

Wollondilly Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Wollondilly 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

Wollondilly Public School
Newton & Hoskins Sts
Goulburn, 2580
www.wollondill-p.schools.nsw.edu.au
wollondill-p.school@det.nsw.edu.au
4821 4496

Message from the principal

Wollondilly Public School serves students and their families and has a long tradition of delivering quality public education to the community of Goulburn since 1971.

Wollondilly's sustained growth and success is a result of vital partnerships between the school, its parents, partner schools and the wider education community. The school is driven by the aspirations of the Melbourne Declaration on Goals for Young Australians.

We promote equity and excellence and relentlessly seek that all our students become: successful learners; confident, creative individuals; and active informed citizens.

Our curriculum is confidently focused upon a holistic education that is rich in academic, cultural, creative and performing arts, wellbeing, sporting, civic and citizenship learning programs.

We promote personalised learning and celebrate individual differences. We also value a strong sense of community and are proud of the role our students will play in contributing to both their local and global contexts.

Wollondilly Public School is proud of its traditions. This Annual Report shows also that it looks to the future, confident that it is a dynamic and innovative school.

Our 2018 – 2020 School Plan has been focused upon ensuring the highest quality of learning opportunities led by skilled and dedicated professionals in a community where wellbeing is both valued and enhanced.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Yours Sincerely

Vicki-anne Stokes

School background

School vision statement

Wollondilly Public School empowers students to achieve excellence through connected, collaborative, critical and creative learning experiences in a safe and supportive learning environment. We work closely in partnership with the school community, and together we strive to inspire and nurture students as flexible, self-reflective, responsible learners, resilient individuals and active global citizens for current and future learning landscapes.

We will ensure every child is known, valued and cared for and that every student, every staff member and every leader will improve each year.

School context

Wollondilly Public School is an innovative, dynamic and strongly inclusive primary school providing a quality education for over 380 students in the growing regional area of the Southern Tablelands. 8% of these students are from a language background other than English and 9% are Indigenous. We are committed to providing rich programs to develop skills in technology, critical thinking, problem solving, communication and collaboration to enable students to reach their full potential educationally, socially and emotionally. Our school is developing a culture of evidence based, data informed decision making and aims to build the capacity of all teachers to lead, improve learning and innovate. Wollondilly Public School enjoys strong community support and has an active and very supportive Parents and Citizens' Association.



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

Strategic Direction 1

High Quality Teaching

Purpose

Quality, explicit teaching and assessment practices that use research and evidence based strategies are essential for the development of rigorous personalised learning to ensure quality educational opportunities are differentiated to meet the needs of individual students. Educators and leaders work collaboratively to be equipped with the necessary skills to empower and inspire all students to reach their full potential through high expectations and effective feedback.

Improvement Measures

Increase staff knowledge and confidence in implementing curriculum and innovative pedagogy (from baseline in 2016).

100% of staff and students will use learning intentions, success criteria, effective feedback and learning processes to achieve syllabus outcomes in Literacy and Numeracy with a lens on the achievement of Aboriginal, ESL, support and low socio-economic backgrounds students.

100% of teachers demonstrate that they meet The Australian Professional Standards for Teachers evidenced by Professional Development Plans.

Improved scores for collaboration and learning culture to above average for similar schools.

Overall summary of progress

- In regards to making learning visible, our school has made significant progress. By inviting other teachers to come and look at how visible learning works in our school, we have built a great reputation as a school that excels in this area.
- Building effective partnerships has allowed our staff to self reflect and refine our current practice. Teachers continue to set high expectations for themselves and aspire to achieve them.

Progress towards achieving improvement measures

Process 1: Professional Learning Focus

Develop individualised teacher professional learning through the implementation of the Performance and Development Framework. Teachers collaboratively evaluate their teaching practice and set goals in accordance with the Australian Standards for Teachers at Proficient, Highly Accomplished and Lead, and the school's strategic plan. To build professional learning capacity for beginning teachers, experienced teachers, teachers aspiring to higher levels of accreditation and aspiring leaders. Teachers with identified expertise will act as coaches to provide feedback on professional development plans, teaching, data analysis and future planning.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Collaborative, stage based fortnightly meetings – successful sessions where the main focus has been on using pre and post testing data in writing to plan for 5–10 cycles of teaching in writing.• Stage APs and Principal met with staff to develop and support the PDP process. PL provided to AP's in term 4 on supporting the PDP process.	\$150,000

Process 2: Teaching and Learning Assessment cycle.

Teachers will jointly use consistent teacher judgement to accurately track student learning with a focus in Writing and know the impact their teaching is making through regular analysis. Formative assessment strategies will be used to plan modelled, guided and independent teaching and assessment feedback will be planned and delivered regularly to students. Targeted teaching strategies will be shared to support students not making expected growth.

Evaluation	Funds Expended (Resources)
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Progress towards achieving improvement measures

- PDHPE syllabus ready for implementation in 2020
- Classroom 'Walkthroughs' for staff in Visible Learning
- School Scope and Sequences updated to ensure they are NESAs compliant
- continued to support staff in the implementation of high quality teaching and learning in Writing. Evidence of impact can be seen in NAPLAN 2019 data where we have exceeded state growth in Writing, Spelling, Grammar and Punctuation.

Process 3: Clear and high student expectations

Planned teacher professional learning in making the learning visible to students. By using the CESE documents teachers are able to identify the strategies for high value add result and utilise these in their classrooms.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• successful implementation and elements can be observed in teachers' practice. Staffroom display of What Works Best themes has been established.• Personalised staff PL – focused team teaching and planning with Instructional Leader using areas of need from AITSL self assessment tool. List of areas staff can mentor others in will be made available in 2020.• Staff accessed personalised Professional Learning as needed through Instructional Leadership flexible timetable. Continue into 2020. Teachers to be given opportunities to mentor others in their areas of expertise.	

