

# Concord West Public School

## 2019 Annual Report



1608

## Introduction

The Annual Report for 2019 is provided to the community of Concord West 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.

### School contact details

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### Message from the principal

The Annual Report for 2019 is 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.

We have had a year of many highlights in 2019. Some key achievements this year included:

- representation by our students in swimming, cross country and athletics carnivals at state level
- our debating team made it to the regional level
- Freya McKinley represented our school at the State Finals of the Multicultural Public Speaking Competition
- our bands were invited to perform at the state Primary Principals' Conference and at the Rhodes Moon Festival. Additionally, the training and extension bands had the opportunity to create a music video clip.
- our biennial school musical was another wonderful opportunity for our students to develop their creative arts and performance skills
- academically, we continue to challenge our students. This includes through our new Coding and Robotics program and with the science programs with CSIRO and Bernie Hobbs, ABC scientist. Our Maths initiatives includes students working on real life Maths with Grahame Smith; and the Maths Olympiad, which we finished in the top 25% of 30000 schools in Australasia. For the second year our Year 5 to 7 NAPLAN Value added result was in the top 5% of the state.

It has been a privilege again this year to work with our parent community, through our P&C and at events with the many parents and community members who volunteered their time to assist our school. This year the P&C has organised events not just to fundraise but to also enhance community belonging and spirit.

The Department of Education has a core belief statement 'That Every Child is Known, Valued and Cared For.' This is an ethos that is visible in the actions of teachers and all staff, parents and even students. It starts with our welcoming office staff, with teachers touching base with each other about a child who they have noticed and feel may need some extra care and attention, and with our children's welcoming attitude to new students.

Kim Self



## School background

### School vision statement

At Concord West Public School we are a dynamic learning community committed to delivering a creative, challenging and rigorous education. As a community we work together to build positive relationships which value every student and foster resilience, confidence and respect for others.

### School context

Concord West Public School is a dynamic, vibrant primary school which has served the local community for 89 years.

Our school celebrates and values our diverse community, with 370 students coming from 39 different language backgrounds. Parents have high expectations and are very involved and supportive of the school.

The teaching staff is an effective mix of experienced and early career teachers. This includes an allocation for 15 class teachers as well as specialist music, sport, Italian and Korean Community Languages and specialist learning support teachers.

The school achieves strong academic results and offers a broad curriculum with educational experiences that are designed so that all children can reach their personal, social and academic potential. Opportunities are available for students in sport, debating, public speaking, coding, 14 instrumental music ensembles and in the esteemed interschool band, Symphonia Jubilata.

The Concord West Public School community is committed to the creation of a supportive, cooperative, safe and friendly environment. The school motto, 'Concordissime, Peace and Harmony', defines the environment in which we believe all students can experience the best possible education for lifelong learning.

## Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1

Broad engaging curriculum

### Purpose

To engage learners across a broad curriculum through innovative practices.

At Concord West staff support students to develop creativity, critical thinking and communication skills to prepare them for our rapidly changing and interconnected world.

### Improvement Measures

Increased proportion of students identifying as engaged in their learning.

Teachers' programs show evidence of engaging future focused learning experiences.

Evidence of aligned professional goals within the annual performance and development plans.

### Overall summary of progress

All staff received professional learning on Design Thinking in the Science Syllabus. Staff participated in training to support them in effectively teaching coding and robotics. Resources were purchased and a new Robotics Hub was set up in an annex classroom in the library.

Staff received professional learning in the new PDHPE syllabus. The K–6 teaching scope and sequence was reviewed in line with the new syllabus. K–2 units for PE were developed, implemented and review to align with the new syllabus. Resources were purchased to develop fast starter active kits (iPlay) to make PE lessons active from the onset. As a result of the iPlay course, teaching has change to focus on more active time with explicit instruction in small, succinct bursts to support student skills development and technique.

Community partnerships were strengthened and developed across various areas. Students in Stage 3 continued their work with the CSIRO Scientist in Schools program. Four more teachers worked in classrooms with the Sydney Theatre Company to embed quality drama activities into literacy sessions. The school added to its sustainability efforts that include solar panels, a vegetable garden and a native bee hive, with a frog pond. Students received a wonderful whole school and class sessions from a frog expert from the Australian Museum and FATS (Frog and Toad Society) on the importance of frogs which included being able to study a variety of frogs and toads. Selected Stage 3 students participated in a series of highly engaging science lessons with award winning science writer and ABC science reporter Bernie Hobbs.

### Progress towards achieving improvement measures

**Process 1:** Teachers have opportunities for Professional Learning across curriculum areas including to support the introduction of new syllabi. They program collaboratively to provide challenging, rich learning environments.

