

# Sir Eric Woodward Memorial School

## Annual Report



2018

## Introduction

The Annual Report for **2018** is provided to the community of Sir Eric Woodward Memorial 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.

Jo-Anne Gardiner

Principal

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### Message from the Principal

2018 was another amazing year of forging forward for Sir Eric Woodward School (SEWS). I am a proud New South Wales public education principal and it is difficult to call what I do work, as it is a vocation. It is a privilege to be involved in the lives of so many outstanding students and lead a school that sets high expectations, acknowledges ability and celebrates achievements of all our students at the school. As a collective, we promote excellence for all our students for both their time at school, and for life outside of school. It gives me great pleasure knowing that I can support the provision of the best possible resources for staff to deliver quality educational programs, in a positive connected school community, the best for all students is at the core of what I do.

SEWS started its new three year planning cycle 2018–2020 and we adopted the attitude, you say, we'll do, with greater community and staff consultation to ensure we moved forward. The school formed project teams in the areas of Key Word Signing (KWS), Positive Behaviour for Learning (PBL), Garden Based Learning (GBL), Assessment, Debriefing and Community Links. These were all areas of focus voiced from our community, through community and staff consultations and self-assessment. The community links team worked to link the school and family communities closer together which will be done through various technology and include exciting events like a family fun day and DESU excursions. The assessment project team in 2018 developed two projects: – 1. A SEWS English, Maths and functional skills assessment framework, and 2. Online assessment and reporting tools. In 2019, the assessment framework development will continue, and trials of the online assessment and reporting tool will commence. The Positive Behaviour for Learning (PBL) team started the implementation of positive behaviour for learning as an evidence based whole school process to improve learning outcomes for all students. The team will be developing consistent systems to discourage unproductive behaviour. PBL will establish strong school wide universal systems that promote early intervention and the teaching and acknowledging of social emotional skills. The garden based learning team flourished in 2018, you only have to walk around the school and notice the difference in our outdoor learning spaces. This team are creating garden based learning spaces at both Sir Eric Woodward School and at the homes of some of our DESU students. With particular mention to Cab ra nanga a new Aboriginal garden area meaning resting minds. This area with yarning circle and natural sensory plants is a great way to connect us with the Aboriginal culture. The garden based learning team connected with multiple community members to make this happen. These included the local Aboriginal community and a strong friendship with local businesses. The garden based learning team also has a focus on numeracy and learning math through garden based learning. An amazing effort from this team, this year. The key word signing team, led staff and the community in new signs and visuals for a universal school based language to support communication for all our students and planned staff training in this area. At the end of 2018 the debriefing team decided it was an ongoing need and function of the school and could be met through the Work Health and Safety team and not an individual school plan project team.

In 2018 SEWS opened a new class in the autism unit and started seven new and inspiring kindergarten students and I welcomed all their families to be valued members of our school community. I have seen this class and all the individuals grow and develop into fine young students this year, starting their journey, their 13 year schooling career. It is a gift to

watch each day and hear of all the wonderful work and development taking place.

Another stand out 2018 achievement was the installation of a new playground all-inclusive piece of equipment. Sir Eric Woodward School had a vision to create a functional interactive outdoor learning space to cater for diverse abilities. The equipment planning was specifically designed to meet the needs of all students to ensure wherever we could inclusive practices were at the forefront of all our play opportunities. The playground equipment design has many functions including supporting our students sensory experiences. The new playground equipment gives our students the opportunity to improve muscle tone, as well as further develop their gross motor skills and hand and eye coordination not to mention the joy of being outside and playing. There is a vital connection between play and learning. Play not only teachers critical life skills such as resilience, teamwork and creativity, it is central to a student's enjoyment of their childhood and this is why so much significance was placed on prioritizing the installation of this equipment. The equipment was generously funded by grants and the support of our incredibly supportive community.

Another notable moment in 2018 was when our school was highly recommended by our Executive Director Cathy Brennan to be visited by Murat Dizdar Deputy Secretary School Operations and Performance. Murat was so inspired by his visit and all the outstanding quality teaching and learning at Sir Eric Woodward School. He gave encouragement and he wanted us to continue to have the best resources to teach our students. As a result of this visit and the efforts of our students and staff funding was granted for a Covered Outdoor Learning Area (COLA). This will provide an extra valuable flexible learning space for our students, and an all weather area for our many events. We are excited that this work will commence in 2019.