Next Steps

- Next year, the school will continue to embed explicit systems that facilitate professional dialogue, collaboration, classroom observations and the provision of timely and effective feedback.
- All executive staff will receive professional development in the skill of growth coaching to further strengthen this culture of high expectations and self reflection.
- The implementation of the whole school scope and sequence document, as a result there will be detailed reviews of the document and its capacity to support high quality assessment, reporting and teaching and learning.
- Professional Learning for staff in Syllabus implementation, NESAs programming compliance and in high growth schools
- Sharepoint – fully operational.



Strategic Direction 2

High Quality Learning

Purpose

Identifying the knowledge and skills of students is critical in developing personalised learning. Student learning and engagement are enhanced by high expectations for student achievement, and making the learning visible and meaningful for all students.

Improvement Measures

100% of students will use learning intentions, success criteria, effective feedback and learning processes to achieve syllabus outcomes in Literacy and Numeracy with a lens on the achievement of Aboriginal, ESL, support and low socio-economic backgrounds students.

Increase each year in student growth identified through NAPLAN and PLAN data and Learning progressions.

Overall summary of progress

- Learning for staff in Visible Learning strategies has taken place with all classrooms a visible learning environment.
- Staff have some understanding of formative assessment and how that drives teaching at the point of need for the child.
- Student growth in NAPLAN in Literacy was well above state average and like school average.

Progress towards achieving improvement measures

Process 1: Assessment & Differentiated Learning

Planned professional learning in assessment for, of and as learning will be implemented with an initial emphasis on Writing. Teachers will further develop their knowledge of literacy and numeracy progressions, NSW syllabuses for the Australian Curriculum and 21st century learning, data walls and bump it up walls.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Programming documents to reflect Learning Intentions and Success Criteria focus.• Self assessment and student to student "Effective Feedback" lessons commenced with explicit lessons to teach students. This is with the support of the Instructional Leader sessions in classes involving children participating in NAPLAN.	

Process 2: Visible Learning for Students

Professional development in making learning visible and purposeful for students with a **preliminary focus on Writing**. The provision of:

- learning intentions, success criteria in child friendly terminology, exemplar student work and assessment feedback:
- teacher to student feedback, student to student feedback and student to teacher feedback.
- Student surveys, student focus group data, and formative assessment strategies such as bump it up walls will be used to plan innovative teaching strategies in writing that are engaging.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Students interviewed. Question– What does Visible Learning mean to them. What impact does it have on their learning?• Identified areas for further learning of teachers and students in effective	

Progress towards achieving improvement measures

learning for, of and as.

Next Steps

- The school will conduct future workshops for visiting teachers in the area of making learning visible.
- The leadership team will continue to model best practice and support a strong culture that supports innovation.
- Further professional learning on PLAN 2 and Bump It Up walls and Assessment for, of and as and how this relates to Student to Teacher feedback.



Strategic Direction 3

High Quality Relationships – Connect, Thrive and Learn

Purpose

Inclusive, informed and engaged learning community. Develop, implement and support the cognitive, emotional, social, physical and spiritual wellbeing of all students and community through the continuation and improvement of Positive Behaviour for Learning practices and Kid's Matter initiatives.

Improvement Measures

All staff, students, families and relevant stakeholders have an understanding and engage with PBL.

All teachers participate in educational networks.

Data shows improvement in behaviour in all areas across the school.

Parent surveys indicate an increase in understanding of new curriculums and innovative pedagogy.

Overall summary of progress

- The school successfully launched and implemented the new welfare policy.
- The school will conduct three reviews of the current welfare policy. We will listen to students, parents and teachers opinions regarding all aspects of the welfare policy.
- We aim to refine and continue to develop the positive learning culture the school currently possesses.
- Introduction of Assistant Principal Wellbeing.

Progress towards achieving improvement measures

Process 1: Student Wellbeing Policy and Practices

Continue a review of student wellbeing policy based on the input from the whole school community and embed strategies that develop student resilience and leadership skills.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Students and school community participated in the review of current procedures. They were active participants in identifying areas of improvement.• Powerpoints were designed to communicate changes to students and staff and were accessible by all.• Changes were raised in staff meetings and amended appropriately. The new system was documented and again presented through powerpoint displays and assemblies.	\$10,000

Process 2: Develop jointly constructed positive wellbeing strategies for students, teachers and parents to support a positive and collaborative school culture.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Students were involved with designing the new 'Wollar Dollar' and voted on several options for final design. These were then refined and presented to staff, P&C and students.• Staff participated in reviewing procedures. Identifying areas that had changed and needed adjustment.• Staff were active participants in refining the Wellbeing procedures and aligning them with the new Wollar Dollar system.	\$20,000

Process 3: Community Partnerships

Progress towards achieving improvement measures

Process 3:

Plan and implement parent education workshops and other strategies such as three way interviews to inform and empower all stakeholders in providing individualised learning. Evaluate, modify and trial strategies that inform parents in regards to their child's learning.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Pre-school music group is ongoing and highly successful in our community.• Play group has been established and 8 families access this service each week.• Breakfast club has been established with 80 children having breakfast each day.• Interest days for parents have been increased with a great uptake by the parent and grandparent body.• Parent Cafe on Friday afternoons has seen an increase in the parents dropping in for a chat.	\$10,000

