

Windsor Public School

2019 Annual Report



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Introduction

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

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School background

School vision statement

To foster an encouraging learning environment, that creates and promotes critical thinking through collaboration of all stakeholders in the learning community of Windsor Public School.

We expect students to be safe at all times, to be tolerant and show respect to others, achieve the best they can whilst being resilient individuals.

School context

Windsor Public School is situated in a semi-rural community. It is a small school with a decreasing population, with a small catchment area due to limited housing development.

The school serves a community that has strong family links and traditions from which enrolments are taken.

The school's leadership team is developing a collaborative culture within management systems for school-wide improvement.

An Instructional Leader has been appointed to the Leadership Team for the duration of this plan. This has enabled the school to begin change to programs and practices.

Parents are supportive of school programs and the school has a dedicated, active P&C Association.

School staff prides ourselves in providing very strong and successful, positive welfare programs. Through the provision of excellent extra-curricular programs and initiatives, the school caters for the learning and social needs of the whole individual.

Windsor Public School embeds 21st Century learning skills into teaching and learning practice through the implementation of DoE syllabus.

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	Sustaining and Growing
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
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

Actively engaged, informed and successful learners

Purpose

Establish a strong foundation in Literacy and Numeracy for all students, with deep content knowledge and confidence in their ability to learn, adapt and be self-regulated learners.

Improvement Measures

Increase the percentage of students achieving at or above state in Literacy and Numeracy.

At least 35% of students achieve in the top 2 bands for NAPLAN Reading, Writing and Numeracy.

100% of students responsible for their own learning goals in Literacy and Numeracy.

Progress towards achieving improvement measures

Process 1: The school develops explicit expectations for teaching and learning.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• 2019 NAPLAN Reading Year 3 – 16.4% below state in Band 3 and above• 2019 NAPLAN Reading Year 3 – 30% in top 2 Bands• 2019 NAPLAN Writing Year 3 – 19.8% below state in Band 3 and above• 2019 NAPLAN Writing Year 3 – 32% in top 2 Bands• 2019 NAPLAN Numeracy Year 3 – 10% in top 2 Bands• 2019 NAPLAN Numeracy Year 3 – 20.1% below state in Band 3 and above• 2019 NAPLAN Reading Year 5 – 15.5% below state in Band 5 and above• 2019 NAPLAN Reading Year 5 – 27.27% in top 2 Bands• 2019 NAPLAN Writing Year 5 – 16.8% below state in Band 5 and above• 2019 NAPLAN Writing Year 5 – 36% in top 2 Bands• 2019 NAPLAN Numeracy Year 5 – 15% below state in Band 5 and above• 2019 NAPLAN Numeracy Year 5 – 13.64% in top 2 Bands	<p>Professional learning/Teacher relief: \$2,532.00</p> <p>Resource purchases: phonics, comprehension, and trusting the count: \$8,600.00</p> <p>Instructional leader wages: \$130,603.00</p> <p>Beginning Teacher course fees and relief: \$14,130.00</p>

Process 2: The school has systems in place that support staff in guiding student goals in Literacy and Numeracy.

Evaluation	Funds Expended (Resources)
<p>All students K–6 have been responsible for their own learning goals.</p> <p>K–2 established writing goals and a means of monitoring learning in writing.</p> <p>3–6 established SMART goals with students</p>	<p>SLSO time</p> <p>Mentoring and Professional learning</p> <p>QTSS funding (AP working with team members)</p> <p>Learning and support team</p> <p>PLP Aboriginal Education: \$2,610.00</p> <p>Administration Resources: \$220.00</p>

Next Steps

To enhance and develop consistent, explicit expectations.

Create handbooks for Literacy, Numeracy and Assessment and Reporting.

Review current assessment schedule.

Ensure a consistent school-wide approach to learning intentions/success criteria and student goals displayed K-6.

Implement Bump it Up strategies for 'moving the middle' students.

Introduce student reflection.

