

# Windsor Park Public School

## Annual Report



2018



4614

## Introduction

The Annual Report for **2018** is provided to the community of Windsor Park 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.

Joan Kahl

Principal

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## Message from the Principal

During 2018 Windsor Park Public School has seen our students continue to work hard to achieve sound results and grow: academically, socially, emotionally and behaviourally. As a school community, we aim to achieve excellence by supporting and challenging all students within a co-operative, collaborative, creative and caring environment. Our school programs encourage students to develop as active, effective learners and contributing members of society. Students are supported and encouraged to take responsibility for their learning, behaviour and social interaction with each other.

This year Windsor Park Public School has supported students with their academic, sporting, social, emotional and cultural development. During the past 12 months our Instructional Leader, Early Action for Success Program, has worked training staff to better develop our understandings of early learning in Literacy and Numeracy. The results of this work has seen many students K-3 reach and extend their learning goals. Our students have participated in many sporting activities including the Gymnastics Program at the beginning of the year along with Swimming, Cross Country and Athletics Carnivals. Supporting our student's social and emotional development we have continued with our Kids Matter Program and the Shine and Ignite Programs delivered by our team of Chaplains.

I would like to take this opportunity to acknowledge and thank the teaching and support staff of Windsor Park Public School for their commitment to the students and the School Community. This dedication and enthusiasm contributed to a most successful 2018.

Thank you also to our P&C committee, parents and wider school community for your wonderful support and assistance throughout 2018. The P&C, although a small group, have been an integral part to our school culture and it was great to work so closely with them again in 2018. Thank you all for another a great year at Windsor Park Public School.

## Message from the school community

2018 was a quiet year for the P & C with no major fundraiser held. Our usual events were again well received and supported by the community with healthy profits received. The funds that had been raised throughout the year were used in part for updating reading material and continuing to pay for the smaller, regular things we pay for such as Leadership camp, snake man etc.

Unfortunately the lack of helpers/volunteers made all our events difficult to conduct and stopped us from attempting a major event and saw the ending of our school banking project. This is very disappointing as the number of helpers seems to be shrinking each year.

We would like to thank the parents/carers that have contributed so positively to the P & C's success be it through contributions and/or volunteering for events throughout the year. This committee could only be successful with the support from our parents and wider community – thank you.

## School background

### School vision statement

At Windsor Park Public School we are committed to providing:–

**Quality education in a happy and safe environment.**

Our vision is further underpinned by our core values of;

**Respect**, for ourselves, for others and for our environment.

**Responsibility**, for our learning and for our behaviour.

**Safety**, in all we do.

We believe that education is central to the role in building a democratic, equitable and just society that is cohesive, culturally diverse, and that values Australia's Indigenous cultures.

### School context

Windsor Park Public School is a comprehensive NSW Department of Education and Communities primary school situated on the outskirts of Windsor in the Western Sydney Region.

At Windsor Park Public School we believe in the value of working cooperatively with our community to provide strong foundations for our students' education and life-long learning.

We have 246 students that interact within a Safe, Respectful and Responsible learning environment consisting of ten mainstream classes and three special education classes.

The students and staff embed a culture of 'Personal Best' in all school activities and settings. This is evident in the school's wide involvement in Dance, Sport, Choir Drumming, Gifted & Talented Programs, Debating and Public Speaking opportunities within the larger community.

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

The school is committed to "Restorative Practices", is a member of the "Dare to Lead" coalition of schools and a member of the Hawkesbury Aboriginal Educational Consultative Group (AECG)

Together as a community we work towards 'Life Long Learning' for all our students.

# 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. 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.

A comprehensive and inclusive Student Wellbeing Framework ensures that the needs of students in the school are being met. This is achieved by considering individual student needs, the needs of the teacher and whole school planning. To support this, Windsor Park Public School developed individual Learning and Support Practices and employed outside educational providers such as a speech therapist, a chaplain and additional SLSO's. The wellbeing of students is a priority for all members of the Windsor Park community.

Promoting positive role models and revising our school expectations for students by implementing effective individualised behaviour intervention practices has created a positive teaching and learning environment, as students are encouraged to accept responsibility for their age appropriate behaviours.

Windsor Park Public School highly values the provision of a supportive transition process for students moving into each phase of their education. Building strong relationships and information sharing between families and the school, provides a positive start for each student when starting primary or secondary school. Windsor Park Public School also provided opportunities to increase parent and community involvement in student learning.