Next Steps

- Acknowledgement that the new Wollar Dollar system is embraced by the majority of students.
- Lack of change in students with behavioural difficulties is still of concern.
- Tier 2 and 3 PBL learning to take place.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$10,000 Aboriginal cultural leaders	<ul style="list-style-type: none"> • Positive student growth in numeracy and literacy above state average for Aboriginal students. • Aboriginal student attendance above the rest of the school and state average. • improving student engagement and Literacy and Numeracy standards. • cultural activities run by Aboriginal community members running across the whole week of NAIDOC.
English language proficiency	EAL/D teacher 1 day a week \$15,000	<ul style="list-style-type: none"> • EAL/D students saw significant increase in their English proficiency • EAL/D students cultural groups identified and supported
Low level adjustment for disability	\$150,000	<ul style="list-style-type: none"> • This project seeks to provide a whole school approach towards learning and wellbeing for all students so that every child is known, valued and cared for. • students are actively involved in their learning, and track their learning goals and progress through their Individual Learning Plans. This allows students with the support of their teachers to experience success, build vital skills and to develop confidence in their abilities. • Learning and Support Teachers provide intensive learning interventions for targeted students, and provide consultancy services to classroom teachers to support teaching staff in delivering personalised learning across the curriculum.
Quality Teaching, Successful Students (QTSS)	\$150,000	<ul style="list-style-type: none"> • Instructional Leader – continued to support staff in the implementation of high quality teaching and learning in Writing. Evidence of impact can be seen in NAPLAN 2019 data where we have exceeded state growth in Writing, Spelling, Grammar and Punctuation. • Collaborative, stage based fortnightly meetings – successful sessions where the main focus has been on using pre and post testing data in writing to plan for 5–10 cycles of teaching in writing. • S&T syllabus Professional Learning implemented. End of first year implementation data is being gathered to ascertain the ongoing needs of staff. • PLAN 2 Professional Learning conducted in staff meetings and collaborative meetings. Ongoing support given to individual staff as required. Continue to provide termly support in 2020, to stage teams through collaborative meetings. • Stage Assistant Principal's and Principal met with staff to develop and support the PDP process. Professional Learning provided to Assistant Principal's in term 4 on supporting the PDP process. • CESE 'What Works Best' – successful implementation and elements can be observed in teachers' practice. Staffroom display of What Works Best themes has been established. Add in examples of practice for

Quality Teaching, Successful Students (QTSS)	\$150,000	each theme, in 2020.
Socio-economic background	\$150,00	<ul style="list-style-type: none"> • The approach demonstrates the comprehensive and strategic manner in which wellbeing and educational needs are met by the whole school, with common language used to describe students primary and secondary needs. • This includes learning, wellbeing, attendance and complex cases. • School policies have been developed in consultation with the executive team and staff in order to create a strategic framework to support students <ul style="list-style-type: none"> • students are identified, the resources and documents that are used to support these students, and clear role statements that detail best practice in wellbeing and learning to support the whole child.
Support for beginning teachers	\$100,00	<ul style="list-style-type: none"> • All beginning teachers successfully completed accreditation to Proficient level. • All were trained in specific literacy and numeracy strategies for their class and need.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	178	169	174	177
Girls	161	134	148	155

Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.9	95	95	92.2
1	93.1	94.1	94.4	92.1
2	95	95.3	94.7	92.4
3	94.6	93.2	94.9	90.1
4	94.8	96.4	94	93.6
5	94.7	93.7	94.1	94.8
6	93.4	92.2	94.2	93.6
All Years	94.3	94.3	94.5	92.5
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)	5
Classroom Teacher(s)	17.69
Teacher of Reading Recovery	0.2
Learning and Support Teacher(s)	1.4
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	5.54

*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	373,610
Revenue	4,430,766
Appropriation	4,282,774
Sale of Goods and Services	40,224
Grants and contributions	106,400
Investment income	868
Other revenue	500
Expenses	-4,596,628
Employee related	-3,889,362
Operating expenses	-707,266
Surplus / deficit for the year	-165,862

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	526,805
Equity Total	367,930
Equity - Aboriginal	22,745
Equity - Socio-economic	109,853
Equity - Language	24,044
Equity - Disability	211,289
Base Total	2,459,190
Base - Per Capita	79,186
Base - Location	2,605
Base - Other	2,377,398
Other Total	817,006
Grand Total	4,170,931

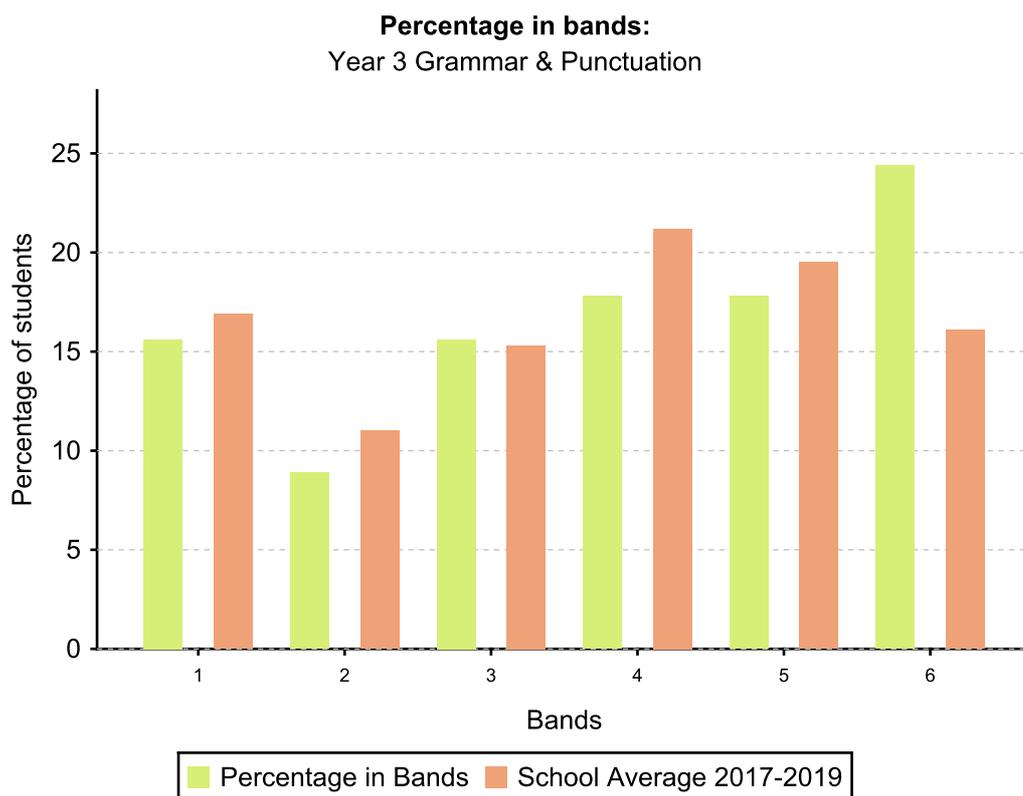
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