Strategic Direction 2

Quality teaching and leadership

Purpose

Promote collaborative practice to drive systematic improvement while supporting a culture of high expectations and differentiated learning.

Improvement Measures

100% of teaching and learning programs reflect evidence based practices, are data driven, differentiated for individual student learning needs and demonstrate syllabus content measured by program review and student work samples.

There are explicit systems for collaborative practices and the sharing of feedback to enhance and sustain quality teaching practice across all stages for all staff.

Progress towards achieving improvement measures

Process 1: Embed evidence based practices into teaching and learning.

Evaluation	Funds Expended (Resources)
K–6 programs monitored 5 weekly including book collection and feedback	Casual relief for L3 training– 10 half days: \$4,220.00
K–2 involved in learning sprints and teacher expertise increased in reading and number.	Seven Steps Writing resources: \$1,062.00
10–15 minutes daily phonics instruction implemented K–2	EAFS teacher resources: \$3,320.00
L3 training and ongoing training provided to all K–2 teachers	
L3 implemented K–2	
Big ideas/trusting the count implemented with daily dot and number talks	
Place value and multiplicative thinking transferred to 2020	

Process 2: Embed systems and collaborative practices for collecting, analysing and using data to inform teaching and learning practice.

Evaluation	Funds Expended (Resources)
Reviewed assessment schedule	Professional Learning by Simon Breakspear – 5 days each for Executives
Implemented learning sprint framework of prepare, sprint, review	
Analysed student writing samples 5 weekly and conducted moderation meetings	Staff attendance at Seven Steps training: \$1,980.00
Created learning goal walls K–6, K–2 focus on writing 3–6 focused on SMART goals (personal and academic)	
Impact wall to show the progression of learning sprints, showing growth from pre data to post data	
Learning support tiered programs implemented across targeted students K–6 with data wall	
Seven steps	

Process 3: The leadership team ensures that there is collaboration across school, stage and committees to develop shared understanding of curriculum knowledge, data, feedback and other information about student

Progress towards achieving improvement measures

Process 3: progress and achievement.

Evaluation	Funds Expended (Resources)
<p>Commenced the update of school processes and online systems based on new NESAs guidelines– One drive, Microsoft teams</p> <p>Switch to Sentral– including training</p> <p>Reviewed TPL schedule and created a new science scope and sequence, and new PDHPE scope and sequence</p> <p>In 2020 we will revisit learning walks and exploring Google Apps for Education</p>	<p>Planning days for Curriculum Team to write scope and sequence for PDHPE..</p> <p>Teacher Relief (RAM Equity) 8 days: \$3,376.00</p> <p>Computer Technology (RAM) : \$1,501.00</p> <p>Impromation Subscription: \$ 2,780.00</p> <p>MTA (Modern Teaching Aids) computer equipment: \$1,900.00</p>

Next Steps

Develop a K–6 plan to refine all scopes and sequences, core programs, teaching and learning expectations, assessment and reporting and differentiation.

Utilise Google Drive as a means to store and organise resources for staff.

Explore evidence–based strategies in Spelling.

Explore an alternative to the current benchmarking of Reading and comprehension. Eg Fontas & Pinnell.

Train new staff in L3 and synthetic phonics.

Continue to explore and build teacher capacity and understanding in 'big ideas' in number, place value and multiplicative thinking.

Strategic Direction 3

Connected communities and wellbeing

Purpose

To strengthen community partnerships and collegial links, using collaborative networking to promote and generate learning, innovation and a planned approach to whole school wellbeing by school and community.

Improvement Measures

The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations

Wellbeing data will reflect incremental improvement across all school settings.

Community participation in school-based initiatives will increase from 12% to 50%.

Progress towards achieving improvement measures

Process 1: Established 'communities of practice' and networks that assume shared responsibility for promoting individual and collective measures for the on-going growth and development of the school.

