2020 Annual Report

Wollongong West Public School

3477

Introduction

The Annual Report for 2020 is provided to the community of Wollongong West Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

Wollongong West Public School
Crown St West
Wollongong, 2500
www.wollongwst-p.schools.nsw.edu.au
wollongwst-p.school@det.nsw.edu.au
4229 2096

School vision

At Wollongong West Public School, we will learn, teach and lead for excellence. We will empower students to be successful learners, confident and creative individuals and active and informed citizens of today and for tomorrow.

School context

Wollongong West Public School is a vibrant and dynamic primary school that has served the Wollongong West community for over 90 years. Our school provides a welcoming and supportive environment, built upon high expectations for all.

Our school celebrates and values our diverse community, with 8% of students being Aboriginal and 45% of students learning English as an Additional Language/Dialect.

All elements of quality teaching are embedded in classroom practice ensuring a differentiated, integrated and inclusive curriculum. Student achievement of literacy and numeracy outcomes is a priority for our school, while also highly valuing our strong educational programs across all key learning areas.

Future focused learning is integral at our school. A computer lab, mobile labs and a maker space area ensure students are accessing and interacting with technology through learning experiences, including coding, robotics and enrichment lessons.

Our staff include experienced and expert teachers who implement effective and evidence based teaching practices.

Our school treasures our supportive wider community, encompassing our Parents & Citizens Association, broad parent body and local community members, including Aboriginal Elders.

Standing proudly at the base of Mount Keira, traditionally a women's learning place of the Dharawal nation, our school has beautiful gardens, spacious sporting grounds, an indoor swimming pool and plentiful outdoor learning areas including a permaculture garden.

It is our engaged learners, quality teachers and active wider community that ensures Wollongong West Public School delivers excellence in education.

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

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Our school last participated in External Validation in 2017. Our next External Validation will be undertaken in 2022. Our school conducts a thorough internal evaluation against the School Excellence Framework each year from September - December. Ongoing internal and external data collection and analysis throughout each year informs the annual evaluation. An additional evaluation was undertaken in August 2020 to inform the design of the Situational Analysis leading up to the design of the 2021-2024 School Improvement Plan.

LEARNING DOMAIN

Learning Culture (S&G)

High expectations (S&G): Instructional rounds demonstrate that the majority of students can articulate their current learning goals and where to next.

Transitions and continuity of learning (S&G): Our transition to school program has been extended in the past 12 months, with links with pre-schools strengthened.

Attendance (D): The school has thorough and systematic processes in place to support improved student attendance.

Wellbeing (S&G)

Caring for students (S&G): Instructional rounds demonstrate that the majority of students can identify a staff member they can seek out.

A planned approach to wellbeing (S&G): Instructional rounds and Tell Them From Me data indicate a strong whole school approach to wellbeing where students are engaged in their learning.

Individual learning needs (S&G): Individual needs are monitored and addressed through whole school processes, including the design of PLaSPs.

Behaviour (D): A productive learning environment is in place.

Curriculum (S&G)

Curriculum provision (S&G): Strong links through the Wollongong Literacy Leadership Network and the Network of Inquiry and Innovation have been developed in the past year. Learning is monitored through the use of learning progressions, the NSW syllabus and the Australian curriculum (grade expectations).

Teaching and learning programs (E): Teaching, learning and assessment practices, including student tracking, are evidence-informed, best practice.

Differentiation (S&G): A differentiated curriculum supports all learners who can articulate their learning goals and their next learning. Increased opportunities for parent/carer collaboration to support learning needs is to be developed.

Assessment (S&G)

Formative Assessment (S&G): Formative assessment strategies are used consistently across the school.

Summative assessment (S&G): Instructional leadership meetings, data talks and Spirals of Inquiry ensure regular analysis of data at all levels within the school.

Student engagement (S&G): Formative and summative assessments are embedded in teaching programs as indicated by stage Assessment and Data Plans.

Whole school monitoring of student learning (E): Data talks, instructional leadership meetings and Spirals of Inquiry ensure extensive whole school monitoring.

Reporting (S&G)

Whole school reporting (E): Strong internal reporting processes are in place.

Student reports (S&G): Personalised reports demonstrate student progress, achievement and future goals.

Parent engagement (D): Parents receive clear information regarding student learning.