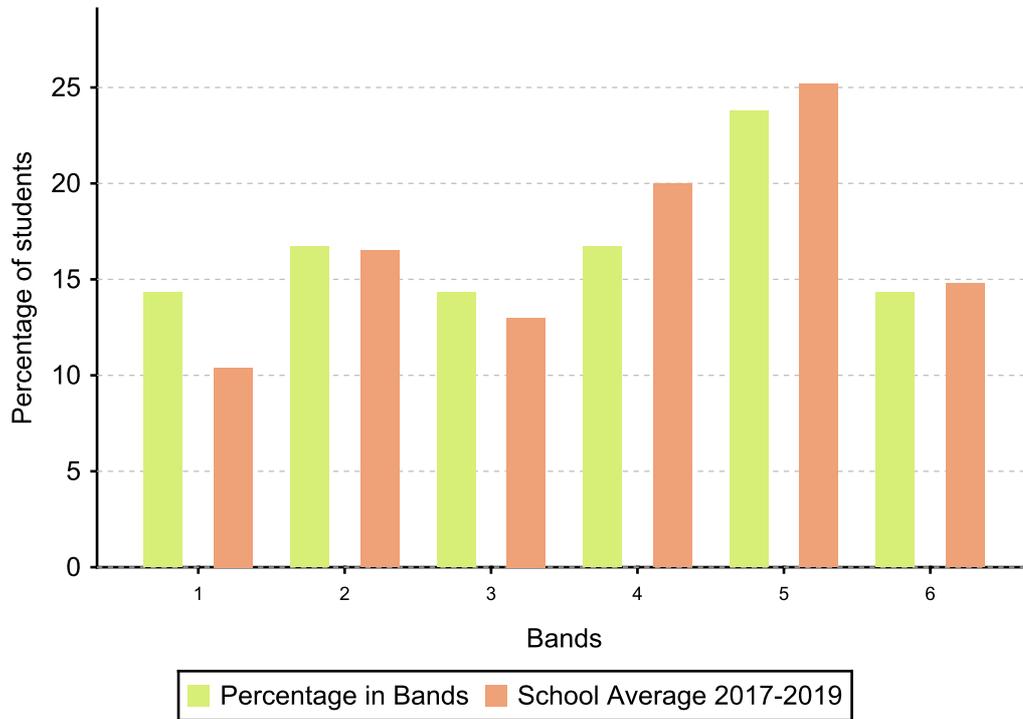
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison 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.

Literacy and Numeracy Graphs



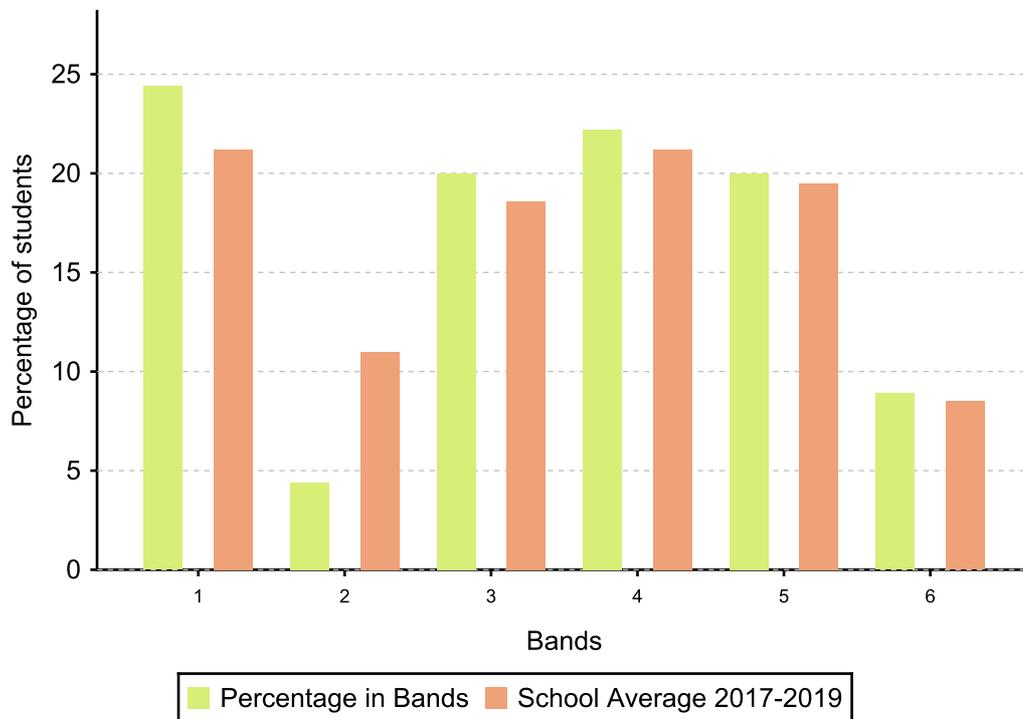
Band	1	2	3	4	5	6
Percentage of students	15.6	8.9	15.6	17.8	17.8	24.4
School avg -2019	16.9	11	15.3	21.2	19.5	16.1