Evaluation	Funds Expended (Resources)
<p>Year 6 teacher met with the high school 2020 Year advisers</p> <p>Targeted students tested by High School learning and support prior to beginning high school in collaboration with our LaST</p> <p>Writing PEEL program with Community of School project</p> <p>Parent forum on cyber safety e Commissioner</p> <p>Relationship with external community agencies, including speech, OT, etc.</p>	<ul style="list-style-type: none"> • High School transition meetings. • Casual Relief for Stage 2/3 Executive to attend High School and Community of school project meetings: \$1,688 • School promotions: \$4,850.00

Process 2: Build a systemic organisational culture that is creative and innovative to promote achievement and foster wellbeing for every student.

Evaluation	Funds Expended (Resources)
<p>Stage 3 and Staff completed PBL feedback based on the new procedures.</p> <p>Wellbeing matrix review and peer support encompasses PBL lessons</p> <p>PBL audit</p> <p>Electronic devices policy updated</p> <p>Welfare policy updated</p> <p>Introduced classroom and playground referral sheets</p> <p>Staff matrix created and expectations defined</p> <p>Chaplain assistance with anxiety and relationship building</p> <p>35% decrease in overall negative whole school behaviour referrals</p> <p>Decrease in playground negative behaviour incidences</p>	<ul style="list-style-type: none"> • SLSO professional learning and relief costs: \$1,788.00 • Feedback surveys • Behaviour referrals • Additional SLSOs: \$ 18,396.00 and \$6,858.00

Key Initiatives	Resources (annual)	Impact achieved this year
<p>Aboriginal background loading</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$45 666.00) 	<p>Windsor Public School has 36 students identifying as Aboriginal and 1 identifying as Torres Strait Islander – 37 students in total; 25% of the school population identifies as Indigenous.</p> <p>School Goals and Targets:</p> <p>To offer students, both Indigenous and non-Indigenous, the opportunity to participate in cultural learning opportunities of Aboriginal and Torres Strait Islander cultures throughout the year and not just around special events.</p> <p>To ensure Aboriginal perspectives, outcomes and syllabus content are directly taught and are integral parts of all classroom programs and units of work through the updating of scope and sequences and resources.</p> <p>To offer extended learning opportunities and academic support to Indigenous students across the school being proactive to 'closing the gap'.</p> <p>To offer Indigenous students the opportunity to be involved in a specific cultural group (arts, dance, music) that will help highlight culture and belonging.</p>
<p>English language proficiency</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • English language proficiency (\$2 537.00) 	<p>Schools Improvement Measure</p> <p>100% of teaching and learning programs reflect evidence based practices, are data driven, differentiated for individual student learning needs and demonstrate syllabus content measured by program review and student work samples. This was achieved by:</p> <p>Learning support officers are trained to implement Tier 2 and Tier 3 Learning Support programs to K–6 students, catering for NESB, Literacy, reading and comprehension focuses.</p> <p>100% of Learning Support programs are reviewed and adjusted if required on a weekly basis. (In line with the schools program supervision policy.)</p>
<p>Low level adjustment for disability</p>	<p>Staffing: Equity Loading</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$64 030.00) • Low level adjustment for disability (\$26 469.00) 	<p>100% of students responsible for their own learning goals in Literacy and Numeracy. Impact was displayed through:</p> <p>Learning support students setting individual goals, 35 out of the 37 students achieved one or more aspects of their individual goals.</p> <p>Students from K–2 transferred individual Learning Support goals across to the classroom setting displaying responsibility and ownership in their own learning across</p>