I would like to extend my deepest gratitude to our wider school community. There is strength in our school community from our families, to partner schools, service clubs, local businesses, community clubs and volunteers, and of course to those community members that sit on school boards including our association, branding committee and P&C.

I always feel so lucky to be a leader in public education and special education, and work closely with my students, community and staff. When you look back over twelve months and really take time to reflect. You can see how the whole school, all of its parts working together can really make great things transpire!

Jo-Anne Gardiner

## Message from the students

### **Joshua, a face to face kindergarten student in 2018, reflects on the highlights of his first year at school.**

At Sir Eric Woodward School in 2018, I liked garden work, fun Christmas work and assemblies. I made some new friends.

### **Jacob, a year 8 DESU student, provides a snap shot of his 2018 school year.**

My name is Jacob and last year I was in year 8 at the Distance Education Support Unit at Sir Eric Woodward School.

Over the year I learned many things. Here is a list of some that I can remember;

I learnt many things about my body such as, the names of the bones in my body and some of the muscles. All about the digestive system and the heart.

I have gotten better at talking to people other than mum and they even understand what I am saying. I can introduce myself to new people and others around me.

I enjoy doing my music lessons and learning about different genres. One of my favorites is jazz. I even learned how to play some ukulele.

I learned to use Siri on my iPad and iPhone to send emails to my teacher and check my calendar when I want to know what is happening in my week. I also ask Siri the time.

I have been working really hard on going out of my house to places near by like the post office to post my school bags back and post cards to family. I can go with mum or with my friend( carer ) and know I'm ok. I also go to the newsagent to buy TV Week so mum knows when to record my tv shows.

I learned to cook my pasta for lunch. This is tricky but I can measure the pasta and set timers so it is cooked right.

I have many other skills that I have learnt thanks my school and mum working together to help me grow a little less worried by the world every day

Thanks Jacob



## School background

### School vision statement

Our vision is:

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

### School context

Sir Eric Woodward School (SEWS) operates both face-to-face and distance education classes. The school provides quality education for a diverse student population. This includes students in K-12 with high support needs, K-6 with an Autism Spectrum Disorder and distance education classes for students P-12 state-wide with an intellectual disability .

The school provides outcome-based education programs utilising the NESA K-12 syllabuses (7-12 Life Skills), and personalised learning plans for all students. The school is embraced by its community resulting in enhanced resources and regular community participation. SEWS teaching and non-teaching staff are experienced in special education, dedicated to quality education and to meeting the additional needs of students enrolled at the school.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This section of the Annual 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, V2.. 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.

The results of this process indicated that in the domain of Learning the SEWS self-assessment against the SEF V.2 identified that SEWS overall performance is rated as delivering. This supports the new planning cycle and gives SEWS areas to focus on in culture, wellbeing, curriculum. assessment and reporting, and student performance measures to move across the continuum of success. Self-assessment against the SEF V.2 in the Teaching domain, SEWS identified an overall performance of delivering. Finally in the domain of Leading, SEWS self-assessment identified the overall performance as rated as sustaining and growing.

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

Wellbeing

### Purpose

To enhance the engagement of students, staff and the community enabling them to connect, succeed and thrive.

### Overall summary of progress

#### Community Links

This team formulated an 11 point action plan for the next 2 years based on results from a parental survey and a school self-assessment based on strengthening family and community engagement in student learning framework. Work commenced on researching the most suitable app/program to deliver outcomes; the full version of Seesaw, a student focused learning and tracking system was selected as it allowed for parental notification to be pushed home, opening up the classroom to families. Schoolstream was also selected as a slick school-home communication app which aims to put school admin information at the fingertips of parents. Due diligence checks were carried out to ensure data protection and the department's legal team were consulted.

#### Positive Behaviour for Learning (PBL)

In 2018 a school based PBL project team was created and all members completed training in PBL Tier 1 Universal Prevention – School-wide Systems training. Prior to the training all SEWS staff were surveyed using the Self Assessment Survey to gain data on current school wide behaviour support systems. The results have been used to develop the PBL action plan for implementing and sustaining effective behavioural support systems throughout the school and in DESU education environments.