**Percentage in bands:
Year 3 Reading**



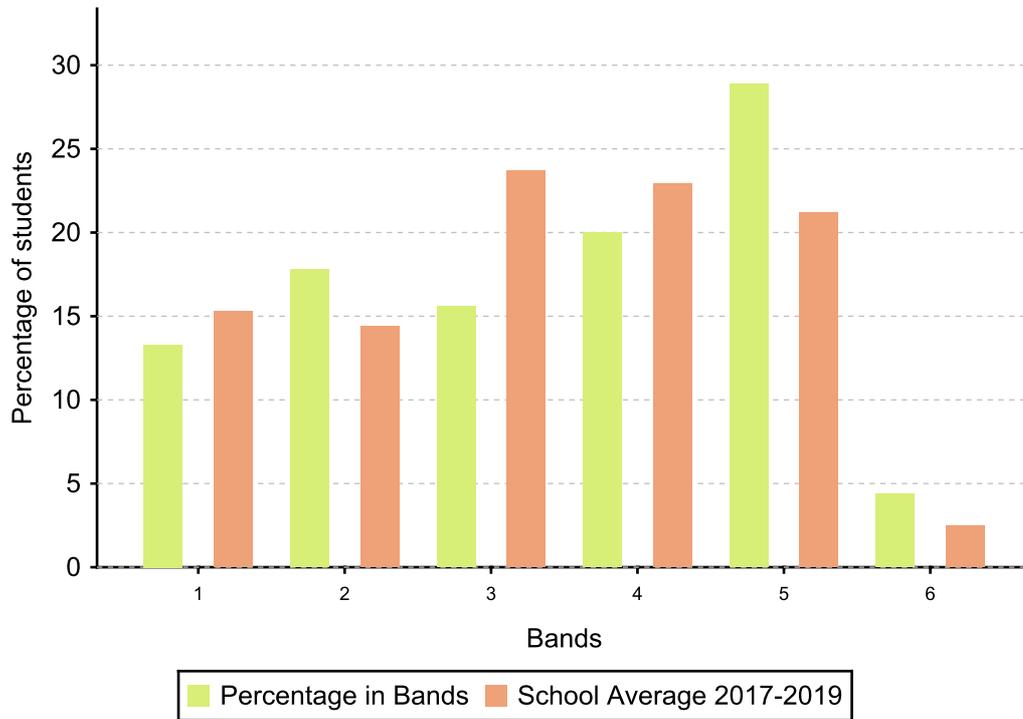
Band	1	2	3	4	5	6
Percentage of students	14.3	16.7	14.3	16.7	23.8	14.3
School avg -2019	10.4	16.5	13	20	25.2	14.8

**Percentage in bands:
Year 3 Spelling**



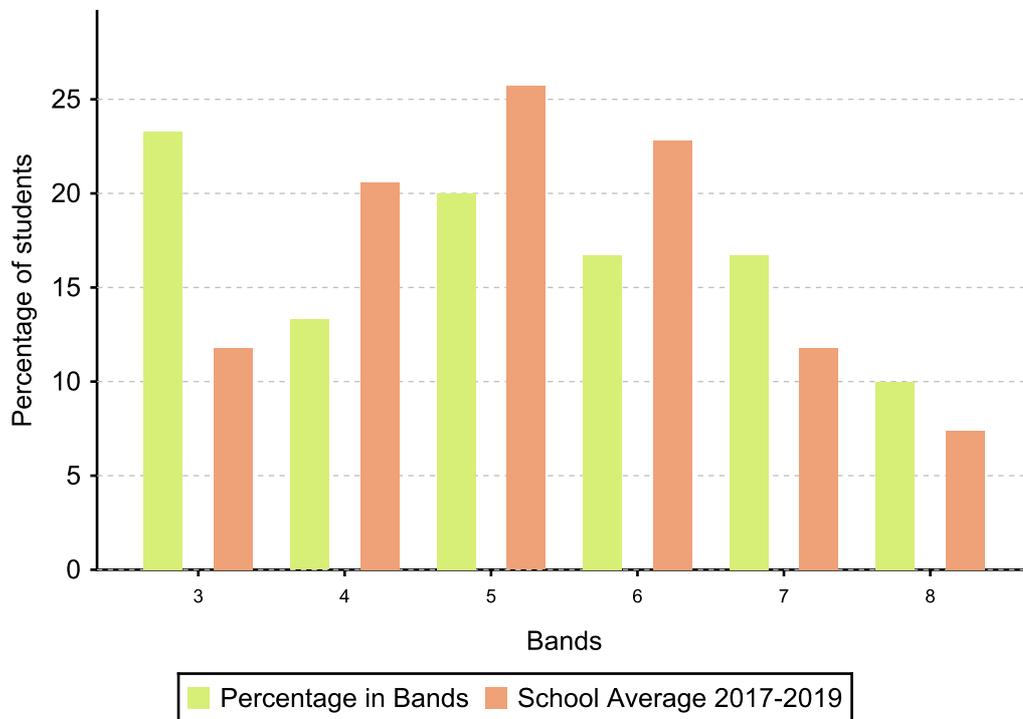
Band	1	2	3	4	5	6
Percentage of students	24.4	4.4	20.0	22.2	20.0	8.9
School avg -2019	21.2	11	18.6	21.2	19.5	8.5

