

Kemblawarra Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Kemblawarra 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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4274 2024

School background

School vision statement

The vision of the Kemblawarra Public School learning community is to enable all students to achieve their personal goals and to develop their talents and capacities to their full potential –socially, emotionally, physically, spiritually and academically.

We envision that all students will develop a sense of self-worth, achieve social discipline and gain joy and satisfaction from belonging to and being a valued member of the school and wider community so that they can make the best contribution to the community in which they live. We are committed to supporting an environment that creates the joy of learning.

Our school values support our core business of improving student growth. We strive to be the best we can be and our values 'Safe, Respect and Responsible', drive our school culture.

School context

Kemblawarra Public School is a dynamic primary school that provides a quality education for preschool, mainstream and support class students. We are a member of the Warrawong Community of Schools (CoS) and situated in the Illawarra region.

Our enrolments include 105 K–6 students, 35 Support Class students. Our Kemblawarra Public School Preschool includes 70 students and runs on a 5 day fortnight enrolment system. We currently have 4 Mainstream classes, 3 Support Classes, 2 Emotional Disturbance Support Classes and 2 Preschool Classes. The school has 35 Aboriginal students currently enrolled.

Our school focus is to excel in a best practice mind set and method of delivery through all teaching and learning cycles to improve student outcomes. Staff, parents and students work together so that all students are provided with opportunities to achieve success in learning and to develop their sense of self-worth, individual accountability, self-confidence, optimism, respect for others, and the achievement of personal excellence.

Kemblawarra Public School strives for excellence and high teaching and learning expectations through all curriculum areas, in particular literacy and numeracy with the inclusion of technology. The school has a strong focus on school improvement, individual learning needs and meeting those learning needs to best support student growth and development.

Kemblawarra Public School provides a selection of extracurricular activities including choir, public speaking and a variety of sporting opportunities and gifted and talented opportunities.

Our school continues to be part of the Early Action for Success (EAfS) initiative to improve students' performance in literacy and numeracy.

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

Strategic Direction 1

Curriculum–Quality Teaching and Learning

Purpose

Our purpose is to create and maintain a whole school approach to professional and quality teaching and learning experiences for staff and students. Our focus is directed towards meeting the educational needs of all students to create and maintain high standards of literacy and numeracy across all Key Learning Areas with an emphasis on learning for the future.

Improvement Measures

Students have significantly improved their literacy and numeracy skills and an increased percentage of students are meeting the proficient standard or above for NAPLAN results in all areas for literacy and numeracy.

Teachers are effectively implementing evidence based pedagogies and are effectively using collaborative and reflective practices within their programming. Teachers are supported by their leaders and accessing Professional Development opportunities.

Progress towards achieving improvement measures

Process 1: Research informed Pedagogy

The use of dynamic and evidence based research to develop and implement quality programs in all learning environments.

Evaluation	Funds Expended (Resources)
L3 training was successfully completed by all staff. They have been implementing the pedagogy within the classrooms. Students have shown great improvements in reading, writing and spelling. Words Their Way was trialed but teachers opted to use Snappy Sounds as they found students were having gaps in their spelling strategies.	Interventionist, class teachers, volunteers, SLSOs are all utilised to support with reading.
Our AEO has been working with students in years 2 – 6 with various programs and students have been showing progress in their learning.	

Process 2: Curriculum teaching and learning

The teaching learning cycle is driven through systematic data collection and analysis. Learning is student centred and assessment informs future programming.

Evaluation	Funds Expended (Resources)
Finland Maths was successful within Stage 2 and will be continued to be implemented in 2020 in Stage 1, 2 and 3. The LST will be utilised as a support to ensure the successful implementation of the pedagogy.	Class teacher, LST, sport equipment, computers.
Support Classes are utilising Get Reading Right as a phonics program to support students within their class. This has proved to be successful in meeting the students' needs.	

Process 3: Collaborative Practices

Establish and implement consistent and collaborative processes for judgement, assessment and reporting in literacy and numeracy and other key learning areas.