SEWS staff were consulted and collaboratively determined our schools 3 core expectations – Be Safe, Be a Learner, Be respectful. Data was collected from staff using a behaviour matrix to determine areas of negative behaviour displayed in the playground/community setting, the preferred positive behaviour and direct language to support expected behaviour.

#### Debriefing (staff wellbeing)

In term 1 2018

SEWS Debriefing team was formed to address staff well-being as identified in the school plan Strategic Direction 1 in relation to debriefing after critical incidents.

A survey exploring staff's awareness of the existence of a school debriefing team, Employee Assistance Program and other matters of interest to the team was completed with almost a 100% response from staff.

The school counsellor was consulted for advice on theoretical perspectives of forming a school based debriefing team and the implications for staff training as this is a very complex and delicate area and one which members of the project team acknowledged was outside of their expertise. The school counsellor and senior psychologist supported staff well-being through whole school professional learning across term 1 and term 2.

A variety of initiatives and training were reviewed including developing a partnership with Real Schools to focus on developing positive school culture across SEWS community, and Wellbeing in Schools (WISA) training in 'Staff Wellbeing Training for School Staff'. Unfortunately, due to high costs and timetable clashes these did not proceed.

At an executive school plan meeting in term 4 a review of the Debriefing project team was completed, and a collective decision was made to collapse the project and embed elements of debriefing into WHS. A review of the occupational stress risk assessment was completed by whole school staff and a debriefing poster to be created showing ideas for an individual to debrief.

The WHS team have secured staff from Benestar to conduct a session on self-care, identifying triggers and ways to debrief on day 1 term 1 2019 staff development day.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Every student is actively engaged in their learning as compared to 2018 baseline data.	\$12000	School data reveals an increase in active engagement in learning across the school in 2018.
Increased parent understanding of, and engagement in, school wide wellbeing initiatives.	Casual relief \$4500	Community engagement increased in 2018 via action plan shared in newsletter.
Increased proportion of staff report enhanced wellbeing at school as reported as 2017 baseline data.	Nil	As team was dissolved this data is not available.
Decreased WHS reports for occupational stress.	Nil	WHS reports remain stable.

## Next Steps

### Community Links

In 2019 there will be a major drive to increase DESU excursions as a vehicle for promoting supportive relationships between isolated parents. Work on the roll out of Seesaw and Schoolstream will continue with the former being used by F2F teachers and the later used to distribute the newsletter in a digital form. There will be the creation of 'class parents' with the assistance of the school's P&C, a school funday in September, and a sharing of information on community resources and school initiatives through the school's website and Facebook page.

### Positive Behaviour for Learning (PBL)

In 2019 the PBL team will conduct staff professional learning to inform PBL team progress and collaborate on the PBL statement of purpose and other school and non-school setting behaviour matrix. Lesson plans will be created throughout the year to support all students understanding and knowledge of what it means to 'Be Safe, Be a Learner, and Be Respectful' across all learning areas of SEWS including the learning environments of DESU students. Resources will be created to educate the wider school community as well as opportunities provided for ongoing consultation with the community throughout the implementation of PBL.



## Strategic Direction 2

### Quality Learning

#### Purpose

To further develop student learning by ensuring effective literacy and numeracy programs are implemented across the school.

#### Overall summary of progress

##### Garden Based Learning

The Garden Based Learning Project Team have completed construction of the outdoor physical environment for numeracy based learning activities at SEWS. This has included the development of a sensory garden named Cab-ra-nanga on the school site and the development of a number of mini sensory gardens in the homes of some distance education students. The team has also planted a number of vegetable gardens with F2F classes. The team has relied on advice from the local Aboriginal Education team and local elders to support the development of these gardens. In addition, some F2F and DESU classes have included GBL activities in their numeracy programs this year. This has been done gradually with a number of demonstration lessons from GBL team members.

