to enhanced learning for all students. Parents and Carers are invited to be involved in decision making in support of the whole school learning community.

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 and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that the panel agreed with the school's self assessment.

On 18/10/2018 the school participated in external validation. In preparation for this meeting, the required body of evidence was prepared, reviewed and annotated. The Executive Summary synthesised the annotated information provided in the body of evidence.

1. The results of this process indicated that in the School Excellence Framework domain of Learning:

Learning Culture-delivering; Wellbeing-delivering; Curriculum-delivering; Assessment-working towards delivering; Reporting-delivering; Student performance measures- working towards delivering.

Dulwich Hill Public School community has high expectations that the school will provide consistently supportive environments for student learning in all settings and in all grades from Kindergarten to Year 6. All teachers have an understanding of the importance of a safe environment to promote learning. Not all teachers are consistent in the ways settings are organised and managed so that learning is optimal for all students. There is no negotiated and consistent school structure that informs teachers about program requirements and how to include effective differentiation, for example. The school does not have a schedule in place for regular and across grade assessment, systematic data

collection nor opportunities for systematic monitoring across grades/ stages. There is no regular review procedure for teachers to monitor data showing expected growth for each student.

The evidence collected whilst preparing the School Plan 2018–2020 and implementing the External Validation processes, confirms that much of teachers' work is independent or cooperative rather than collaborative and it is more often group or whole class rather than individually focused.

In response to this evidence, the school embarked on a journey of both recognition of good practice and implementation over three years of the plan, of Visible Learning strategies K–6. One aspect of the journey has been that the school recently renewed its commitment to Positive Behaviour for Learning and now also regularly reviews behaviour expectations with students in all settings across the school and regularly reviews teacher expected responses in those settings.

Learning Support Team procedures which assist in the provision of appropriate differentiation and adjustment for individual student needs, are regularly reviewed through school and community evaluation and feedback and appropriate changes implemented.

Professional learning has been redirected to meet the needs identified by Visible Learning research and data and which include strategies such as Learning Intentions and Success Criteria; understanding and using effective feedback strategies which assist students to know "where to next" with their learning; the why and the how of formative assessment and the importance also of summative assessment in forming strong and informative evidence for personalised descriptions of student progress.

2. The results of this process indicated that in the School Excellence Framework domain of Teaching:

Effective classroom practice– working towards delivering, Data skills and use– working towards delivering, Professional standards– delivering, Learning and development– delivering

The school identified that evidence–based teaching strategies are not commonly used across the school and that this impacts on teachers' ability to provide equitable educational opportunities to students across a grade. Short, sharp and explicit teaching strategies are not commonly used, and the lack of specific and timely feedback across all grades has been identified as areas for teacher learning. The school does not provide opportunities for teachers to design and reflect on teaching effectiveness by studying student achievement and progress.

In response to the evidence, teachers will be assisted to work towards a strong understanding of what the teaching standards expect and how teachers can achieve the standards within the learning environment of the school and their individual classrooms.

The school will invest more heavily in providing opportunities for genuine collaboration within grade and stage teams focusing on assessment for learning, assessment of learning, joint construction of explicit teaching and learning programs as well as reflection and evaluation of those programs.

The school will plan whole school professional learning targeted at stage /team groups, as well as specific professional learning to meet identified, individual teacher learning needs.

Whole school systems which clarify, support and evaluate effective teaching practices are being developed as the school progresses through the aspects of the three year School Plan.

3. The results of this process indicated that in the School Excellence Framework domain of Leading:

Educational leadership– delivering, School planning, implementation and reporting– delivering, School resources– sustaining and growing, Management practices and processes– delivering,

The school has made good progress working towards the achievement of goals which identify community engagement, school practices and planning as areas for improvement within the School Plan and within the evidence sets provided.

In response to many of the Department of Educations reforms and systems, the school has worked collaboratively with experts, with community and with staff to develop and implement procedures which have assisted management and day–to–day service and information provision. It has worked to achieve improvements in wide interpretations of community engagement and the evidence collected shows that good progress is being achieved. More has been identified and structures have been or are being developed to deliver, for example, improved website and interactive facilities for ordering and online payments, greater in–class participation by parent/carer volunteers and strong understanding of system requirements such as accident reporting.

Our self–assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

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

Strategic Direction 1

Respond to the learning needs of all students

Purpose

To implement evidence based teaching practices so that all students are more effectively engaged and successful in their own learning.