The School Excellence Framework domain of Learning shows that we are sustaining and growing.

In the domain of Teaching, Quality Teaching and Leading the School Plan 2018–2020 addresses excellence in teaching through Strategic Direction 2, seeking to create and sustain a learning environment where quality teaching and learning takes place. This is achieved through a culture of collaboration and reflective practice focusing on improvement of student outcomes through teacher professional learning. The Performance and Development Framework for all teachers and the Instructional Leadership model all drive our school improvement with a focus on explicit teaching (modelled, guided and independent teaching strategies); curriculum differentiation using the teaching and the learning cycle with the 5 weekly collection, analysis and use of PLAN2 data to support instructional decision making. All teachers focus on learning being visible by having clear and transparent learning goals (learning intentions, success criteria and student feedback); and through collaborative practice. We value opportunities to collaborate with Learning Communities beyond our school. The results of this process indicate that in the School Excellence Framework domain of Teaching, we are sustaining and growing.

In the domain of Leading, The School Plan 2018–2020 addresses excellence in Leading through well developed programs that utilise local expertise as well as experience beyond the school to enhance teaching and learning outcomes. This is evident by our participation in a wide range of extra curricula opportunities such as in sporting gala days, Creative and Performing Arts performance, participation in eisteddfods and the SRC Leadership program. These programs provide opportunities for students to develop their leadership skills and citizenship skills.

By identifying professional expertise within the staff, our School Plan is aligned with system priorities, particularly Early Action for Success which is identified through the milestones. The monitoring, review and progress of the strategic directions is communicated to the school community regularly through the P&C. Communication and P&C meetings to allow for transparency and provide opportunities for feedback and questions around the resource allocation. The School community is informed of all ongoing projects and future actions through P&C meetings, the school newsletter, e-news and through the school website. The results of this process indicate that in the School Excellence Framework domain of Leading, we are sustaining and growing. For more information about the School Excellence Framework: <http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

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

Enhancing the quality of staff and student wellbeing.

### Purpose

To provide a high functioning learning community that inspires, engages, and supports students to achieve their best.

To improve student engagement by embedding student agency and voice.

To develop resilient, emotionally intelligent students who display growth mindsets, and behaviours and attitudes that reflect the school's vision and values.

### Overall summary of progress

Students are actively engaged in their learning, seeking assistance when needed. Through targeted support, staff have been able to provide students with learning strategies to support individual needs. We have also utilised their feedback through the 'Tell them from me' survey to collect information as to teacher and student attitudes to their learning.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<i>Increased number of students achieving at or above Average Scaled Growth in NAPLAN Literacy and Numeracy.</i>	Professional Learning \$17,846 SLSO Support \$22,566	All K–6 teachers are developing individual learning intentions and success criteria for students to work towards each week.
<i>Increased number of students achieving Stage expectation or above, in the aspects of Literacy and Numeracy</i>	Early Action for Success teacher 1 day per week employed over entitlement.	Student outcome data indicates 75% of students are achieving at Stage level in reading and the school is excelling in the area of value added student growth in Literacy and Numeracy from K–3.
<i>In accordance with the Premier's Priorities, an increase in students achieving in the top two bands in NAPLAN as well as reaching at or above stage outcomes for English and Mathematics</i>	Literacy and Numeracy Intervention \$4,273	In the 2018 NAPLAN, the following percentages of students achieved in the top two bands in –Year 3 Numeracy 25.71%–Year 5 Numeracy 8.82%–Year 3 Reading 37.14%–Year 5 Reading 17.14%.
<i>Increase in student's feedback and satisfaction through TTFM – student survey.</i>	Chaplaincy \$10,000	93% of students indicated they had a high expectation of success and 85% had a sense of belonging.. 75% of students indicated they felt that they had the ability to advocate at school.

### Next Steps

Student voice continued to be extended through learning intentions and representatives on the SRC and School Student Leadership group.–Deepen understanding of the Student Representative Council (SRC) role description and policy.  
–Ongoing mentoring and coaching conversations –Deepen the understanding of and teaching of Aboriginal Perspectives and to further provide opportunities for students identified as Aboriginal/Torres Strait Islander to partake, reflect and share their experiences.

## Strategic Direction 2

Engaging students through quality teaching, learning and leadership.

### Purpose

To promote, build and sustain the professional learning of all staff members, by creating systems for teachers and leaders to learn from each other, enabling continual growth and development.