Evaluation	Funds Expended (Resources)
All staff demonstrated the impact of professional learning to enhance their teaching practice and extend their embedding of future focused learning strategies into their classroom.	\$10000 Professional Learning including Robotics and Coding, Sydney Theatre Company Drama
Staff feedback indicates they value opportunities to collaborate, plan and reflect on their practice and this works best when they share and have access to individual and whole school professional learning opportunities.	\$33000 Robotics Hardware, Computer hardware and charging stations
Identified students in Years 3 – 6 were able to further develop their critical and creative thinking skills through involvement in Mind Olympiad, Maths Trust and debating.	\$28000 Furniture to support Future Focussed Learning (Library and classrooms)
	\$2000 Fees for targeted learning programs including Maths Olympiad.

## Progress towards achieving improvement measures

**Process 2:** Develop community partnerships to build student engagement.

Evaluation	Funds Expended (Resources)
Student engagement in science and literacy initiatives, including STC Drama, CSIRO Scientist in Schools, Science with Bernie Hobbs and maths with expert mathematician parent, was high and feedback from students and parents was extremely positive.	

## Next Steps

- Professional learning to ensure design thinking is embedded in Science programs and teachers are confident in teaching digital technologies and thinking skills
- PDHPE team to complete a whole school scope and sequence and programming for teaching Physical Education supported by the professional learning staff have already undertaken through the iPlay program
- A bank of lessons for short sharp fitness lessons for each stage will be developed and implemented with the support of our specialist sports teacher.
- CSIRO Scientist in Schools to be extended to Stage 2
- Final round of Sydney Theatre Company Drama professional learning.



## Strategic Direction 2

Quality teaching and informative assessment

### Purpose

To realise the potential of all students by ensuring teachers use assessment data to reflect on student learning and refine teaching practices at individual and team levels.

At Concord West we have a shared understanding of how the teacher makes a difference.

### Improvement Measures

Increased evidence of research based assessment and differentiation practices in teaching.

Increased student growth in literacy and numeracy.

### Overall summary of progress

Teachers engaged in regular collegial planning and analysis to strengthen teacher consistency in assessment and teacher judgement, to inform targeted planning of literacy and numeracy. Staff particularly focused on embedding quality assessment tasks in writing and mathematics. These were then used and analysed to show misconceptions and gaps in learning to ensure differentiated tasks were given to meet student needs. Teachers continued to work with a literacy expert from Sydney University to develop quality programs in writing with a focus on consistent teacher judgement in analysing student writing to drive targeted teaching.

The leadership team focussed on building teacher capability and capacity to use data to inform practice. This included reviewing key assessments, implementing new assessment tools and developing more flexible online mark-books to allow them to lead their team in more deeply analysing student data. The leadership team participated in the Agile Leadership for Collective Impact project to drive and implement sustainable school change.

### Progress towards achieving improvement measures

**Process 1:** 1. Teachers build a shared understanding of the syllabus and learning progressions to give explicit feedback and improve student outcomes, incorporating self and peer evaluation of performance.

Evaluation	Funds Expended (Resources)
NAPLAN results for writing were stronger than 2018 for both Years 3 and 5. 70% of Year 3 students in top two bands (State 55%) 30% of Year 5 students in or above top two bands (State 18%) Growth scores were above state and similar schools in all areas of NAPLAN. Value adding for students from our school who were in Year 7 in 2019 continued to be in the excelling range.	\$10000 Professional learning Quality Teaching Successful Learning allocation (3 days per week) \$2000 Assessment resources

**Process 2:** Leaders use best practice models to guide programming, assessment, reporting and quality teaching practices using evidence informed research.

Evaluation	Funds Expended (Resources)
Stronger assessment procedures supported teacher capacity to analyse data to drive improved student outcomes. Staff valued the focus on student feedback and assessment practices to inform individualised and differentiated learning for students. Assessment data was used more confidently by teachers to provide student feedback, develop clear learning goals and communicate student progress to parents.	\$5000 Agile Leadership Program

## Next Steps

- Continue school involvement in the Majors Bay Community of Schools Gifted and Talented program and participation in the Round 2 Early Adopter program for the new Gifted and High Potential Policy
- Professional learning to deepen teacher understanding of the Mathematics syllabus and the pedagogy underpinning quality teaching and assessment practices
- Continued focus to ensure teachers are able to effectively and consistently assess and analyse student learning including the use of technology to support this process.
- Develop the leadership team's capacity to support teachers to use data analytics and evaluative thinking to drive individual, stage and whole school improvement.

## Strategic Direction 3

### Wellbeing

#### Purpose

To develop students' wellbeing through high expectations, constructive relationships and communication.

At Concord West, staff, students and the community value wellbeing and foster students' ability to build and maintain constructive relationships.

#### Improvement Measures

Increased positive behaviour and expectations.