Overall summary of progress

During 2018, teachers were informed of key Visible Learning and formative assessment strategies which are proved to be valuable tools to improve student learning outcomes. Professional learning included an introduction to the literacy and numeracy progressions and a beginning was made in implementing an aspect of these progressions against a small number of students in each class.

Impact Statement

The use of the progressions and the syllabus documents will ensure that information about individual student progress is current and easily transmitted to both the student and their parents/carers. Students will be able to develop much stronger self regulation as this related to individual student learning and what is need for further progress to occur.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased proportion of students in the top two bands of NAPLAN, literacy and numeracy.	\$2,000	Less than expected growth, Adjusted milestones in school plan.
Internal and external data shows increasing growth/value added in literacy and numeracy for all students, including Indigenous students.	\$5,000	The overall NAPLAN data does not show the growth or value added in literacy and numeracy for all students, including Indigenous students.
Personal Development Plans (PDP), observations and reflections show teacher expertise and confidence in the use of the learning progressions, literacy and numeracy.	\$1,800	At the end of 2018, the number of teachers including literacy and numeracy progressions is increased compared with the previous year. Confidence is relatively low, but support across stages for teachers to work with the progressions and five students is enhancing this situation.

Next Steps

Further professional learning and in class support for teachers so as to ensure regular and planned data collection to inform explicit teaching. Collaboratively planned assessment for learning that is specific and timely and used for developing the where to next of daily teaching is yet to be standard practice and needs to be.

Strategic Direction 2

Promote a culture of high expectations and continuous improvement

Purpose

To create a safe and responsive environment that encourages risk taking and collaboration for staff and students with a focus on continuous improvement of teaching and learning.

Overall summary of progress

In our project of Quality Teaching three things that we were trying to achieve were individualised, explicit teaching for all students, consistent quality practice and evidence of equitable educational students. This was important for our school because value added is noted in SCOUT as an area for improvement. Teacher knowledge of formative assessment and feedback are noted as areas for continual improvement. Our goal is to achieve a cultural shift with whole school accountability for individual growth.

Our baseline is an inconsistent use of NAPLAN data, explicit teaching is not a consistent feature of classroom practice. Feedback was not well understood. The school used TEN assessments and observations while most assessment was summative and teacher based and involved pen and paper. Data was not consistently used across the school while differentiation was not fully

understood. Planning was co-operative not collaborative.

As this is an area of significant focus it is key process in our school plan. Our most significant change is to include Visible learning in our plan and executive have attended a two day Hattie Visible Learning workshop. Additionally we have had some training in the use of NAPLAN data for classroom programming and we are unpacking the teaching standards. We plan to use Visible Learning as a pedagogy to effect the greatest change.

Impact Statement:

Our progress towards our goals is that we beginning our journey and initiating our programs. We have formed teams and begun professional learning. Some teachers are trialling learning intentions and success criteria and feedback. Barriers are around time and professional knowledge. However, our enthusiastic executive staff can see a clear vision and path guided by Visible Learning Pedagogy. The school will be dedicating Professional Learning funding and time towards achievement of this goal.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Learning intentions, success criteria, formative assessment and feedback are evident in teacher observations, programs, data collection and other aspects of visible learning.	School Services	School Services support has been made available for term three following term two
Individual Learning Plans are developed and updated collaboratively with parents/ carers and students. The plans are implemented by teachers and students with the Learning Support Team to provide and prove that academic, emotional, social and behavioural	\$2,000	LST coordinator working with individual teachers, students and families to assist the development and implementation of effective individual learning plans

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
support is being provided for identified students.		LST coordinator working with individual teachers, students and families to assist the development and implementation of effective individual learning plans
Surveys and focus groups show a safe, responsive and collaborative environment is evident for all students, staff and community members.	\$2,000	
Personal Development Plans (PDPs) reflect staff understanding of Visible Learning strategies.	\$2,000	Teachers provided with professional learning geared to an enhanced understanding of explicit teaching, success criteria and learning intentions.

Next Steps

The school is yet to be consistent in its use of Visible Learning strategies in all classrooms. To this end, teachers will be asked to consider leaving practices behind that have no strong supportive data to advocate their use.

Learning based on deep knowledge and strong evidence of best practice will continue to be a key element of positive change for the students at the school.

Strategic Direction 3

Foster wellbeing within the learning community of the school

Purpose

To create a positive working environment that empowers students and staff to connect, learn, succeed and thrive.