Percentage in bands:
Year 3 Writing



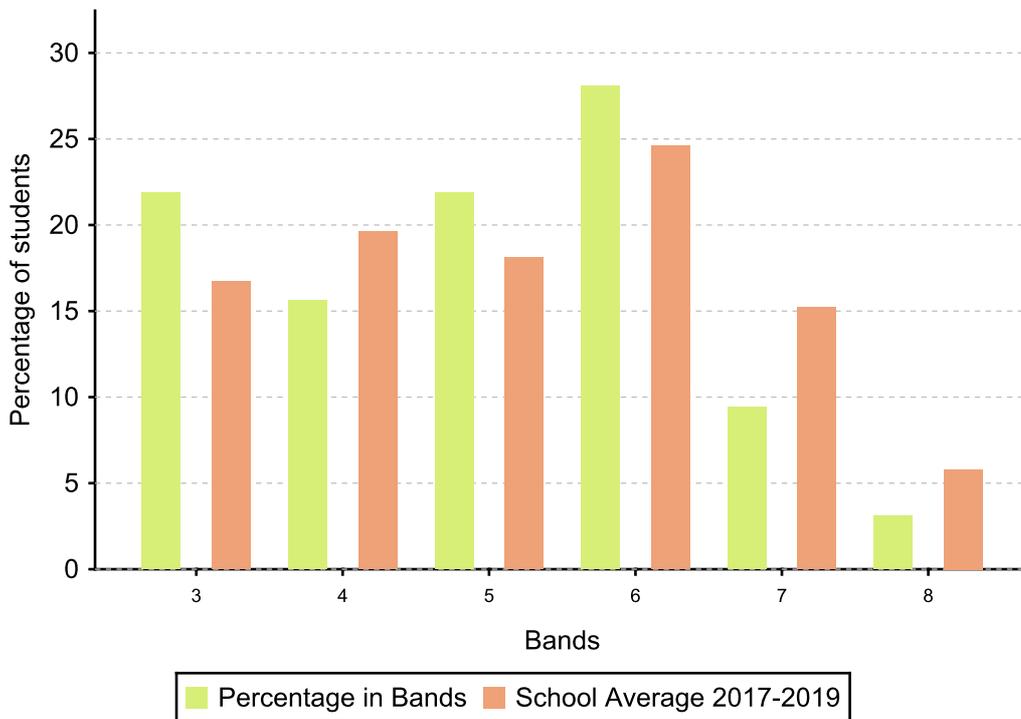
Band	1	2	3	4	5	6
Percentage of students	13.3	17.8	15.6	20.0	28.9	4.4
School avg -2019	15.3	14.4	23.7	22.9	21.2	2.5

Percentage in bands:
Year 5 Grammar & Punctuation



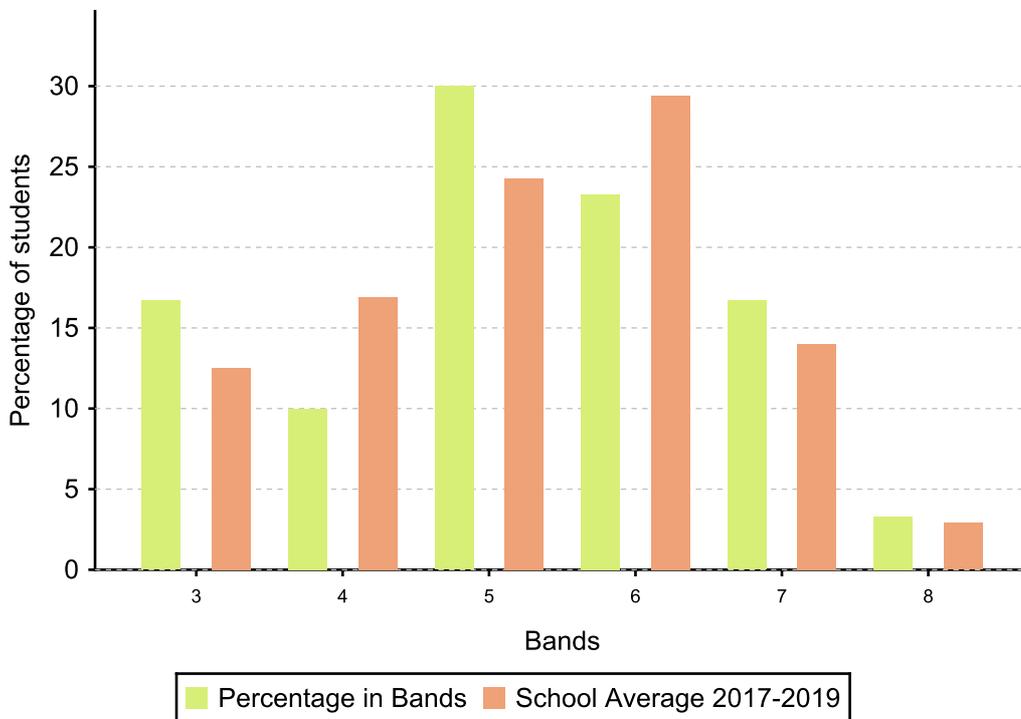
Band	3	4	5	6	7	8
Percentage of students	23.3	13.3	20.0	16.7	16.7	10.0
School avg -2019	11.8	20.6	25.7	22.8	11.8	7.4