To ensure consistent implementation of whole school programs which allow for an alignment of policies, research and practices that enhance student outcomes.

To identify factors that impact on teacher wellbeing and implement and sustain initiatives that enable teacher wellbeing.

### Overall summary of progress

All staff completed professional learning aligned with individual Performance and Development Plans and school strategic directions. This further supported teacher capacity to deliver high quality teaching practice. Program feedback and lesson observation feedback remained as a vital part of teacher reflection. School leaders have supported teachers in the development of learning programs to meet individual student needs.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<i>Improved leadership, management and administration policies and practices through the provision of additional mentoring/release time.</i>	Quality Teaching Successful Student Funding \$24,533	Assistant principals provided with time to mentor and coach staff through the QTSS program.
<i>All teachers are aligned to the strategic directions within the school plan, focus on collaborative planning and programming and the Quality Teaching Framework</i>	Teacher Support \$29,235	Staff worked closely with their supervisors and executive to plan and develop programs for their students.
<i>Increase in teachers achieving higher accreditation</i>	Beginning Teacher \$17,000	Two members of staff achieved their Proficient Teacher Accreditation.
<i>Increase in teacher initiated projects.</i>	Cultural Days \$2,790 SLSO Support \$1,145	The introduction of Science Day and the focus on cultural activities such as djembe drumming and focus choir groups saw teachers involved in and extending teaching programs.
<i>Increase in teacher feedback and satisfaction through TTFM–teacher survey</i>		Teachers participated in feedback activities, including our PDP Reviews, looking at our strengths and areas for further development to ensure staff are achieving their learning and wellbeing goals.
<i>Decrease in teacher absences through staff wellbeing initiatives.</i>		We experienced a high level of staff absences due to physical illness. Our focus on staff wellness was therefore not fully achieved.

### Next Steps

Early Action for Success Deputy Principal, the Learning and Support Teacher and the Interventionist will continue to develop Individual Education Plans for students with high educational needs. Continue data and coaching conversations to further develop executive staff to lead learning.

## Strategic Direction 3

Engaging our community in purposeful partnerships

### Purpose

To build inclusive collaborative teams and school networks, through quality community partnerships with student engagement, learning and wellbeing as a central focus.

### Overall summary of progress

Collaboration between the school and the local community we were able and strengthen existing parent and community partnerships.

Through the Tell Them From Me surveys we were able to gather student, parent and staff perceptions and ideas as to our future directions.

Informal meetings,–community get–togethers, 'Coffee and Chat', P & C functions as well as open days gathered information about our communities perceptions of the school.

Our annual Multicultural Day that focussed on Australia's place in the global community.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<i>Increased parent participation in the P&amp;C and school–home partnerships</i>	Teacher and SLSO support for K–Transition \$5,642	Kindergarten Transition was well attended with an increased number of parents attending the weekly Parent Forums.  Staff noted an increase in attendance at the Carols in the Park event.
<i>Increased parent attendance at school based information sessions.</i>		Community members attending Coffee and Chat steadily increased throughout the year.  Presentation Day saw a large number of families in attendance.
<i>Increased participation of parents feedback and satisfaction through TTFM – parents survey.</i>		There was an increase in the number of parents completing the TTFM survey. It indicated that the parents still feel that communications could be improved.

### Next Steps

Planner advising parents in Term 1 of the majority of learning activities in the year ahead.

All stages will hold combined parent information nights.

Update assessment and reporting.

Continue to encourage more parents to join in Community 'Coffee and Chat' on a Friday.

Publicise through our Newsletter the Community Play Day (Thursday mornings) in collaboration with the Chaplaincy program.