Overall summary of progress

Relieving assistant principal works with a small group to embed school values in class lessons for the completion of 2018 and the beginning of 2019.

School signage to be delayed until substantive executive team takes up positions in 2019.

\$2,000 school and community funds

Overall achievement less than anticipated at the beginning of the year. Lack of executive for second semester put undue pressure on remaining executive. Satisfaction achieved by small team provided with an opportunity to participate in an evaluation led by Ultimo PBL support team.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Positive respectful relationships are evident and widespread among students and staff and promote student well-being to ensure optimum conditions for student learning across the whole school.	\$0	Each teacher takes responsibility for every student in the class and works to achieve increased outcomes continues to be an effective goal in every classroom.
An increase in the proportion of students reporting a sense of belonging and identifying themselves as active learners at school.	\$0	Student survey indicates that the majority of students in Years 4–6 have a satisfactory sense of belonging. This provides room for improvement in 2019.
Surveys show that outdoor learning is part of teaching and learning to support staff and student well being.	\$1,000	Resources suitable to support outdoor learning, including individual whiteboards and markers, proving to be useful. Considerably more outdoor learning is possible which provides an excellent goal for 2019.

Next Steps

During 2019, the PBL team will continue to work with teachers to devise and deliver effective class lessons and active practice sessions in various settings across the school.

Teachers will be encouraged to more engaged with individual learning in all classrooms, ensuring students are challenged and engaged in class learning., both inside and outside classrooms.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$12,736	RAM funding provided for an Aboriginal School Learning Support Officer, Jessie Waratah. Supported by classroom teacher Jacqui Smith, Jessie and First Peoples teacher designed and implemented a weekly catch up session for all First People students held weekly. Mark Tuton, Indigenous teacher was significant in his support of this weekly initiative. Funding was provided for Indigenous community members to teach skills to Koori students, including Language, dance, clapsticks playing, wood decoration (boomerangs and clapping sticks). Impact over 2018 was to further engage with members of our First Peoples' community members, ensuring that decisions made are communicated effectively to the wider school community and especially students and teachers.
English language proficiency	\$31,246	Funds and allocation are used to provide teacher support for small group in class and grade groups, with an emphasis on K–4 students. Withdrawal for those students most in need K–3 are provided across the week.
Low level adjustment for disability	\$40,739	Funding is used to provide School Learning Support Officers to support students in small groups within the class. A restriction on the efficacy of the process is the limitation of funds and the availability of trained SLSO personnel.
Quality Teaching, Successful Students (QTSS)	\$89,745	This funding has been used to provide additional support to the front office so that the reduction of SASS due to smaller numbers is not affecting the important work at the front of the school, including sick bay, are unaffected over five days.
Support for beginning teachers	\$2,000	<p>Beginning teacher funding applied to Ms Nicole Hoang and used:</p> <p>In class observations by mentor teachers and professional dialogue as feedback.</p> <p>Cost of professional learning at off-site and specific professional learning as identified by teacher.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	251	248	227	229
Girls	266	257	268	264

Student enrolments have been on a slight but steady decline over four years. Local costs are higher and new high density constructions are yet to be completed.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	96.3	96.9	95.1	92.9
1	95.2	95.4	94.6	94.6
2	95.2	95.7	94.6	94.6
3	94.5	95.4	94.4	94.5
4	93	94.1	95.3	94.3
5	95.7	93	93.6	95.1
6	93.2	94.5	93.9	93.1
All Years	94.8	95	94.5	94.1
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

The school takes seriously its responsibility to assist parents and carers ensure maximum possible attendance for all students, regardless of individual family circumstances.

The Learning Support Team coordinator has carriage of the school's attendance procedures. Phone calls and meetings with individual families can assist by providing strategies which encourage attendance or develop plans for families to implement routines that can

change patterns of behaviours.

The school works closely with Departmental Home School Liaison Officers who conduct regular roll checks and provide practical support to families in need of attendance regulation.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	16.46
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
Teacher ESL	0.6
School Administration and Support Staff	2.78
Other Positions	0.4

*Full Time Equivalent

The school no longer has a full time, permanent Aboriginal staff member. The school employs one First Nations School Learning Support Officer.

The school no longer has a Deputy Principal position.

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	45

Professional learning and teacher accreditation

The school is provided with funds for teacher and school administration staff to access professional learning. These funds are always supplemented by discretionary spending provided by funds from community sources. In the 2018 school year, teachers accessed learning in professional areas including writing, STEAM, future focused learning, quality literature in literacy lessons, road safety and autism – neurodiversity.