Student Performance Measures (S&G)

Value-add (S&G): Improved teaching practice and student learning outcomes are developed through processes such as Spirals of Inquiry and data talks to improve value-added results.

NAPLAN (D): Improved teaching practice and student learning outcomes are developed through processes such as Spirals of Inquiry and data talks to increase the number of students in the top two bands.

Student growth (S&G): Internal tiered data indicates that most students are achieving expected or above expected growth in literacy and numeracy. Consistent teacher judgement is promoted through data talks, informed by tiered expectations for each grade and measured against the NSW syllabus, learning progressions and the Australian curriculum.

Internal and external measures against syllabus standards (S&G): NAPLAN data is consistent with internal tiered data. Gender and EAL/D data is generally consistent with whole school data.

TEACHING DOMAIN

Effective Classroom Practice (S&G)

Lesson planning (S&G): Collaboration time, data talks and Spirals of Inquiry promote excellence in planning for student learning.

Explicit teaching (E): Collaboration time, data talks and Spirals of Inquiry promote excellence in explicit teaching.

Feedback (S&G): Teachers provide feedback to students based on success criteria. A priority will be ensuring students have a clear understanding of how to improve.

Classroom management (S&G): Classrooms are well managed with productive learning taking place.

Data Skills and use (S&G)

Data literacy (S&G): Collaboration time, data talks and Spirals of Inquiry promote excellence in data use by teachers to understand student learning progress.

Data analysis (E): Collaboration time, data talks, Spirals of Inquiry and instructional leadership meetings promote excellence in data analysis at all levels within the school.

Data use in teaching (S&G): Assessment and data plans indicate assessment for, of and for learning is planned for and undertaken for literacy and numeracy.

Data use in planning (S&G): Efforts are made to engage our wider community.

Professional standards (S&G)

Improvement of practice (E): High calibre professional learning is provided to build the capacity of teachers, aspiring leaders and leaders.

Accreditation (S&G): PDPs are linked to the professional standards at the appropriate level.

Literacy and numeracy focus (E): A whole school commitment to improving literacy and numeracy levels for all students is evident.

Learning and development (S&G)

Collaborative practice and feedback (S&G): Our school will maintain current initiatives such as collaboration time and Spirals of Inquiry to support growth towards excelling.

Coaching and mentoring (E): Our instructional leadership program is developing the capacities of teachers and executive staff through coaching and mentoring practices.

Professional learning (E): A culture of engagement in quality professional learning opportunities within and across schools has been established.

Expertise and innovation (S&G): Expertise is shared within and across schools. Innovative practices are used to promote excellence in the teaching of literacy and numeracy.

LEADING DOMAIN

Educational leadership (S&G)

Instructional leadership (E): A distributed model of instructional leadership is positively impacting student attainment and growth in literacy and numeracy.

High expectations culture (E): A culture of high expectations and continuous improvement is evident.

Performance management and development (S&G): Staff are highly supported to improve their practice.

Community engagement (S&G): Community feedback is regularly sought.

School planning, implementing and reporting (S&G)

Continuous improvement (S&G): Our school is continually evaluating measures to improve teaching and learning.

School plan (S&G): The executive team regularly engages with the school plan to inform decisions and directions.

Annual report (E): The school regularly analyses data to determine the impact of the School Improvement Plan and

reports this in the Annual Report.

School resources (S&G)

Staff deployment (S&G): The leadership team evaluates school practices and best deploys staff, including co-teachers, to support learning in all literacy and numeracy lessons, to meet school needs.

Facilities (E): School facilities are used flexibly to support teaching and learning.

Technology (S&G): Technology is effectively used to enhance learning and service delivery.

Community use of school facilities (E): The wider community accesses school facilities to benefit students and the wider community.

Financial management (S&G): Strategic and long term financial management meets school priorities and needs.

Management practices and processes (S&G)

Administrative systems and processes (S&G): Effective administrative systems and practices are in place.

Service delivery (S&G): Streamlined, responsive and flexible services exist.

Community satisfaction (E): Tell Them From Me and internal evaluation data indicates a satisfied community. Findings are shared through the Annual Report.

Strategic Direction 1

Excellence in Literacy and Numeracy

Purpose

To foster a school wide commitment to data informed, collaborative and evidence based pedagogical teaching practice where proficiency in literacy and numeracy is the minimum expectation for every child.