<p>Low level adjustment for disability</p>	<p>Staffing: Equity Loading</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$64 030.00) • Low level adjustment for disability (\$26 469.00) 	<p>different settings.</p> <p>All learning support students have an individual program being implemented regularly by the Learning Support Teacher and the Learning Support Officers.</p>
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>.269 Staffing</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$28 707.00) 	<p>Assistant Principals were allocated one day per week release from face to face to work shoulder to shoulder with their team members implementing, modifying and evaluating teaching and learning programs to meet the needs of students in their classes.</p> <p>100% of teachers K–6 mapped at least 5 students in their class on PLAN2 with updates being ongoing.</p> <p>Peer to peer observations took place and funds were used to relieve teachers to enable them to observe and provide feedback to peers based upon the teacher standards and quality education dimensions reflecting the goals in their PDP.</p> <p>100% of teachers observed at least one teacher throughout the year.</p>
<p>Socio–economic background</p>	<p>RAM Equity: Chaplaincy Program</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio–economic background (\$113 086.00) 	<p>Well being data will reflect incremental improvement across all school settings. Impact was displayed through:</p> <ul style="list-style-type: none"> • A decrease in overall behavioural referrals in the playground and classroom over the last 12 months. • An increase in students receiving awards at combined assemblies in all levels of the Positive Behaviour for Learning rewards system. • A decrease in parental welfare meeting compared to the previous years. • An decrease in individual referrals for an identified student from the previous year.
<p>Support for beginning teachers</p>	<p>Casual Relief and Course Fees</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$14 130.00) 	<p>Beginning teacher was provided with a mentor and was sent to professional learning for early career teachers, literacy, numeracy, assessment and reporting, and wellbeing.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	85	75	80	74
Girls	82	82	82	81

Student attendance profile

School				
Year	2016	2017	2018	2019
K	93.6	95.4	94.2	90.5
1	95.2	92.5	93.8	91.2
2	93.7	94.1	90.6	89.8
3	94.8	95.3	92.4	87.4
4	93.6	95.3	91.2	92.1
5	95.2	91.6	93.1	90.6
6	91.6	93.3	90.9	92.7
All Years	94	93.9	92.3	90.6
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)	2
Classroom Teacher(s)	4.82
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.4
School Counsellor	1
School Administration and Support Staff	2.01

*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 ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
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 (\$)
Opening Balance	267,934
Revenue	2,082,627
Appropriation	2,011,696
Sale of Goods and Services	13,044
Grants and contributions	56,111
Investment income	1,776
Expenses	-1,990,189
Employee related	-1,734,954
Operating expenses	-255,235
Surplus / deficit for the year	92,437

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 Approved SBA (\$)
Targeted Total	16,319
Equity Total	251,788
Equity - Aboriginal	45,666
Equity - Socio-economic	113,086
Equity - Language	2,537
Equity - Disability	90,499
Base Total	1,259,085
Base - Per Capita	38,011
Base - Location	0
Base - Other	1,221,074
Other Total	410,255
Grand Total	1,937,447

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 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

Each year schools are required to seek the opinions of parents, students and teachers about the school. This is done through The Learning Bar and Tell Them from Me surveys. Key findings from the research suggest: At the primary level, teachers need to be aware of early signs of disengagement. Students who are prone to becoming disengaged tend to have a low sense of belonging at school, display poor social behaviours, and lack interest in their school work. Student engagement is "a disposition towards learning, working with others, and functioning in a social institution". It includes students' sense of belonging at school, the extent to which they value schooling outcomes, and their psychological investment in learning. Measures of these aspects of engagement can be classified as social engagement, institutional engagement, and intellectual engagement. Engagement and learning go hand-in-hand: engagement begets learning and learning begets engagement. This dynamic and interactive process begins early – during the primary years or even earlier – and continues through to adulthood. Student engagement needs to be considered an important schooling outcome in its own right, sitting alongside academic achievement as a key measure of student success. In Windsor Public School, 51 students completed the Tell Them From Me Survey, which included nine measures of student engagement alongside the five drivers of student outcomes.

- 86% of students believe they have positive behaviour at school compared to 83% of NSW Govt. norms.
- 86% of students value schooling outcomes with 81% believe the classroom is well-organised, with clear purpose and with immediate feedback that helps them learn. This is on par compared to 82% of NSW Govt. norms.

These students feel that what they are learning at school is directly related to their long-term success, and this view is reflected in their classroom and school behaviour and their effort in doing homework. Increasing the intellectual engagement of students will require a change in classroom practice as classrooms will need to challenge and alter some of the long-standing structural features of teaching arrangements, approaches to instruction, school and class schedules, the ways students are grouped for instruction, and assessment strategies.