Pamphlet drop–offs and banners to again be displayed in the local area to increase school enrolments for 2019.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>Teacher release \$9,860</p> <p>Transport cost –bus provided</p> <p>Speech Therapist \$6,890</p>	<p>A majority of Aboriginal students attended external events supported by their teachers and parents. Opportunities were organised whereby students shared their experiences with their peers. This was highly successful in providing closer community involvement.</p> <p>Speech Therapist conducted her own assessments on students to support future plans for identified students. Reported to parents as well as gave recommendations for future support internally and externally.</p> <p>ST informed parents of her services and availability within the school. The parents were very positive and were willing to engage with her next year as they came forth with information regarding their child's language needs.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>QTSS teacher release \$18,555</p>	<p>Feedback was given to staff on report writing.</p> <p>2019 QTSS timetable was prepared and reviewed by executive staff.</p>
<b>Socio–economic background</b>	<p>Chaplaincy 3 days per week (\$10,000)</p> <p>Community Support Group provided through the Chaplaincy Program</p> <p>Community support for the requirements to conduct the Breakfast \$800 Windsor Rotary</p> <p>SLSO time to support students in classrooms \$5,642</p> <p>Speech Therapist \$7,553</p>	<p>The Chaplain worked closely with Stage 3 students facilitating the 'Shine' and 'Strength' program.</p> <p>Chaplaincy allowed for support for students and families new to the school along with the ongoing support of focus students. Gift hampers and presents were given to the school to distribute to families in need.</p> <p>Chaplaincy run Breakfast Club well attended by students</p> <p>Teachers and SLSO's have developed excellent working teams which have seen the student learning programs delivered successfully across K–6</p>
<b>Early Action For Success/Bump–It–Up</b>	<p>PAT Testing costs covered by Department of Education</p> <p>Early Action for Success 1 day /week over establishment.</p>	<p>All staff were allocated time to enter their Plan 2 data.</p> <p>Teachers attended the Best Start online training and shared this knowledge.</p> <p>The continuation of Free Write Friday assessment are closely monitored by all staff. This has resulted in all staff confidently delivering differentiated goals in each students' writing.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	125	119	120	116
Girls	131	128	117	112

There has been a fall in student enrolments over the past four years. This could be due to many families choosing to stay in the area after their children have exited primary school.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.3	93.6	95.8	94
1	95.5	94.4	93.4	95.8
2	94.4	93.8	93.8	93.9
3	95	93.7	92.1	93.1
4	92.3	94.4	92.6	92.1
5	95.5	93.1	93.1	92.8
6	93.6	95.1	93.8	89.8
All Years	94.5	94	93.5	93.2
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 is committed to maintaining high attendance rates. If the attendance rate of a student becomes a concern, the school always works with the family, providing support, in an attempt to improve attendance patterns.

The school maintains accurate records of the attendance of students through eBS4. The school consistently monitors and reviews student attendance

through staff, stage and Learning and Support Team meetings. Regular attendance reports are generated from eBS4 to ensure that high attendance rates are maintained. If required, follow up letters are sent home to parents for unexplained absences.

If a student's attendance is a concern, a letter is sent home to the parent/carer or contact made by a telephone call.

If attendance continues to be of concern, contact is made with the Home School Liaison Officer (HSLO) and a parent/student meeting is arranged.

### Class sizes

Class	Total
CBLK HB1	20
CBLK HB2	18
HBLK HB2	22
HBLK HB1	22
DBLK HB5	22
DBLK HB6	25
EBLK HB9	24
EBLK HB7	31
EBLK HB8	27

### Structure of classes

There are 9 mainstream classes across the school and three support classes. These classes are mixed ability classes. Multi-aged classes were formed where appropriate, to maintain the Government's commitment to smaller class sizes. To ensure a greater equity of educational outcomes and effective resourcing across all classes, cooperative planning and collaborative assessment are across all year groups and stage groups within the school.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	9.52
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.6
School Administration and Support Staff	5.42

\*Full Time Equivalent

One member of the school staff identifies as being of Aboriginal background.

### 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	20

### Professional learning and teacher accreditation

All teaching staff developed their individualised professional learning goals through the implementation of Professional Development Plans. Teachers identified these goals relating to their personal development and the learning goals of students and the Strategic Directions of the school. These goals were also aligned with the Australian Professional Teaching Standards.

Throughout 2018, teachers sought professional learning opportunities to develop their knowledge and skills in identified areas. These goals were reviewed at mid year and annually.

Whole school professional learning was centred on developing teachers' skills in numeracy, Early Action for Success initiatives and the Learning Progressions.

Professional learning was closely aligned to the School Plan, focusing on the target areas of enhancing the quality of student learning, engaging students through quality teaching and leadership and engaging with our community.

Beginning teachers received additional professional learning in their identified areas of need.

All teachers worked on maintaining their accreditation with the NSW Education Standards Authority (NESA). This involves continued demonstration of competent teaching practice.