Improvement Measures

Consistent, effective and evidence based pedagogies to support quality literacy and numeracy teaching practice will be evident in all classrooms.

All teachers will use formative and summative assessment strategies to inform daily teaching practice.

An increase in the percentage of students achieving proficiency and expected growth in literacy and numeracy using external and internal data sources will be evident

Progress towards achieving improvement measures

Process 1: **Effective Classroom Practice** - Teachers will be committed to identifying, understanding and implementing the most effective, contemporary and explicit teaching methods, with the highest priority given to evidence based teaching strategies.

Evaluation	Funds Expended (Resources)
Through Spirals of Inquiry, a culture of collaboration was cultivated and teachers developed authentic curiosity. Improved teaching practice in the area of reading was evidenced. L3 supported the implementation of quality and consistent teaching practice in literacy for Years K-2. Teachers accessed quality professional development in literacy and numeracy, led by an Instructional Leader. Students accessed at point of need teaching in literacy and numeracy through the implementation of 5 weekly teaching cycles. Mathsburst supported the implementation of quality and consistent teaching practice in spatial reasoning for Years 4-6.	Spirals of Inquiry - $31250 L3 ongoing training - $12500 Employment of instructional leader - $109000 Participation in Wollongong Literacy Leadership network - $2300

Process 2: **Quality Assessment** - Consistent school wide practices for assessment will be implemented to monitor, plan and report on student learning. Formative assessment and provisions for feedback will be integrated into teaching practice in every classroom.

Evaluation	Funds Expended (Resources)
Assessment and data plans ensure planned, considered and quality assessment of student learning was undertaken. Tiered mapping supported consistent teacher judgment across and within stages and students accessed targeted and personalised teaching. Formative assessment practices were used by teachers to make evidence-informed decisions about where to next with student learning.	

Process 3: **Data Skills and Use** - Student assessment data will be regularly collected, analysed and interpreted to identify achievements and growth in order to reflect on teaching effectiveness and inform future directions.

Evaluation	Funds Expended

Progress towards achieving improvement measures	
Evaluation	**(Resources)**
Consistent teacher judgement was evident within and across stages through data talks. Every student had evidence-informed personalised learning experiences as a result of collaborative data analysis. Whole school professional learning experiences were informed by robust data analysis. Internal and external data sources informed decisions around student growth and achievement.	

Process 4:

Evaluation	**Funds Expended (Resources)**

Strategic Direction 2

Learning for Today and Tomorrow

Purpose

To deliver a rich, personalised and integrated curriculum where students are engaged in diverse learning experiences as critical, curious and creative thinkers who are able to solve complex problems. To equip students with the skills and capabilities to lead their own learning and thrive in a rapidly changing world.

Improvement Measures

Increased levels of student wellbeing and engagement school wide will be evident.

All class and individual programs will show adjustments to meet the learning needs of all students.

All teachers will design and implement future focused learning experiences through inquiry based units of work.

All teachers will embed a technology rich curriculum within classroom teaching and learning programs.

Progress towards achieving improvement measures

Process 1: **Connect, Succeed, Thrive and Learn** - School wide processes will support the learning and wellbeing needs of every student. Teaching and learning programs will address individual student need, ensuring that all students are supported, challenged and successful.

Evaluation	Funds Expended (Resources)
Attendance procedures were consistently followed by staff, resulting in an increase in the number of students being supported by attendance plans and the Home School Liaison Officer. A Wellbeing Framework was designed that promotes a positive, non-punitive and therapeutic approach to supporting student wellbeing.	Berry Street professional learning - $3000

Process 2: **Innovative Learning** - A child centred learning environment will be fostered where each student is engaged in student directed, inquiry based and authentic learning experiences within an integrated curriculum.

Evaluation	Funds Expended (Resources)
HSIE and Science was taught in an integrated and inquiry-based approach supporting students to develop skills in creativity, collaboration, critical thinking and communication. Skills and content in PD/H/PE were taught in an integrated manner that was consistent school-wide.	Inquisitive subscription - $1000

Process 3: **Technology for Learning** - A technology rich learning environment will be created where the use of new and emerging technologies is effectively and expertly integrated into all areas of the curriculum.