Increase high level of satisfaction in relation to whole school approaches to wellbeing.

#### Overall summary of progress

This year we continued to deepen our community connections and opportunities for parent engagement as all evidence shows that this is a strong indicator of improved student success at school. Our commitment to high levels of community engagement was evidenced in the extensive opportunities offered to parents to participate in school events, parent workshops and information sharing sessions. The School Chaplain worked with the community and external groups to establish programs such as the English Classes, the KU Playgroup and cultural connection opportunities in responsive to school community needs and feedback.

One aspect staff focussed on was reviewing and refining communication between the school and home to showcase student achievement and support new parents and students to understand the procedures at Concord West Public School. Communication was enhanced through the development of a new section created on the school website for showcasing each class' student work. The CWPS Information Booklet for parents reviewed and updated to ensure new parents had clear information about all aspects of the school.

An ongoing focus for the school and P & C is to improve the playground space to help students to develop a variety of skills, the emphasis is on developing student wellbeing through improved gross motor skills, physical activity and creative play. The P & C gained a grant for \$6000 towards the building of a new Nature Playground. This area was built to encourage active playtime for all students, building balance and strength. It is also used during PE lessons, especially by K – 2 classes.

#### Progress towards achieving improvement measures

**Process 1:** Implement a whole school, integrated approach to student wellbeing and positive behaviour.

Evaluation	Funds Expended (Resources)
'Focus of the week' program successfully implemented across the school. K– 2 students and teachers responded well to this initiative. However, 3 – 6 students did not feel this program was needed to acknowledge their appropriate behaviour. The Wellbeing team will review this initiative in 2020.	\$2500 Student Voice project \$2800 Beginning teacher training in classroom management
Two teachers trained and lead a Student Voice project to engage and empower students and teachers to transform learning through co–design . Students responded very positively to having set time to voice their worries and build a strong relationship with their teacher and classmates. It resulted in less playground issues and built capacity for students to solve playground communication issues.	\$2000 Friendly Schools Social Skills Program lessons reviewed and refined \$1000 Anti–bullying Procedures reviewed and rewritten

**Process 2:** Sustain and increase constructive communication within the school community.

Evaluation	Funds Expended (Resources)
Many students are actively using the new equipment regularly. Feedback	\$1000 Professional learning

## Progress towards achieving improvement measures

from students has been overwhelmingly positive. There has also been increased interaction between students of different ages with older students helping younger students.

\$30000 Nature Playground

## Next Steps

- Staff will receive professional learning in James Nottingham's The Learning Challenge and this will be introduced to all students
- Bullying No Way teaching resource packs will be developed for all classes K–6
- The Behaviour Action Plan will be reviewed and refined in line with current research and the Wellbeing Framework
- A Staff Welcome Handbook will be developed to ensure consistent understanding of the procedures and organisation at CWPS
- Action will be taken based on feedback from parents around communication and engagement
- Teacher induction will be refined in line with new DoE resources



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$984.00)</li> </ul>	As there were no Aboriginal or Torres Straits students at Concord West Public School in 2019, these funds were put toward a NAIDOC Day performance for all students.
<b>English language proficiency</b>	<p>EAL/D staff – 0.8</p> <p>English language proficiency funding – \$33558 used for additional EAL/D teaching time</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>English language proficiency (\$118 931.00)</li> </ul>	<p>All students' level of proficiency was assessed and appropriate in-class and focus group support programs were implemented.</p> <p>Students were assessed against the EAL/D learning progressions and learning goals are set to plan teaching and learning programs.</p>
<b>Low level adjustment for disability</b>	<p>Learning Support Teacher – 0.7</p> <p>Low level disability funds – \$34009:</p> <ul style="list-style-type: none"> <li>– Additional Learning Support Teacher time 0.2 to provide targeted support including Minilit</li> <li>– School Learning Support Officer to provide targeted in-class support</li> <li>– time for teachers to meet with parents and external agencies to develop and review Personalised Learning Support Plans (PLSPs)</li> </ul> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$108 710.00)</li> </ul>	<p>The Learning Support team reviewed processes for referring students and maintaining effective documentation. As a part of this review, the procedures for reviewing PLASPs was refined.</p> <p>Students who receive integration funding all have Individual Learning Plans, which are collaboratively reviewed at regular intervals and communicated to all stakeholders. Increased teacher and School Learning Support Officers support students in accessing a differentiated curriculum.</p> <p>All students with a disability have been added to NCCD data base with adjustments and modifications made accordingly. Nationally Consistent Collection of Data (NCCD) processes utilised to make appropriate accommodations and adjustments to student learning.</p> <p>Identified students accessed Mini Lit to improve outcomes.</p> <p>Targeted students participated in the Learning Links Maths intervention program.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>Allocation of staffing time – 0.595</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Quality Teaching, Successful Students (QTSS) (\$63 496.00)</li> </ul>	<p>The Quality Teaching, Successful Students initiative provided an additional staffing resource to improve teaching practice. Money from Professional learning was used to engage an external expert from Sydney University. Teaching and learning programs focussed around improving student outcomes in writing and understanding of texts.</p> <p>Additionally, teachers had time to collaboratively analyse and moderate student assessment and use this for planning student learning goals in literacy and numeracy.</p> <p>Assistant Principals had time each week to plan for leading their team in effective assessment and programming in literacy and numeracy, as well as time to model or observe teachers to improve teacher practice.</p>
<b>Socio-economic background</b>	Funding – \$7298	Identified students were provided with financial support to access the curriculum