Evaluation	Funds Expended (Resources)
PLAN2 is entered by all K–6 staff for all students in the following areas– Understanding texts, Creating texts and Quantifying numbers. Teachers are	NESA documentation, Writing samples, School samples, PL for all

Progress towards achieving improvement measures

using this tool to track students and plan for lessons on a 5 weekly cycle. K-6 staff lodge reading graphs to Instructional Leader to track reading levels to ensure all students are on track. These graphs are displayed in the Instructional Leaders office for easy access by all staff.

staff

Learning Journals went home Semester 1 and 2 for all students K-6 to show parents evidence of student performance in various KLAs

Strategic Direction 2

Connect and Communicate

Purpose

Calm, safe and structured environments promote successful learning opportunities. Our purpose is to sustain a whole school culture and wellbeing process that supports the welfare of all staff and students so they can connect, succeed, thrive and learn. The early years are critical for establishing self-esteem, resilience, healthy growth and the capacity to learn.

Improvement Measures

Staff are entirely committed to and effectively utilising our whole school approach of Positive Behaviour for Learning (PBL) within their daily teaching programs.

A significant decrease in the number of negative playground/play based behaviour incidents P-6. A significant increase in the number of positive incidents being recorded.

Steady increase of whole school attendance each year to assist students in reaching their full potential.

Preschool students better prepared socially and academically for transition to Kindergarten. An increase in students transitioning to Kindergarten at KPS from preschool.

Progress towards achieving improvement measures

Process 1: Student Support/Wellbeing

Develop and maintain positive intervention and a whole school approach to target student engagement, welfare and attendance across the school.

Evaluation	Funds Expended (Resources)
<p>Significant changes made to school behavioural and safety management. This is particularly focused on teacher professional development and has resulted in a significant reduction in behavioural incidents escalating into high level violent or dangerous incidents.</p> <p>Transition assemblies have become part of the school process resulting in notably reduced incidents immediately following breaks, including morning play. These include both calming elements and positive reinforcement of the three school values.</p> <p>Caught You being Good has been successful and had a high degree of engagement from students. All students are able to name the three values associated. Both when receiving Caught you Being Good tickets and during transition assemblies students have their positive behaviours aligned to the three values, followed by the expression '...and that's what we do at Kemblawarra Public School.'</p> <p>Attendance continued to be tracked by classroom teachers and the Learning Support teacher contacted families of students with under 80% attendance. Every family with a student below this mark has been engaged by the Learning Support process and every unexplained absence has been addressed with parents via a call home or letter.</p> <p>Casual folders have continued to be improved and updated. A video will be produced explaining the welfare system and some of the school routines to easily inform new staff.</p> <p>IEP's continued to be updated throughout each term. Ongoing professional development in implementing and tracking goals through the IEP process will be planned for next year.</p>	<p>Behavability consultation – ongoing cost</p>

Progress towards achieving improvement measures

Process 2: Positive Behaviour for Learning

Implement the PBL framework to strengthen our Restorative practice. Provide staff with easily accessible resources and professional development to inform successful implementation of strategies and programs.

Evaluation	Funds Expended (Resources)
<p>Feedback from 100% of students and staff able to be gathered to inform initial formation of PBL goals for outside areas.</p> <p>Parent engagement was more difficult but by using the Kemblawarra Parents and Community Ideas Hub as a basis for discussion we were able to have feedback from a cross-section of the parent body.</p>	<p>PL for PBL, signage</p>

Process 3: Preschool

Support and develop opportunities for all preschool staff to review, amend and implement educational requirements and integrate fully into the whole school directions.