Evaluation	Funds Expended (Resources)
The new technology scope and sequence document ensured the systematic, explicit and consistent teaching of information technology skills school wide. Student and teacher use of the Seesaw app supported parent/carer engagement in their child's learning.	

Strategic Direction 3

Quality Teachers and Leaders

Purpose

To foster a culture of continual school improvement where teachers as leaders are committed to individual and collective learning and development. To promote a school culture that is primarily focused on learning, the building of educational aspiration and ongoing growth in performance.

Improvement Measures

All teachers will be achieving personalised performance and development goals, reflective of the teaching standards at the appropriate level and priorities as identified in the school plan.

Effective engagement and collaboration within communities of schools to share quality teaching practice and deliver innovation will be evident.

Increased levels of parent/carer engagement in student learning will be evident.

Progress towards achieving improvement measures

Process 1: **Performance and Development** - Quality teaching practice will be developed and sustained through rigorous, timely and evidence based professional learning, aligned to the school plan and reflective of localised need and systemic priorities.

Evaluation	Funds Expended (Resources)
Staff worked towards the achievement of 2020 professional goals, aligned to professional standards at the appropriate level. All teaching and SAS staff actively worked towards the achievement of whole school targets in learning and wellbeing. Staff engaged in authentic, relevant and evidence-informed professional learning experiences, such as data talks and Spirals of Inquiry.	

Process 2: **Learning Alliances** - Strong partnerships will be fostered where teachers actively collaborate and share expertise to improve school and community of school practice.

Evaluation	Funds Expended (Resources)
A revised transition to school program saw stronger links created with local pre-schools and age-appropriate pedagogies being embedded in the Kindergarten program that supported a seamless transition from early childhood education to primary school education. Strong links with were developed with other schools through the Network of Innovation and Inquiry and the Wollongong Literacy Leadership Network.	Release for teachers to participate in the transition to school program - $3000

Process 3: **Family and Community Partnerships** - All stakeholders in the school community will have high expectations of student success and will be focused on the ongoing attainment of learning outcomes.

Evaluation	Funds Expended (Resources)
Due to COVID-19, new ways of connecting with parents/carers to engage them in their child's learning were initiated, such as the use of the Seesaw app and Zoom.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	L3 professional learning for K-2 teachers - $11675 **Funding Sources:** • Aboriginal background loading ($11 675.00)	Internal data reflects Aboriginal students growth and achievement is equivalent to non indigenous students in most areas of reading, writing and numeracy school wide.
English language proficiency	Teaching staff were employed as co-teachers in English and Mathematics lessons to support the growth of EAL/D learners. **Funding Sources:** • English language proficiency ($37 822.00)	Internal data reflects EAL/D students growth is equivalent to all students in most areas of literacy and numeracy school wide.
Low level adjustment for disability	Teaching staff were employed as co-teachers in English and Mathematics lessons to support the growth of students in need of learning adjustments. **Funding Sources:** • Low level adjustment for disability ($30 200.00)	Internal data reflects growth for students in need of learning adjustments is equivalent to all students.
Quality Teaching, Successful Students (QTSS)	An instructional leader was employed to support improved teaching practice school wide. **Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($36 206.00)	Most students achieved expected growth in literacy and numeracy growth as evidenced by internal data sources.
Socio-economic background	Teaching staff were employed as co-teachers in English and Mathematics lessons to support the growth of students from a low-socio-economic background $58357 Teachers were released to participate in Spirals of Inquiry $31250 **Funding Sources:** • Socio-economic background ($89 067.00)	Internal data reflects the achievement and growth of students from a low socio economic background is equivalent to all students.
Targeted student support for refugees and new arrivals	Teaching staff were employed to support students in English and Mathematics lessons, using in-class and withdrawal modes of delivery, to support the growth of newly arrived learners. **Funding Sources:** • Targeted support for refugees and new arrivals	Internal data reflects the growth of students who are new arrivals or from a refugee background is equivalent to all students.

Targeted student support for refugees and new arrivals	($15 098.00)	Internal data reflects the growth of students who are new arrivals or from a refugee background is equivalent to all students.
Wellbeing	Co-teachers were employed to support student wellbeing and learning. **Funding Sources:** • ($40 060.00)	Internal data reflects enhanced student wellbeing and learning.