SASS accessed courses for continuing implementation of human resources and finance supporting the Department of Education's upgrades in these areas.

All teachers have the accreditation level of proficient of

the Australian Professional Standards.

Financial information

Financial summary

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

	2018 Actual (\$)
Opening Balance	233,913
Revenue	4,189,343
Appropriation	3,808,003
Sale of Goods and Services	14,124
Grants and Contributions	361,202
Gain and Loss	0
Other Revenue	2,250
Investment Income	3,765
Expenses	-4,124,518
Recurrent Expenses	-4,124,518
Employee Related	-3,652,805
Operating Expenses	-471,713
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	64,825
Balance Carried Forward	298,738

The school has procedures in place to meet Department of Education financial policy requirements.

- any unusual spending patterns or substantial underspending/overspending (e.g. accommodating leave, illness, savings for planned capital expenditure)
- tended use of

Funds available are used to meet the learning needs of both students and teachers,

Delete text not required.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	3,197,842
Base Per Capita	95,718
Base Location	0
Other Base	3,102,124
Equity Total	241,913
Equity Aboriginal	12,736
Equity Socio economic	11,433
Equity Language	93,714
Equity Disability	124,029
Targeted Total	37,677
Other Total	177,746
Grand Total	3,655,177

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

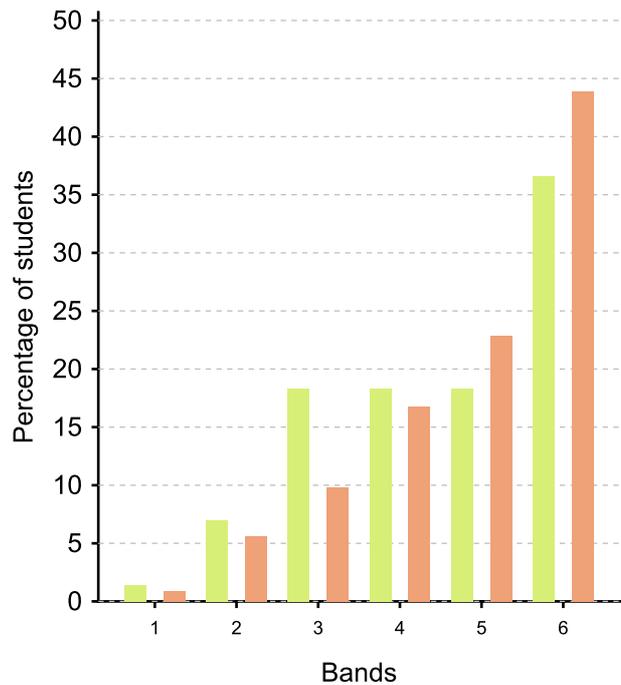
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

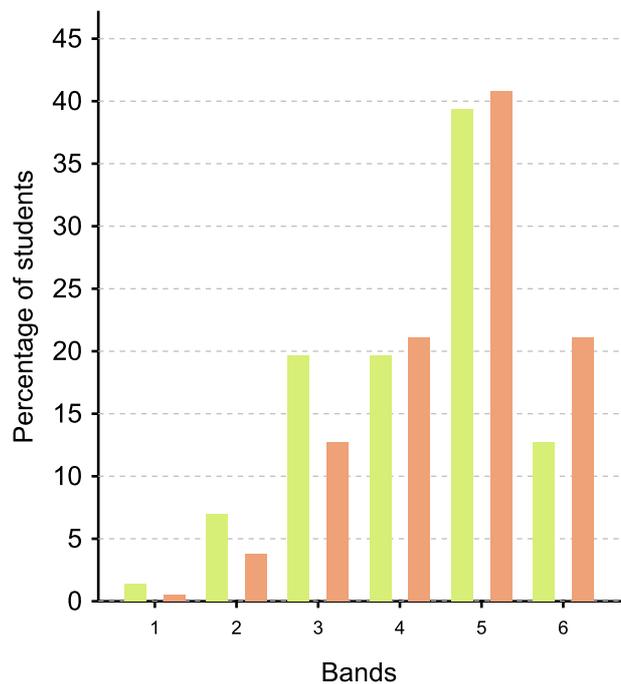
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats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

Students at Dulwich Hill Public School continue to demonstrate consistency in aspects of Naplan Reading in Year 3 and growth in Year 5. In aspects of writing there is not the growth expected between Year 3 and Year 5. These results are the focus of strategic direction 2 of the school plan and changes to school professional learning have been incorporated into the milestones for 2019.