Evaluation	Funds Expended (Resources)
<p>Success and quality of SWAY and ELSA have led to wider school professional development in some of the strategies and tenants of the program. These are being adapted by staff to suit their own programs.</p> <p>PATCH program not run in 2019, preschool parents will be invited to attend in 2020.</p> <p>Excellent quality of transition program leads to a higher retention of students moving into Kindergarten at Kemblawarra PS, which has increased by 50% over the past 2 years.</p>	<p>SWAY kit</p> <p>ELSA kit</p> <p>Teacher training in ELSA and SWAY (casual teachers employed to cover PD)</p> <p>Learning hub equipment and furniture purchased to support programs</p> <p>Casual staff for time off class to complete policies and procedures for NQS</p> <p>Purchase of sport equipment and personnel for gala day event</p>

Strategic Direction 3

Community and Leadership

Purpose

To maintain a high performance culture, with a clear focus on student progress, achievement and educational growth, encompassing the support of all stake holders. We strive for effective leadership in line with exemplary behaviour and evidence-based knowledge to significantly enhance the outcomes of student achievement and staff confidence.

Improvement Measures

Increased community participation during all specialised school programs and events.

Staff actively participate in purposeful self identified TPL which links to the School Plan and a functional, systematic whole school PDP process.

Progress towards achieving improvement measures

Process 1: Community Engagement

Develop and strengthen relationships and programs supporting all stakeholders in meeting student outcomes. Evaluations and feedback are used to collate data and improve targeted interventions.

Evaluation	Funds Expended (Resources)
<p>Our goal is to have sustainable opportunities for parents and community members to engage in a number of school activities which help build the school as a cohesive educational community.</p> <p>A number of community events and occasions were organised by the Community Engagement Team with support from the school's parent hub including; colour run, Mothers Day and Fathers Day raffle and gift stall, Pie drives, Year 6 cake and market day. Each event was largely organised and ran by school staff with a limited number of community members to assist.</p> <p>The Tell Them From Me survey was conducted for the second year with an emphasis on parent contribution. Incentives were offered to participate and areas set up to facilitate the survey, however only 5 parents responded and completed the survey not giving a true representation of the school community. This approach will be reviewed in 2020.</p> <p>The annual PLP Barbeque was held with 80% of parents invited in attendance. This created a valuable opportunity for teachers to create rapport with school families and for PLP goals to be set in conjunction with Aboriginal families.</p> <p>Meet the teacher, Book week, NAIDOC activities and Education Week created opportunities for the community to engage with the school and have an insight into their child's learning. Parents participated in all events with enthusiasm and there is a steady increase in parent attendance each year.</p> <p>OoSHC was offered this year hosted by the YMCA. The program has shown a growth in student attendance from Kemblawarra PS and local primary schools since its implementation to the end of 2019 with further growth expected for 2020. There is constant communication between the Executive Team and the YMCA to ensure that the implementation of the program is successful.</p> <p>The bi-termly stay and read sessions were unsuccessful K-6. Preschool had regular parents attend however when offered in K-6 there was no attendance. This will be reviewed for 2020.</p>	<p>Celebration resources, Casual relief</p>

Progress towards achieving improvement measures

Process 2: TPL/PDP

Ensure adequate professional development opportunities are provided to support all staff in monitoring and improving their own skills and abilities. Leaders work collaboratively with staff to guide and support their learning to create quality teaching and effective learning experiences.