**Percentage in bands:
Year 5 Reading**



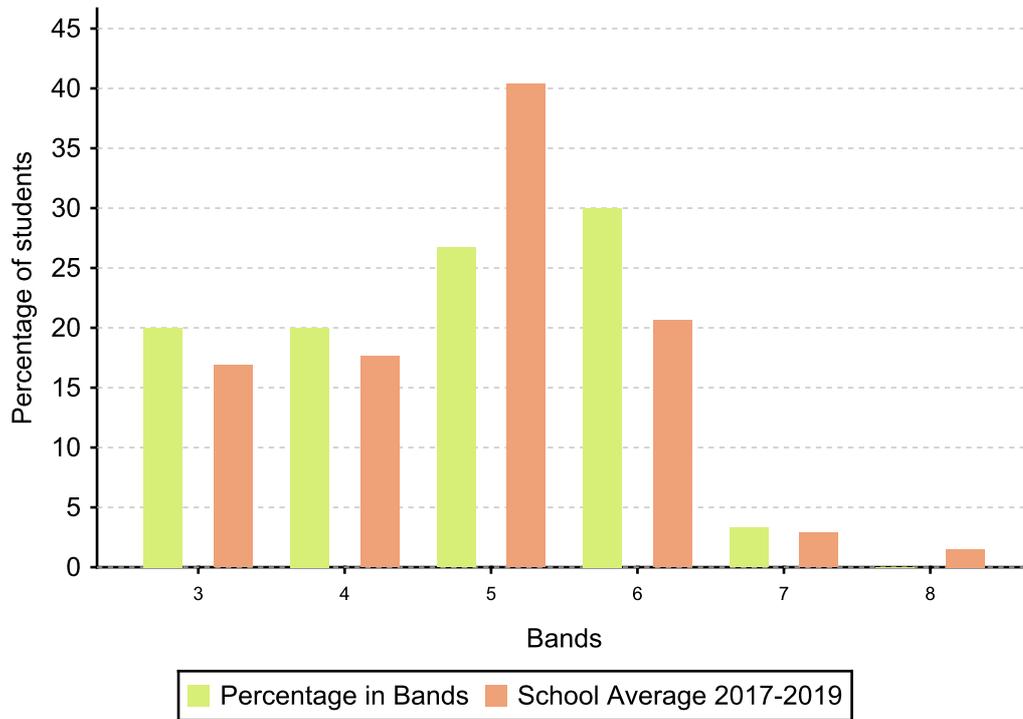
Band	3	4	5	6	7	8
Percentage of students	21.9	15.6	21.9	28.1	9.4	3.1
School avg -2019	16.7	19.6	18.1	24.6	15.2	5.8

**Percentage in bands:
Year 5 Spelling**



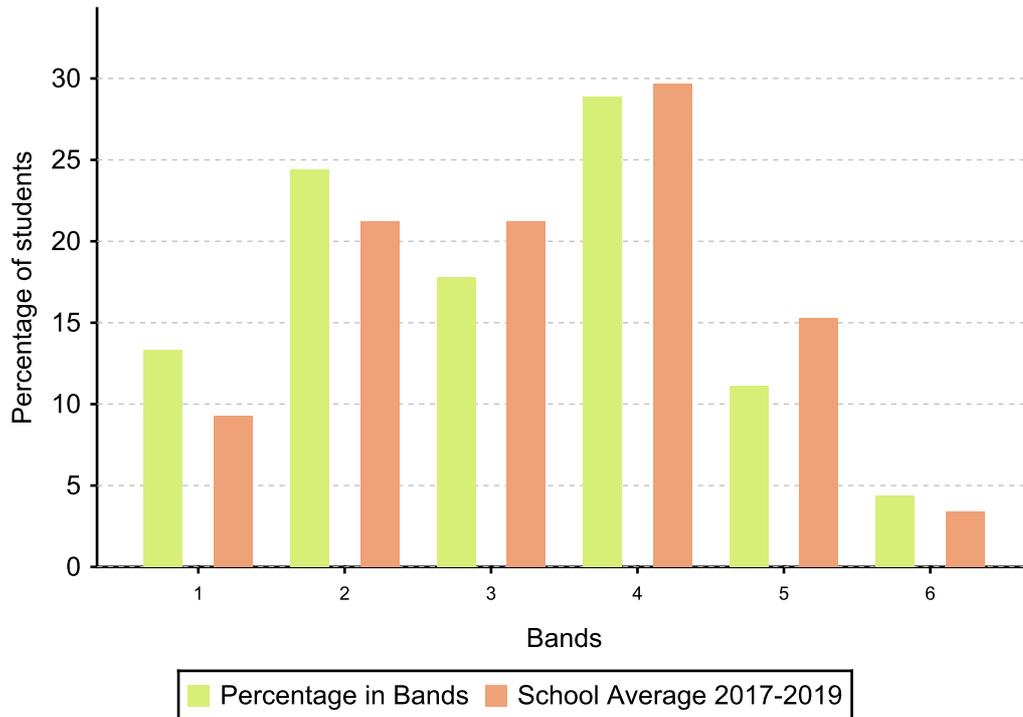
Band	3	4	5	6	7	8
Percentage of students	16.7	10.0	30.0	23.3	16.7	3.3
School avg -2019	12.5	16.9	24.3	29.4	14	2.9