Student information

Student enrolment profile

Students	Enrolments			
	2017	**2018**	**2019**	**2020**
Boys	112	105	88	111
Girls	117	109	93	90

Student attendance profile

School				
Year	**2017**	**2018**	**2019**	**2020**
K	91.3	90.7	91.1	87.9
1	94.5	93.7	88.9	94.3
2	95.6	95.2	92.8	92.5
3	94.8	91.4	93.6	91.8
4	95.3	93.3	91.2	93.2
5	93.4	94.2	92.3	91.3
6	94.6	89.4	92.8	91.9
All Years	94.1	92.6	91.8	91.7
State DoE				
Year	**2017**	**2018**	**2019**	**2020**
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	10.34
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.4
School Counsellor	0.6
School Administration and Support Staff	4.32

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark[1]	2020 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 **Actual** ($)
Opening Balance	469,237
Revenue	3,013,951
Appropriation	2,947,632
Sale of Goods and Services	18,719
Grants and contributions	44,882
Investment income	343
Other revenue	2,375
Expenses	-3,181,670
Employee related	-2,722,965
Operating expenses	-458,705
Surplus / deficit for the year	-167,719
Closing Balance	301,518

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.

	2020 **Approved SBA** ($)
Targeted Total	138,989
Equity Total	256,271
Equity - Aboriginal	11,675
Equity - Socio-economic	89,067
Equity - Language	37,822
Equity - Disability	117,707
Base Total	1,961,452
Base - Per Capita	43,531
Base - Location	0
Base - Other	1,917,920
Other Total	375,052
Grand Total	2,731,764

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

Parent/caregiver satisfaction

There has been significant improvement in parent/carer satisfaction on the past three years. Our school performed particularly high in the areas of parents feeling welcome and the school supporting positive behaviour. Our school surpassed or equalled the NSW government norm in all areas.

Parent/carer survey:

Parents feel welcome: 2017 - 7.4, 2020 - 7.8

Parents are informed: 2017 - 6.6, 2020 - 6.9

Parents support learning at home: 2017 - 6.2, 2020 - 6.8

School supports learning: 2017 - 6.8, 2020 - 7.3

School supports positive behaviour: 2017 - 7.2, 2020 - 7.8

Safety at school: 2017 - 6.8, 2020 - 7.4

Inclusive school: 2017 - 6.6, 2020 - 7.3

Student satisfaction

Our school surpassed the NSW government norm in the areas of effective learning time, advocacy at school, expectations for success and students who feel they are the victims of bullying.

Student survey:

Students with positive wellbeing (Advocacy at School, Expectations for Success, Sense of Belonging): Baseline: 87.0%, 2022 target 95.6%

Sense of belonging: 2018 - 82%, 2020 - 74%

Positive behaviour at school: 2018 - 90%, 2020 - 78%

Interest and motivation: 2018 - 70%, 2020 - 75%

Effective learning time: 2018 - 8.0, 2020 - 8.4

Bully victim: 2018 - 20%, 2020 - 31%

Advocacy at school: 2018: 8.0, 2020 - 8.0

Expectations for success: 2018 - 8.5, 2020 - 8.6

Instructional rounds conducted in September 2020 indicated that 98% of students were able to identify at least one adult in our school who believes that they will be a success in life. 4 students were unable to do this. The vast majority of students were able to state what that person does or says to show that.

Teacher satisfaction

There has been significant improvement since 2017. Our school performed particularly high in the areas of collaboration, leadership and being an inclusive school. Our school surpassed the NSW government norm in all areas, with the exception of technology.

Teacher survey:

Leadership: 2017 - 7.1, 2020 - 8.7

Collaboration: 2017 - 7.1, 2020 - 9.1

Learning culture: 2107 - 7.8, 2020 - 8.3

Data informs practice: 2017 - 7.6, 2020 - 8.2

Teaching strategies: 2017 - 7.7, 2020 - 8.3

Technology: 2017 - 5.3, 2020 - 6.3

Inclusive school: 2017 - 8.5, 2020 - 8.8

Parent involvement: 2017 - 6.6, 2020 - 6.8

Challenging and visible goals: 2017 - 7.4, 2020 - 8.2

Planned learning opportunities: 2017 - 7.8, 2020 - 8.4

Quality feedback: 2017 - 7.1, 2020 - 7.5

Overcoming obstacles to learning: 2017 - 7.5, 2020 - 8.3

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.