##### Key Word Sign

The Key Word Signing Team has over the course of 2018 in conjunction with the school's speech therapist taught a small range of key word signs based on the immediate needs of staff as identified through continuous engagement at whole school and faculty meetings. The signs in current use are; stop, listen, stand, sit, wait, bike, please, thank you, sharing. The focus for the use of KWS has been on the playground. To facilitate and promote their use, each KSW was laminated and placed in the ASU, Cab-ra-nanga and Ngalawa playgrounds., along with wording to promote awareness. In the classroom, reports indicated staff are also using signing with some success with students. Some barriers in the playground were identified which will be addressed in 2019, these being staff confidence to use the signs across the whole school population, lack of individual practice, the business of the playground and timely and effective usage. During Term 4, the school's speech therapist worked with students in one class to supplement communication about The Zones of Regulation. The signs taught included: angry, calm, sad, silly, sick, happy, quickly and work.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students show improvement in literacy and numeracy skills through differentiated assessment procedures.	\$5200	Whole school improvement has been demonstrated in both literacy and numeracy through differentiated assessment.
All staff implement Key Word Sign communication.	\$4500	Key word sign is being used by all school staff in classrooms and the playground. We continue to work on increasing the number of signs used as students are ready to learn more.

#### Next Steps

##### Garden Based Learning

The Garden Based Learning Team will develop teaching programs and resources focusing on the mathematics, HSIE and science Key Learning Areas in 2019. The team will continue with demonstration lessons across the school to support the implementation of these programs. More sensory gardens will be developed for DESU students in 2019.

##### Key Word Sign

In 2019 staff will undergo further KWS (Key Word Sign) training and our learning will continue through the teaching of simple songs in order to retain a higher rate of signs among our community. In addition, the KWS team will focus on engaging our community via social media, creating a shared understanding by demonstrating and modelling signs that are used around school.

## Strategic Direction 3

### Quality Teaching

#### Purpose

To develop and implement a consistent and cohesive approach to assessment and reporting.

#### Overall summary of progress

##### Assessment Project Team

The Assessment Project Team has this year been developing two projects; 1. a SEWS English, maths and functional skills assessment framework to support student learning and teacher practice, and 2. an online assessment and reporting tool. This tool will also facilitate programming and resource allocation. The team also wrote a SEWS Local Implementation Document to align SEWS assessment practice with Department of Education policy documentation.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff know what data is available.	\$624.46	assessment literacy and functional skills resources purchased to further build available assessment tools at SEWS  on-going capacity building of classroom teachers through SEWS support and supervision processes
All staff know how to analyse student progress data.	\$0	project team members have surveyed teachers re existing assessment tools used across the school in English, mathematics and functional skill areas  whole school assessment practice surveys identify areas of assessment knowledge requiring a targeted professional learning focus  on-going capacity building of classroom teachers through SEWS support and supervision processes
All staff are using data informed programs.	\$0	on-going capacity building of classroom teachers through SEWS support and supervision processes

#### Next Steps

In 2019, the Assessment Project Team will continue to develop the assessment framework. A limited trial of the online assessment and reporting tool will also commence. The tool will be trialled with students in Years 7 to 12. Teachers will participate in professional learning opportunities targeting assessment devices and data informed enhanced practice in the Key Learning Areas of English, mathematics and PDHPE.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$3119.00	DESU students were supported to attend excursions and SEWS school events.
<b>English language proficiency</b>	\$7479.00	The funding supported additional SLSO time allowing focused support on English language proficiency.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$54169.00	QTSS funding supported the observation phase of the Performance and Development Framework for teaching staff. It provided casual relief for these observations and time for professional discussions.
<b>Socio-economic background</b>	\$16031.00	During 2018 financial support assisted rural and remote families to attend school educational opportunities at SEWS and in the community. It funded school uniforms and educational resources as required.

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	43	47	51	56
Girls	36	28	24	22

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

### Management of non-attendance

Student attendance is high. We have very few issues relating to students regular attendance. Parents consistently advise the school of any matters relating to a students not attending.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	16.34
Teacher Librarian	0.2
School Administration and Support Staff	9.01

\*Full Time Equivalent

In 2018 SEWS did not have any staff who identify 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	100
Postgraduate degree	32

### Professional learning and teacher accreditation

During 2018 all staff completed Department of Education mandated training. This included e-learning opportunities as well as face to face seminars and covered the areas of child protection, corruption prevention, anaphylaxis, CPR and emergency care. Our F2F staff attended the SEPLA conference and our DESU staff attended the Distance Education Symposium. We linked staff Professional Development Plan goals to our SEWS School Plan and targeted professional learning included assessment, Key Word Sign, Positive Behaviour Engagement and Learning, Garden Based Learning as well as a suite of technology focused activities.