Percentage in bands:
Year 5 Writing



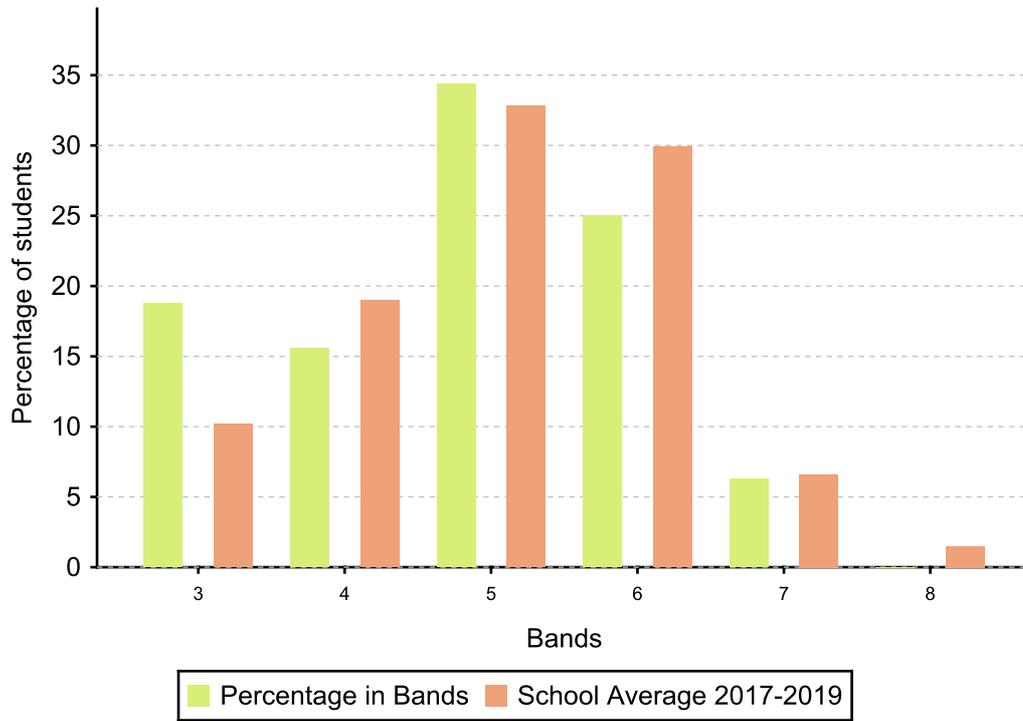
Band	3	4	5	6	7	8
Percentage of students	20.0	20.0	26.7	30.0	3.3	0.0
School avg -2019	16.9	17.6	40.4	20.6	2.9	1.5

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	13.3	24.4	17.8	28.9	11.1	4.4
School avg -2019	9.3	21.2	21.2	29.7	15.3	3.4

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	18.8	15.6	34.4	25.0	6.3	0.0
School avg -2019	10.2	19	32.8	29.9	6.6	1.5

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

The parents/caregivers consider the school to be successful in fostering a supportive environment which values positive behaviour. As a result, the school is viewed as a school that excels in promoting a safe and inclusive environment.

The parents/caregivers indicated that success could be further enhanced through the greater encouragement of parental involvement in their child's schoolwork.

Students report a strong sense of high expectation with high support across all areas of their learning. Students indicated they feel safe and secure at school and that their teachers have expected high standards of work, their teachers have taken a personal interest in them, they have been challenged, difficult subject matter has been presented in ways that are understandable, and they feel proud to have been a student at this school.

Majority of staff expressed satisfaction with professional learning opportunities and the sharing of best practice with colleagues. It was clearly evidenced through the staff survey that the school excels in establishing an inclusive and collaborative environment that places a strong emphasis on a learning culture of high expectations amongst its community.

Overall, staff, parents and visitors report a positive climate in the school.

School Supports Learning

School supports learning

School Mean (NSW Govt Norm)	7.5 (7.3)
Teachers have high expectations for my child to succeed.	7.9
Teachers show an interest in my child's learning.	8.4
My child is encouraged to do his or her best work.	8.4
Teachers take account of my child's needs, abilities, and interests.	7.4
Teachers expect homework to be done on time.	5.7
Teachers expect my child to work hard.	7.4

Two-way Communication with Parents

Parents feel welcome

School Mean (NSW Govt Norm)	7.4 (7.4)
I feel welcome when I visit the school.	7.3
I can easily speak with my child's teachers.	8.2
I am well informed about school activities.	7.8
Teachers listen to concerns I have.	7.5
I can easily speak with the school principal.	6.9
Written information from the school is in clear, plain language.	8.5
Parent activities are scheduled at times when I can attend.	6.3
The school's administrative staff are helpful when I have a question or problem.	7.2

Eight Drivers of Student Learning

Leadership

School Mean (NSW Govt Norm)	8.2 (7.1)
School leaders have helped me establish challenging and visible learning goals for students.	8.5
School leaders have helped me create new learning opportunities for students.	8.0
School leaders have provided me with useful feedback about my teaching.	8.2
School leaders have helped me improve my teaching.	8.5
School leaders have provided guidance for monitoring student progress.	7.5
I work with school leaders to create a safe and orderly school environment.	9.2
School leaders have taken time to observe my teaching.	7.0
School leaders have supported me during stressful times.	8.8

Challenging and Visible Goals

School Mean (NSW Govt Norm)	7.9 (7.5)
School leaders have helped me establish challenging and visible learning goals for students.	8.5
I help students set challenging learning goals.	8.0
I use formal assessment tasks to help students set challenging goals.	8.0
I share students' learning goals with their parents.	7.2
In most of my classes I discuss the learning goals for the lesson.	9.2
I establish clear expectations for classroom behaviour.	9.2
Other teachers have shared their learning goals for students with me.	8.0
I help students set goals for learning new technological skills.	6.5
School leaders have provided guidance for monitoring student progress.	7.5
My students are very clear about what they are expected to learn.	8.5
I provide examples of work that would receive an "A", a "B", or a "C" (or their equivalent).	7.0
Parents understand the expectations for students in my class.	7.0
I set high expectations for student learning.	9.2
I use individual education plans to set goals for students with special learning needs.	8.2
I discuss my learning goals with other teachers.	8.2
I work with students to identify a challenging learning goal relevant to the use of interactive technology.	6.8

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.

Aboriginal Education continues to be a strong focus at Wollondilly Public School. The development of all the school community's knowledge, understanding and appreciation of our First People's culture is constantly promoted to the school through a variety of mediums. Aboriginal Culture is promoted to the whole school through recognition ceremonies highlighting significant events such as National Apology to Indigenous People, Reconciliation Day, NAIDOC week celebrations and an inclusion of Aboriginal Art throughout the school painted by a renowned Aboriginal Artist.

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.

Wollondilly Public School is an inclusive learning community where diversity is celebrated. The student body is increasingly multicultural. The school also has significant numbers of newly-arrived students of refugee and migrant backgrounds. Wollondilly is renowned in the wider community for its successes in strongly supporting these students and celebrating their contribution to the school.