Evaluation	Funds Expended (Resources)
<p>The leadership team actively supports change that leads to improvement creating opportunities where feedback about the impact of change can be shared and monitored.</p> <p>The PBL team met every 2 weeks led by the PBL coaches to analyse data and adjust the school behaviour focus accordingly. The long term data revealed a reduction in the intensity level of the behaviours recorded. All staff participated in professional learning led by the PBL coaches to create transparency and a common approach and language across the whole school.</p> <p>Stage 2 teachers were able to observe the Finland model of Math at Warilla PS and then adapt and implement the model in the Stage 2 classroom daily throughout the year. Data was collected during the Finland trial. Analysis of the data and consultation with the implementing teachers showed that there was student growth in all areas of numeracy, and that the structure of the Finland model was beneficial to this cohort of students resulting in sustained engagement and attention.</p> <p>The preschool teachers attended the ELSA and SWAY Professional learning to share with the school staff. ELSA and SWAY were implemented in the Preschool. These programs were engaging for the preschool students and provided valuable opportunities to observe students interests and growth in skills. Feedback from staff led to additional PD for all staff in SWAY. K-2 implemented aspects of the program in their rooms to include a valuable Aboriginal perspective across literacy and numeracy activities.</p> <p>K-6 staff attended various L3, TEN and Words their Way professional development. This enabled all K-2 staff to implement the L3 pedagogy and TEN activities in all K-2 classrooms. Through Instructional Leader utilisation aspects of the L3 pedagogy was taught to the whole staff K-6 to enable constant teaching strategies and learning across the whole school. The impact was creating opportunities for all learners to use activities and experience teaching strategies at their point of need to enhance their learning. The whole school implemented the Words their Way spelling program. The end of year review revealed that the program was beneficial to mainstream classes for those students already at their expected ability for their year. However the program was onerous for support students and students working below their year level with no to little growth in their spelling ability.</p> <p>All school staff completed their PDPs. These reflected opportunities of leadership and all staff identified areas for personal growth.</p> <p>All teachers were introduced to the concept of learning hubs. Each class experimented in how to create and deliver valuable activities within the hubs. This will be a focus of 2020.</p>	LS intervention, PL

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>SWAY Program</p> <p>Aboriginal background loading (\$76,595)</p>	<p>All P–6 teachers attended the SWAY professional learning to use the SWAY program and resources in the classroom. P–2 classrooms program using the SWAY lessons and resources to embed an Aboriginal perspective when teaching their content.</p> <p>AEO assigned to targeted students to focus on goals set in the Individualised Education Plan in literacy and numeracy.</p> <p>All funding allowed for extra support in teaching and learning and to support the development of individual student's social skills programs. Smaller class sizes with additional teaching and support staff were created.</p>
English language proficiency	<p>English language proficiency (\$6,296)</p>	<p>Implementation of the Finland Maths model allowed students to get the maximum explicit and guided instruction in small groups differentiated to their individual ability. All students are able to be challenged and gain the maximum student growth.</p> <p>Using the L3 model allows all students to work at their point of need through small group and individual instruction for reading and writing.</p> <p>All funding allowed for extra support in teaching and learning and to support the development of individual student's social skills programs. Smaller class sizes with additional teaching and support staff were created.</p>
Low level adjustment for disability	<p>Low level adjustment for disability (\$72,576)</p>	<p>Above establishment Instructional Leader increased teacher capacity to better meet the needs of K–2 students through mentoring.</p> <p>Students were all provided with opportunities to participate in extra–curricular activities. A large focus was the P–2 gala days and PSSA sports days. Interested senior students participated in PSSA events subsidised by the school to allow maximum participation. Kemblawarra Public School successfully hosted a termly P–2 gala day for the CoS group to coincide with the PSSA gala day. Up to 5 schools participated at one time with rotational activities to ensure that all students were able to participate with others from the community.</p> <p>All funding allowed for extra support in teaching and learning and to support the development of individual student's social skills programs. Smaller class sizes with additional teaching and support staff were created.</p>
Quality Teaching, Successful Students (QTSS)	<p>inc part socio–economic funding (\$259,918)</p>	<p>Rosters were created and reviewed during weekly LS meetings to allow for individual support to be allocated to students to meet</p>