From 2018 all NSW teachers must be accredited with the NSW Educational Standards Authority (NESA). All of our teaching staff undertook training about the accreditation journey with a focus on gaining and maintaining this accreditation using the Australian Professional Standards for Teachers.

There was also targeted professional learning on preparing for the implementation of new syllabus documents in 2019 and beyond. We spent time unpacking new Science – Technology K–6 syllabus, and Technology mandatory 7 – 8 syllabus as well as the PDHPE syllabus.

All SEWS teachers and School Learning Support Officers additionally completed individual professional learning opportunities that aligned with the professional goals of their Professional Development Plan.

The School Administrative Managers were trained in the new SAP HR finance tools and took part in a tier 1 pier mentoring program.

## 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>	297,693
<b>Revenue</b>	3,965,970
Appropriation	3,820,778
Sale of Goods and Services	1,824
Grants and Contributions	141,969
Gain and Loss	0
Other Revenue	0
Investment Income	1,399
<b>Expenses</b>	-3,777,293
Recurrent Expenses	-3,777,293
Employee Related	-3,510,406
Operating Expenses	-266,887
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	188,677
<b>Balance Carried Forward</b>	486,370

the school were directed into this new garden area called Cab ra nanga 'resting the mind'.

The school supported student behaviour modification support plans with the ethos of student safety first and installed up to \$12,000 worth of fencing and new gates and locks.

In 2018 SEWS completed major capital works through the assets managed process of a tender. The school expended over \$100,000 to install an inclusive playground piece of equipment that included slides, ramps, a sensory maze and ropes.

A sum of \$40,000 was granted to the school following a visit from Deputy Secretary of Operations which was given to support the installation of a new outdoor covered area due for construction and installation in 2019. The school matched these funds and will draw upon community funds to install this \$100,000 structure in 2019.

A full copy of the school's 2018 financial statement is tabled at the annual general meeting of the school parent body. Further details concerning the statement can be obtained by contacting the school.

### Financial summary equity funding

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

The financial summary table covers 12 months.

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

SEWS adheres to rigorous financial management processes with a school based finance committee consisting of the Principal and the two School Administrative Managers (SAMs) as the core members. The finance committee has fluid members who lead budgets across the school including curriculum team budget leaders and project teams budget leaders linked to the School Plan 2018–2020. The team meets termly and when needed to manage and oversee school expenditure. The school has now completely rolled out the SAP finance system and is effectively using the eFPT budgeting tool for financial planning.

In 2018 the Sir Eric Woodward Memorial School Association (SEWMS) continued their support of the school and its programs and services for all students enrolled. SEWMS donate to support extra curriculum programs including community access, hydrotherapy and support the School's annual Presentation Day providing funds for the hire of marquees, seating and the costs for catering.

SEWS formed a new friendship with Commonwealth Bank St Ives and was the recipient of the Centenary Grant and the school was donated the amount of \$10,000. These funds supported sensory panel purchases and funded a part of the new Indigenous garden area installation at the school. Other funds from

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	559,874
Base Per Capita	24,032
Base Location	0
Other Base	535,842
<b>Equity Total</b>	26,629
Equity Aboriginal	3,119
Equity Socio economic	16,031
Equity Language	7,479
Equity Disability	0
<b>Targeted Total</b>	1,131,954
<b>Other Total</b>	1,945,147
<b>Grand Total</b>	3,663,604

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

### Other assessment data

#### HSC

All SEWS Year 12 students successfully completed a Life Skills Higher School Certificate in 2018. There were 2 graduating students in 2018.

#### NAPLAN

In the National Assessment Program – Literacy and Numeracy (NAPLAN), 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. In 2018, two students in Year 3 and one student in Year 5 participated in NAPLAN testing. 2018 NAPLAN results showed one of the three students performed in the top 2 bands for Grammar, Numeracy, Reading and Spelling.

#### Best Start

In Best Start, the results of entry level kindergarten literacy and numeracy assessments are reported on the literacy and numeracy continuum and place students in clusters. In 2018, six kindergarten students sat the Best Start Assessment upon entry into school.

#### RoSA

The Record of School Achievement (RoSA) is a comprehensive record of academic achievement for students who do not complete the HSC. It includes an A to E grade for all Stage 5 (Year 10) and Preliminary Stage 6 (Year 11) courses, the student has satisfactorily completed. Two SEWS students in Year 11 were issued a Life Skills RoSA in 2018.