## Financial information

### Financial summary

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

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	558,050
<b>Revenue</b>	3,119,141
Appropriation	3,064,106
Sale of Goods and Services	4,830
Grants and Contributions	48,427
Gain and Loss	0
Other Revenue	0
Investment Income	1,778
<b>Expenses</b>	-2,896,020
Recurrent Expenses	-2,923,856
Employee Related	-2,679,806
Operating Expenses	-244,049
Capital Expenses	27,836
Employee Related	0
Operating Expenses	27,836
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	223,122
<b>Balance Carried Forward</b>	781,172

Low level disability funds were used to employ extra Learning and Support Teachers to greatly enhance the productivity of our Learning and Support program.

Additional Administration Assistant was employed to assist with the introduction of a new integrated financial

Professional learning funds were primarily used to provide extensive teacher professional learning in Visible Learning, Numeracy, Learning Progressions and the integration of technology.

Socio-economic funding was used to purchase additional teaching resources and to assist families to access programs offered throughout the year.

These funds were also used to provide an Interventionist to work alongside the Instructional Leader in Stage 1 and Stage 2 as per the Early Action for Success initiative.

### 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>	1,756,088
Base Per Capita	48,323
Base Location	0
Other Base	1,707,765
<b>Equity Total</b>	343,874
Equity Aboriginal	38,903
Equity Socio economic	193,095
Equity Language	0
Equity Disability	111,876
<b>Targeted Total</b>	605,268
<b>Other Total</b>	211,211
<b>Grand Total</b>	2,916,441

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.

In Year 3, students made improvements in Reading and Spelling however results in Writing and Grammar and Punctuation require further work to increase student achievement. In Year 5, students demonstrated growth in Reading and Grammar and Punctuation however results in Writing and Spelling indicated that programs in these areas require continued focus. Our Literacy (and Numeracy) Instructional Leader will continue to work along side the Learning and Support

Teacher to focus on these areas. Teacher professional learning will also focus on these areas during 2019.

Students in Years 3 and 5 have demonstrated continued growth in numeracy. When compared to 2017 achievements there has been a considerable increase in the number of students achieving bands 5 and 6 in Year 3. There has also been an increase in the number of students achieving in bands 6 and 7 in Year 5. Numeracy will continue to be a focus of development for teachers in 2019 with targeted professional learning and implementation of school standardised assessment to extend the available data to inform teaching.

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

In accordance with the Premier's Priorities – improving education results, schools are required to report their student performance for the top two NAPLAN bands.

In year 3, the percentage of students performing in the top two bands were as follows: Reading 37.24% and 25.71% Numeracy.

In Year 5, the percentage of students performing in the top two bands were as follows: Reading 17.14% and Numeracy 8.82%.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers. In 2018, the school sought the opinions about the school from students and parents through the 'Tell Them For Me Survey'. Student responses indicated:

85% of students surveyed have a positive sense of belonging to the school.

93% of students surveyed had high expectation of success. Students and teachers maintain high expectations for all students to succeed.

75% of students surveyed felt they could advocate within the school and make contributions to school directions. Also that teachers are responsive to their needs, and encourage independence with a democratic approach.

Feedback through the Tell Them From Me from parents indicated that:

Parents felt welcome in the school and in particular communicating their child's classroom teacher. Parents felt that WPPS was a safe place for their child and that the school supported positive behaviours for student learning. Many parents again indicated that the school should continue to grow its communication systems with parents at every level.

The majority of teachers feel that the leadership at the school is supportive. Teachers feel that more work needs to take place in the area of student feedback and student voice. It was agreed that the emphasis on data informed practice enabled teachers to identify where children are working and where they need to go.

## Policy requirements

### Aboriginal education

Aboriginal students were supported through the implementation of Personalised Learning Plans, developed in consultation with the student, teacher and parent and focused on the individual learning needs of each student. Teachers implemented Indigenous perspectives throughout the curriculum. Aboriginal Eight Ways of Learning investigated and where appropriate were integrated into programs and lessons in order to incorporate genuine Indigenous perspectives. All students were involved in the incursion 'Aboriginal For A Day' which included art, dance and the sharing of cultural information



### Multicultural and anti-racism education

Multicultural perspectives continue to be a focus at Windsor Park Public School. This year we have developed our students understanding of our multicultural society through the International Day Program. Students have demonstrated an appreciation of cultural diversity, knowledge and understandings in the context of learning outcomes and experiences from this program. The culmination of this program was the Food Fair and an International Assembly in Term 3. The promotion of Harmony Day in March also saw students gain an understanding of social and cultural harmony.