<p>Quality Teaching, Successful Students (QTSS)</p>	<p>inc part socio—economic funding (\$259,918)</p>	<p>specific needs. SLSO's and teachers support identified students and worked towards shared goals in their Individual Education Plans focusing on literacy, numeracy or behaviour strategies.</p> <p>Small groups were identified within each class group to allow for maximum differentiation during rotational activities and tasks. This allows each child to achieve maximum growth.</p> <p>All funding allowed for extra support in teaching and learning and to support the development of individual student's social skills programs. Smaller class sizes with additional teaching and support staff were created.</p>
<p>Support for beginning teachers</p>	<p>inc part socio—economic funding (\$259,918)</p>	<p>Executive staff and supervisors scheduled time for observations to allow mentoring to staff to build capacity to deliver content to maximise student growth. Time was allocated for additional RFF to allow teachers to focus on programming for collaboration and quality.</p> <p>All funding allowed for extra support in teaching and learning and to support the development of individual student's social skills programs. Smaller class sizes with additional teaching and support staff were created.</p>
<p>Targeted student support for refugees and new arrivals</p>	<p>Refugee student support (\$311)</p> <p>inc part socio—economic funding (\$259,918)</p>	<p>LaST timetabled to target students below appropriate stage outcomes in literacy and numeracy. This included additional reads with a focus on reading strategies and small group instruction using the Finland maths model.</p> <p>All funding allowed for extra support in teaching and learning and to support the development of individual student's social skills programs. Smaller class sizes with additional teaching and support staff were created.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	59	64	62	61
Girls	42	41	38	54

Student attendance profile

School				
Year	2016	2017	2018	2019
K	89	85.9	93.2	88.2
1	82.4	86.8	86.5	83.6
2	92.6	85.3	87.8	71.1
3	89.3	91.1	86.7	83.3
4	91	95.1	91.1	90
5	90.8	88.6	95.2	89.9
6	93.3	90.7	89.3	87.7
All Years	90	89.4	90.7	86.2
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)	10.39
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.2
School Administration and Support Staff	9.86

*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	330,138
Revenue	3,041,402
Appropriation	2,973,400
Sale of Goods and Services	21,757
Grants and contributions	44,737
Investment income	1,509
Expenses	-3,198,436
Employee related	-2,705,148
Operating expenses	-493,287
Surplus / deficit for the year	-157,034

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	948,290
Equity Total	412,366
Equity - Aboriginal	76,575
Equity - Socio-economic	256,918
Equity - Language	6,296
Equity - Disability	72,576
Base Total	981,123
Base - Per Capita	33,943
Base - Location	0
Base - Other	947,181
Other Total	541,400
Grand Total	2,883,180

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

The opinions of all students' years 4–6 were sought regarding aspects of their social–emotional outcomes and their motivations at school relating to work, culture and social wellbeing. Their responses were as follows–

72% of all students have friends at school that they can trust and who encourage them to make positive choices.

91% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future.

70% of students were confident in their skills in maths and English, and felt challenged.

78% of students feel proud of their school.

75% of students agree that they are aware of what is expected from a task before they begin.

Additional feedback includes–

39% of students do their homework with a positive attitude and in a timely manner.

3% of students lacked confidence in their skills in English and maths and did not feel challenged.

Over 75% of Aboriginal students felt good about their culture whilst at school and stated their teachers have a good understanding of their culture.

The opinions of all teachers were sought through a self–evaluation survey regarding effective classrooms and classroom and school practices. Their responses were as follows–

The majority of teachers agreed that they work with school leaders to create a safe and orderly school environment.

Teachers believe that they establish clear expectations for classroom behavior.

Teachers believe they create opportunities for success for students who are learning at a slower pace.

94% of teachers agreed that school leaders are leading improvement and change and they clearly communicate their strategic vision and values for our school.

Additional feedback includes–

Teachers requested additional observations of their teaching by the school leaders.

Teachers believe they should provide support for students to use computers to track progress towards their goals.

Teachers recommend implementing processes for parents to review and correct a students work.

When surveyed about their perceptions of their children's experiences at home and school, parents responses were recorded as follows–

The school average was greater than other NSW government schools with parents agreeing that they can easily speak to their children's teacher, that written information is in clear plain language and that the school communicates their child's behaviour immediately.

71% of parents talked with their child's teacher.

86% of parents are involved in school communities.

Additional feedback includes–

Over 50% of parents spend less than 30 minutes a week helping with homework believing that teachers do not expect homework to be completed on time.

Over 50% agreed the school was able to access specialist assistance for their child when needed.

71% agreed that they are supplied with sufficient feedback on their child's learning.

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.