Percentage in bands:
Year 3 Reading

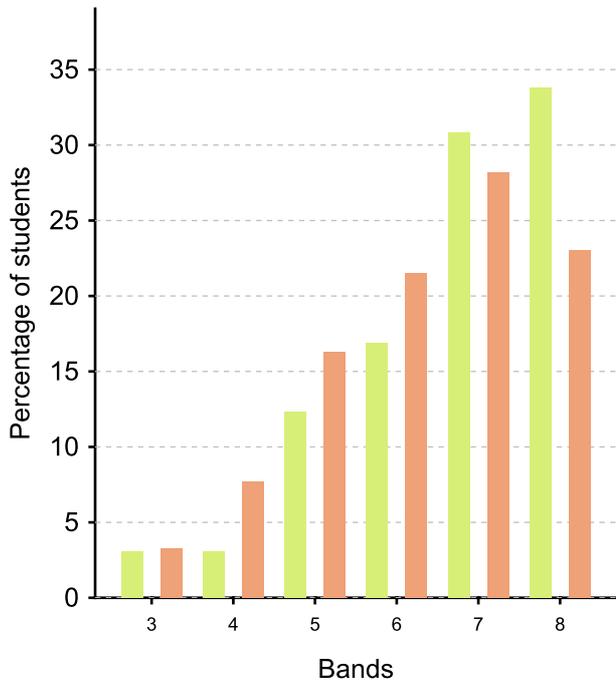


Percentage in bands:
Year 3 Writing

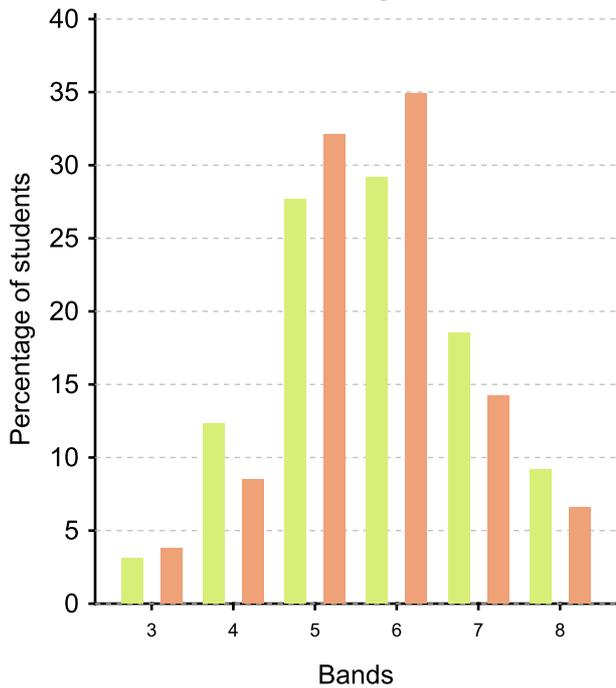


**Percentage in bands:
Year 5 Reading**

These plans are reflected in the school plan and milestones for 2019.