Student Outcomes and School Climate

- 67% of students feel accepted and valued by their peers and by others at their school; the NSW Govt. norm is 81%.
- 78% of students have friends at school they can trust and who encourage them to make positive choices; the NSW Govt. norm is 85%.
- 86% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future; the NSW Govt. norm is 96%.
- 86% of students do not get in trouble at school for disruptive or inappropriate behaviour; the NSW Govt. norm is 83%.
- 75% of students try hard to succeed in their learning; NSW Govt. norm is 88%.
- 63% of students are interested and motivated in their learning; NSW Govt. norm is 78%.
- 22% of students were confident of their skills but did not find classes challenging; NSW Govt. norm is 26%.

Effective Learning Time

– Important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives. In this school, students rated effective learning 7.9 out of 10; the NSW Govt. norm is 8.2.

Relevance

– Students find classroom instruction relevant to their everyday lives. In this school, students rated relevance 7.3 out of 10; the NSW Govt. norm is 7.9.

Rigour

– Students feel classroom instruction is well-organised, with a clear purpose, and with immediate feedback that helps them learn. In this school, students rated rigour 8.1 out of 10; the NSW Govt. norm is 8.2.

Bullying

– Students who are subjected to moderate to severe physical, social, or verbal bullying, or are bullied over the Internet. In this school 24% of students are subjected to physical, social, or verbal bullying, or are bullied over the internet; NSW Govt. norm is 36%.

Encouragement/Advice

– Students feel they have someone at school who consistently provides encouragement and can be turned to for advice. In this school 7.2 out of 10: the NSW Govt. norm is 7.7.

Positive teacher-student relations

– Students feel teachers are responsive to their needs, and encourage independence with a democratic approach. In this school, students rated this 7.8 out of 10; the NSW Govt. norm is 8.4.

Positive learning climate

– Students understand there are clear rules and expectations for classroom behaviour. In this school, students rated this 6.2; NSW Govt. norm is 7.2.

Expectations for success

– The school staff emphasises academic skills and hold high expectations for all students to succeed. In this school, students rated this 8.4; NSW Govt. norm is 8.7.

Focus on Learning Teacher Survey

The survey focused on eight drivers of student learning: leadership, parent involvement, inclusive school, technology,

teaching strategies, data informs practice, learning culture and collaboration. Results were indicative of the establishment of a new leadership team this year showing that both leadership and collaboration were rated below the NSW Govt. norms.

In comparison to NSW Govt. norms, this school rated

- Leadership 7.3 out of 10: NSW Govt. 7.1
- Collaboration 8.2 out of 10: NSW Govt. 7.8
- Learning Culture 8.5 out of 10: NSW Govt. 8.0
- Data Informs Practice 8.5 out of 10: NSW Govt. 7.8
- Teaching Strategies 8.6 out of 10: NSW Govt. 7.9
- Technology 7.3 out of 10: NSW Govt. 6.7
- Inclusive School 8.5 out of 10: NSW Govt. 8.2
- Parent Involvement 6.8 out of 10: NSW Govt. 6.8

With the development of the 2018–2020 school plan, leadership and collaborative practice will become a fundamental area for improvement under Quality Teaching and Leadership (Strategic Direction 2).

In rating the four dimensions of classroom and school practices:

- Challenging and Visible Goals 8.1 out of 10: NSW Govt. 7.5
- Planned Learning Opportunities 8.1 out of 10: NSW Govt. 7.6
- Quality Feedback 7.6 out of 10: NSW Govt. 7.3
- Overcoming Obstacles to Learning 8.1 out of 10: NSW Govt. 7.7

The three remaining dimensions as part of the Partners in Learning Parent Survey – Unfortunately, the number of participants retrieved according to the set criteria is less than the minimum number required to protect the privacy of the participants. The school will continue to strive for a greater parent involvement and participation in school plans and events as part of the implementation of Strategic Direction 3 – Connected Communities and Wellbeing in the 2018–2020 school plan.

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.