

Dulwich Hill Public School

Annual Report



2016



4496

Introduction

The Annual Report for 2016 is provided to the community of Dulwich Hill 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.

Celine Elks

Relieving Principal

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Message from the Principal

We can be proud of the academic achievements of our students and the ongoing success of strategies being implemented across the school to create high quality learning experiences for our students. Our school's success is underpinned by key elements that promote the quality teaching programs that our students, staff and parents/carers value and expect.

- The highly dedicated staff work together professionally and collegially to provide an inclusive environment where all students are nurtured and encouraged to achieve their personal best in all they do
- Our students are motivated and engaged, who are keen to learn and participate in a range of educational opportunities every day
- Dulwich Hill Public School appreciates the tremendous support from the dedicated Parent and Community body—the P&C. We work in partnership to improve student outcomes

The following key features of our achievements in 2016 were identified:

- The Learning and Support program continues to support identified students with processes solidly in place. Communication between staff, students, parents/carers and the LST committee ensure regular monitoring, reviewing and evaluating of processes with timely action, feedback and evaluation
- Positive Behaviour for Learning (PBL) was further developed to improve school-wide processes for student well being and quality learning in all school environments. The school mascot design was voted on by students, teachers and parents/carers. The design will be used to promote a respectful, responsible and safe school setting. Staff developed teaching lessons that support behaviour expectations in some school settings. Playground and classroom setting matrixes are visible in the COLA and Top oval.
- In 2016, Year 3 and 5 students sat for the National Assessment Program in Literacy and Numeracy (NAPLAN). The school results demonstrated growth in Literacy and Numeracy and we compared very favourably against state results. We continue to achieve outstanding results in Reading.
- In 2015 the school was the recipient of a Community Building Partnership Grant from the State Government. The Grant was used in 2016 to implement a Water Sensitive Urban Design project at the school. The project saw the upgrade of the frog pond area and the development of the surrounding areas to better utilise rain run off on the school grounds. The project was completed by members of the Dully Grounds committee, parent volunteers, and staff and with the assistance of The Inner West Council.

I certify that the information provided is the result of a rigorous school assessment and review processes undertaken with staff, parents/carers and students and provides a balanced and genuine account of the school's achievement and areas for development.

Celine Elks

Relieving Principal

Message from the school community

Dear Dully Community

As we wind down after another year we take time to reflect on our achievements as a school community.

“They” say a school is only as good as the student, parents, teachers and supporters at the time. It is therefore fair to say that the experience of each and every student at Dulwich Hill Public School is strengthened by the endless work and support of so many people in our parent and citizens association.

Our engagement and work as members of the school community has delivered a range of activities, funds and just as importantly social capital impacts across our community. Special thanks to all the volunteers who buttered bread, put the sausages on the BBQ, weeded the grounds, managed a stall, covered library books, managed the uniform shop, took the lunch orders in the canteen, sold the Mother’s Day and Fathers Day gifts, championed a fundraising event.

For a school of just over 500 students, there are so many of us highly engaged in our children’s learning and development and building our community. Thank you and congratulations to all.

Manuela, Angie, Paul, Ruth, Veronique and Marika

The 2016 Executive Committee

School background

School vision statement

“Together we inspire, create and learn for life”

Dulwich Hill Public school is committed to providing inclusive education within an engaging and nurturing environment which values the cultures of diverse community.

We will inspire the development of confident, creative and innovative individuals, engaged learners, critical thinkers and problem solvers; and leaders and responsible citizens. We will continue to build resilience in all students.

School context

Dulwich Hill Public School is a large primary school which serves a diverse socio-economic and multicultural community in Inner-Western Sydney. The school is a vibrant place of learning enriched by high quality class and specialist programs. The inclusive nature of the school recognises, acknowledges and respects all students' background including those with Aboriginal and Torres Strait Island heritage and non-English speaking backgrounds.

Our skilled, committed and cohesive staff works collaboratively to provide quality programs that cater to the individual needs of students and build positive relationships with and between students. A strong, school spirit underpins rich and diverse learning opportunities for students including debating, public speaking, gardening lessons and Indigenous Studies. Specialist programs include music, dance and drama, community languages, information and communication technology and environmental education.