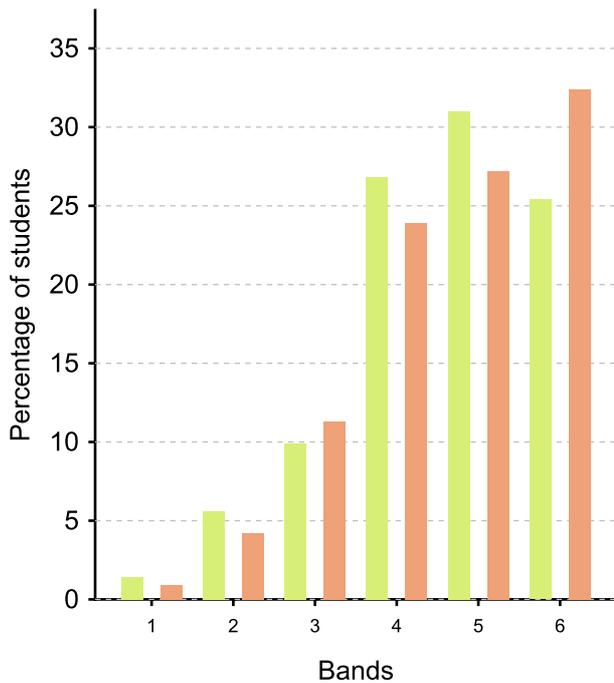


**Percentage in bands:
Year 5 Writing**

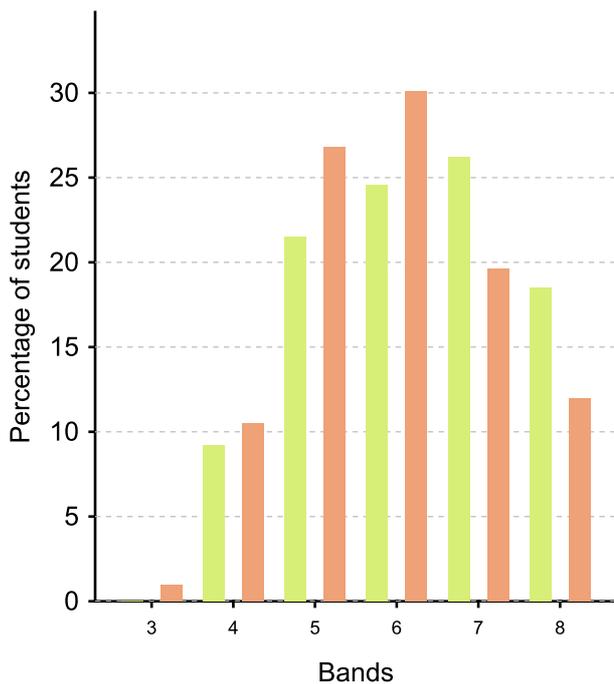


Naplan results show consistency across the top bands for both Years 3 and 5. The expected growth is not evident and the school is planning to implement the numeracy progressions in conjunction with professional learning to improve teacher understanding and use of explicit teaching with learning intentions and success criteria for each numeracy lesson.

Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



education outcomes for students in the top two NAPLAN bands

Forty one point six seven percent of Aboriginal students performed in the top two bands in Naplan literacy and numeracy. Aboriginal students falling below the top two Naplan bands are known and targeted for intervention through in class adjustments, best practice differentiation, Learning Support Team procedures and interventions or Personal Development Pathway goals constructed with students, teachers and families.

Parent/caregiver, student, teacher satisfaction

The school regularly seeks feedback from its community

through surveys with links published within the school newsletter. As Positive Behaviour for Learning (PBL) is a significant initiative within Strategic Direction 3 of the School Plan, the community was surveyed for satisfaction with the program's implementation.

Of the respondents, 83% indicated that PBL has significantly improved our school culture, providing clear language around behaviour expectations in various settings within the school.

The most important information provided to the school through this survey includes:

The need for a much clearer outline of the procedures for parents and carers in order to both understand detail and support expected behaviours in school.

Even though most respondents had children with little or no experience of negative consequences, the parent perception expressed was of a negatively focussed structure and words including punitive and punishment were used.

Respondents had little knowledge of the positive behaviour structures in classrooms.

Where to statements will be developed by the PBL team for implementation during 2019.

Overall, respondents were satisfied with the availability of teachers for phone calls and out of class hours meetings. Parents and carers indicated that the personal contact was very valuable and highly appreciated in providing timely information to parents and carers.

Policy requirements

Aboriginal education

Aboriginal and Torres Strait Islander students represents the same diversity as other students in terms of socio-economic and educational backgrounds as other students. The significant challenges for the First Nations students and their families continue to be the impact of past policies and ongoing effects

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.>

Premier's Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal

including intergenerational trauma and out of home care. The school employs an Aboriginal School Learning Support Officer one day a week for in-class support of Indigenous students. The SLSO also organises a cultural catch-up time each week during which students this year have learned language, dance and tool making with the expertise of Aboriginal community members.

First Nations parents and carers have shared stories and artifacts in all classrooms across the year supporting stage programs in all key learning areas.

Multicultural and anti-racism education

Dulwich Hill is a school with a history of multiculturalism at its core. The school embraces the peak event of the multicultural calendar with Harmony Day each year. The school uses the themes of Harmony Day each year to drive forward our annual Grandparents Day which brings together many community members and extended family, in the school.

Community Languages are offered in Greek and Vietnamese and these contribute to the sense of diversity and the celebration of culture in the school.

The school has an appropriately trained Anti Racism Contact Officer (ARCO) and students are encouraged to be proactive in calling out racism in any form. Action is very rarely required for behaviour of a racist nature and students work together throughout all class and extracurricular activities.