<p><b>Socio-economic background</b></p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$7 298.00)</li> </ul>	<p>including through attending camp and excursions, participating in PSSA and for uniforms.</p> <p>Funding was also put towards additional teacher time for literacy and numeracy support for targeted students.</p>
<p><b>Support for beginning teachers</b></p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$14 130.00)</li> </ul>	<p>All funded and non-funded beginning teachers accessed mentoring support, tailored professional learning and additional resources for developing specific aspects of practices as identified in their PDP. Funded and non-funded beginning teachers were given time and mentoring to complete their Accreditation.</p>
<p><b>Targeted student support for refugees and new arrivals</b></p>	<p>Staffing allocation – varied each term based on number of New Arrival Students</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Targeted student support for refugees and new arrivals (\$58 605.00)</li> </ul>	<p>New Arrivals program was continued to meet the needs of both continuing and newly enrolled students.</p> <p>Support for parents was provided through English Classes on the school site each week and connections for different language backgrounds was promoted by the School Chaplain.</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	205	198	183	183
Girls	184	182	175	165

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	95	94.2	96.7	93.2
1	92.6	95.1	93.5	91.8
2	93.4	93.1	93.5	93.1
3	95.7	95	95.8	95.4
4	95.7	95.2	94.4	93.2
5	95.5	95	95.8	95.5
6	95.6	94.3	95.6	93.6
All Years	94.7	94.5	95	93.6
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	12.78
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
Teacher ESL	0.8
School Counsellor	1
School Administration and Support Staff	3.02
Other Positions	1

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
<b>Opening Balance</b>	868,504
<b>Revenue</b>	3,674,449
Appropriation	3,359,297
Sale of Goods and Services	9,551
Grants and contributions	289,558
Investment income	8,518
Other revenue	7,525
<b>Expenses</b>	-3,598,631
Employee related	-3,169,688
Operating expenses	-428,943
<b>Surplus / deficit for the year</b>	75,818

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.

## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	47,988
<b>Equity Total</b>	235,923
Equity - Aboriginal	984
Equity - Socio-economic	7,298
Equity - Language	118,931
Equity - Disability	108,710
<b>Base Total</b>	2,469,629
Base - Per Capita	84,000
Base - Location	0
Base - Other	2,385,628
<b>Other Total</b>	413,916
<b>Grand Total</b>	3,167,456

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.

## 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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

### NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://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](https://myschool.edu.au) website.

## Parent/caregiver, student, teacher satisfaction

In 2019 parents were asked to give feedback on engagement and communication in line with Strategic Direction 3 –Wellbeing and Connection. We received seventy nine replies to the survey and the results were overwhelmingly positive. Parents signalled that they enjoy coming to the school and highly value community events.

Responses of parents were:

- 99% enjoy visiting our school (41% agree and 58% strongly agree)
- 97%feel they can organise a meeting with their child's teacher (48% agree and 49% strongly agree)
- 91% feel that teachers effectively listen to their concerns (44% agree and 47% strongly agree)
- 94% feel that written information from the school is in clear, plain language (51% agree and 43% strongly agree)
- 94% feel that student reports are written in terms they understand (46% agree and 48% strongly agree)
- 93% of parents know where to locate information about school activities (51% agree and 42% strongly agree).

Parents indicated that they mainly use the newsletter (91%) and school app (89%) to stay informed of current and future events at the school. Less parents agree that they engaged through the website (77%) or valued the class work–samples or videos on the school website (70%).

Staff reflected on our school against the Student Wellbeing Framework and the importance of relationships and school community links. The feedback was:

Staff believe that parents are willing to be involved in the life of the school.

Staff described CWPS as a school where students are engaged and parents are supportive.

Staff commented that there is a positive school culture students where are engaged, motivated, respectful, well behaved and willing to learn.

Staff believe that student and teacher relationships are strong and that teachers know students well.

Staff expressed the value in a focus on student feedback and assessment practices to inform individualised and differentiated learning for students.

## Policy requirements

### Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

### Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

### Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.