An effective student welfare and recognition program emphasises qualities such as perseverance, self-discipline, self-confidence, social responsibility, the ability to communicate effectively, work collaboratively with others and resolve conflict in positive ways. The school values the support and contribution of a very committed and hard working Parents and Citizens Association and parent community. Parents are actively involved in school decision making and are represented on various sub-committees and panels in support of the school and its students.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This year, our school has discussed the School Excellence Framework and its implications for informing, monitoring and validating our journey of excellence. 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. Our school has focused on these elements of the framework.

Learning:

- Focus on well being—building on a culture of trust, respect and valuing of each other
- Creating a positive and productive learning culture amongst staff and students
- Attention to individual learning needs and early intervention with parent involvement
- Successfully provided for the strong partnership and contribution of Aboriginal community in learning at the school

Teaching:

- Collaborative practice for staff providing opportunities to plan, teach and assess and review own current practices
- Use of technology for data input and analysis to inform decision making and best teaching practice through classroom observations, reflections and feedback
- Development in literacy and numeracy best practice and implementation of new syllabus

Leading:

- Upskill leadership and management practices which are fundamental to the achievement of school excellence
- The strength of the leadership capacity has consistently and effectively enabled the implementation of the key strategies throughout the year

Our self assessment process will further assist the school to streamline the strategic priorities in the school plan leading to improvements in the delivery of education to students. For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

STRATEGIC DIRECTION 1 : STUDENT LEARNING : Confident, creative and responsible students

Purpose

- To develop our students for the future as successful global citizens by equipping them with the skills to be confident, critical and creative individuals who strive for academic excellence.

Overall summary of progress

- The Learning and Support process ensures efficient and effective structures and procedures enhance the learning opportunities for students. Early identification and intervention between parents, teachers, school counsellor and the LST provide a stronger, more focused support to individual students. This has led to differentiated teaching and learning strategies to cater for students needs.
- Our continued school wide focus on Positive Behaviour for Learning (PBL) has enabled us to achieve significant progress in this strategic direction through a successful approach to student wellbeing and learning culture. PBL has ensured the use of a consistent approach to teaching and learning of appropriate expected behaviours in the various school contexts. There has been some observable changes in behaviour featuring more positive and respectful relationships throughout the community.
- Increased staff understanding of the Numeracy continuum, plotting and updating student data regularly to inform teaching and learning programs

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
In view of 17.6% state proficiency for writing, 2016 school target of 22%	<ul style="list-style-type: none"> Students in Year 3 achieved 69% at proficient level, significantly higher than the state. Year 5 students achieved the school target of 22% at proficient level and was higher than the state. 100% of teaching staff K–6 implemented strategies to use persuasive devices in writing 	\$10 000 TPL funds
Effective implementation of Literacy, Numeracy Continuum in all classes K–6	<ul style="list-style-type: none"> All staff continue to increase their professional understanding of the Literacy and Numeracy continuums Teachers will continue to collaborate using professional dialogue of the continuums and update reports for all students at regular intervals across the school year 	\$8000 Tied funds
All staff using PLAN (Literacy Continuum) data tools at regular intervals across each semester	<ul style="list-style-type: none"> 100% of teachers input PLAN data for most aspects of the Numeracy Continuum. Numeracy data is updated at regular intervals across the year to inform teaching learning programs. 100% of teaching staff accessed the Writing aspect of the Literacy continuum to increase the use of persuasive devices in students' writing 	\$8639 Tied funds
Evidence of explicit assessment in all teaching and learning programs demonstrating growth K–6	<ul style="list-style-type: none"> 100% of teaching staff demonstrate evidence of explicit assessment in teaching learning programs K–6 in all Key Learning Areas including specialist programs All teachers develop explicit assessment tasks linked to units of work in collaboration with stage teams Increased use of SENA and Numeracy assessment linked to continuum 	\$10 000 TPL funds
Evidence that teaching and learning programs show	<ul style="list-style-type: none"> All teaching staff teach explicit ICT skills across all key learning areas using a scope and sequence 	\$10 000 TPL funds

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
integrated Australian Curriculum ICT capabilities	framework. • Evidence of ICT embedded in all teaching and learning programs as planned by stages during collaborative planning.	