## Parent/caregiver, student, teacher satisfaction

In 2018 SEWS participated in three separate surveys:

1. People Matter 2018 – NSW Public Sector Employee Survey: this survey provided an opportunity for employees to have a say about their workplace and to help make the workplace a better place to work. The survey asked employees about experiences with their own work and working with their team, managers and the organisation. Amongst the 'highest scoring agreement questions' 84% of staff responded that 'my workgroup strives to achieve customer/ client satisfaction'. 87% of staff responded that 'personal background is not a barrier to success in my organisation'. Pleasingly, 84% of staff responded that 'my job gives me a feeling of personal accomplishment'.
2. Tell Them from Me, Teacher survey – Department of Education survey: this online survey helped SEWS identify teacher and SLSO perceptions of

the 'eight drivers of student learning' as understood in research related to 'effective schools' and 'dimensions of classroom and school practices'. Survey responses showed that in the areas of 'parent involvement' and 'inclusive school', 'technology', 'learning culture', and 'collaboration' the school mean was above the NSW norm. In the areas of 'leadership' and 'teaching strategies', responses were similar to the NSW norm. In the areas of 'data informs practice' SEWS responses were marginally below the NSW norm. It is to be noted that assessment of student progress is a focus area of the current School Plan. Analysis of this survey data confirms identified focus areas of our 2018–2020 School Plan.

3. Tell Them from Me, Partners in Learning Parent survey – Department of Education survey: this online survey helped SEWS to capture parent and carers views about different factors that are known to impact on student wellbeing and engagement. These include: communication between parents/ carers and staff, activities and practices at home, and parent/ carer views on the school's support of learning and behaviour. Participation in the surveys was communicated to parents and carers in a variety of ways. Unfortunately SEWS once again had a somewhat disappointing response rate of 14 surveys completed. In 2019 the SEWS Community Links project team will be developing an alternate SEWS specific survey that will allow the school to collect informative SEWS specific data from our parents/ carers. Survey responses from the 2018 survey showed that the school mean in the areas of 'inclusive school', 'parents feel welcome', and 'parents are informed', 'parents support learning at home', 'school supports learning', and 'school supports positive behaviour' were above the NSW norm. In the remaining area of 'safety at school' the response was similar to the NSW norm. Responses to the open ended survey questions indicated that parents/ carers would like to see increased opportunities for face to face and distance education students to interact beyond the school. Increased opportunities for social interaction beyond the school will be explored in 2019. Analysis of survey data will further inform achievement of 2018–2020 School Plan projects.





## Policy requirements

### Aboriginal education

In 2018 SEWS undertook a project to show our appreciation and respect to the original custodians of the land on which SEWS stands. We designed and planted a sensory garden area with a unique flavour that included a selection of native plants that originally grew in this area. These plants were identified as edible plants by the Garigal People and Gai-ma-ria-gal People. We were fortunate to have the support of Dave Lardner and Clarence Bruinsma (department of Education Aboriginal Education and Engagement Advisors) to share local knowledge with us and ensure that we undertook this project with respect to the original custodians of this land. We were thankful to have had the guidance of local Guringai Elder Uncle Dennis Foley in naming the sensory garden 'Cab-ra-nanga' which translates to 'resting the mind'. the garden includes a traditional yarning circle for students to learn and share skills and knowledge in a traditional Aboriginal context. The Aboriginal flag is proudly displayed within the Cab-ra-nanga garden to demonstrate our commitment to continued appreciation and respect to Aboriginal People.



staff endeavour to ensure that students receive an education catering to their individual cultural and learning needs. Additionally throughout 2018, SEWS participated in a variety of multicultural events and opportunities including Harmony Day and music therapy lessons throughout the year. SEWS in both face and DESU collaborated on making an impressive 3D sensory visual display on the Maya Angelou quote on diversity.

### Multicultural and anti-racism education

The DoE Multicultural policy ensures that all schools commit to providing access to education and opportunities for all in our culturally diverse society. Multicultural education is embedded in our learning programs across the school. Our Human Society and its Environment (HSIE) curriculum and Creative Arts program offer many opportunities to explore these values. The curriculum provides many rich learning opportunities for students to engage in investigations of language, arts, customs and celebrations of other cultures. SEWS is a setting where individual differences are respected and valued. All