Next Steps

Positive Behaviour for Learning :

- increased use of PBL language in all school contexts
- positive and negative behaviours data entered into Sentral
- continue to disseminate information to community and student so everyone has buy-in
- trial signage of expected behaviours across school contexts

Continuums:

- All staff to continue professional learning with the Literacy Continuum, using it to inform teaching and learning programs and understand the link to all key learning areas



Strategic Direction 2

STRATEGIC DIRECTION 2 : TEACHER LEARNING : Innovative, dynamic, responsive facilitators of learning

Purpose

- To build a dynamic culture of innovation and best practice through developing leadership capacity, quality professional learning and collegiality.
- Leaders and teachers will have high expectations of themselves and their students in order to foster sustained school improvement.

Overall summary of progress

- Teachers continue to refine their understanding of the Quality Teaching Framework through collegial discussions and planning. The elements of Intellectual Quality, Supportive Learning Environment and Significance beyond the Classroom are embedded in teaching programs.
- All teachers have engaged in the use of Numeracy data to move students along the continuum in most aspects. Generated reports show where students are and how to move students along the continuum.
- Teacher professional understanding of the Disability Framework has led to better understanding of student data required for collection of National Consistency Collection of Data (NCCD)

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All teachers demonstrate effective implementation of the Quality Teaching Framework as evidenced in all teaching and learning programs	<ul style="list-style-type: none">• Teachers continue to use the Quality Teaching elements of Intellectual Quality, Supportive Learning Environment and Significance beyond the Classroom to achieve best practice outcomes for students.• Observations and feedback, personalised learning goals linked to the Australian Standards enable staff to actively seek feedback and mentoring to support their own professional growth.	\$15 000 TPL funds
Aspiring leaders develop their leadership capacity for innovation and best practice in teaching and learning through school based and other professional experiences	<ul style="list-style-type: none">• Committee trained in PBL theory and practice to lead staff in implementation of PBL initiative• All staff successful in development of Personal Development Plans (PDP) to align with the Australian standards. Staff to engage in professional observations of colleagues and provide valuable feedback and to reflect on their own practices.• Executive continue to mentor and coach staff and develop capacity for new systems of LMBR and budgeting tools	\$15 000 TPL funds

Next Steps

- Teachers engaged in professional learning about the Literacy Continuum, entering student data on some aspects of the Continuum and having professional discussions of student data to inform teaching learning programs
- Teachers to maintain elements of the Quality Teaching Framework and collegially discuss strategies used with colleagues.. Quality Teaching elements to be evident in teaching programs
- implementation of the scope and sequence of ICT capabilities K–6 by the Technology committee

Strategic Direction 3

STRATEGIC DIRECTION 3 : SCHOOL CULTURE : An inclusive and collaborative learning community

Purpose

- To build a school-wide collective responsibility for student learning and success through community engagement.
- To inspire a culture of collaboration between key stakeholders to achieve a productive learning environment.

Overall summary of progress

- The school community demonstrate a high level of support for inclusive practices with strong community attendance and feedback on events
- Implementation of PBL Respectful, Responsible and Safe expectations supports student understanding through planned teaching strategies has shown an improvement in behaviour at assemblies
- The development of deeper understandings and valuing of Aboriginal culture has been achieved through a range of initiatives and teaching strategies in consultation with the Aboriginal community and the AECG

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
The diverse multicultural composition of the school is celebrated, creating a positive school culture of inclusivity and respect which is measured through surveys of the school community	<ul style="list-style-type: none">• All staff, students and community celebrate and value Harmony Day with a focus on celebration of diversity• Multicultural perspectives embedded in teaching learning activities• Student participation in Multicultural Public Speaking Competition at school and Local Area level	\$2000 TPL funds
Classroom and school programs will demonstrate inclusivity of Aboriginal Perspectives and cross cultural elements	<ul style="list-style-type: none">• Evidence of Aboriginal Perspectives in new Geography and History units• Aboriginal Parents share culture and knowledge with students and staff	\$5000 TPL
Improved online communication provision will support stronger home school partnerships to support learning at home	<ul style="list-style-type: none">• Enhanced communication to support home school partnerships through the new school website• Skoolbag allows for events and alerts to be communicated to school and community• Sentral platform supports communication through generated templates	Funds to set up school website \$4000 Skoolbag \$250 Sentral \$7000
Quality teaching will increase throughout the school as a result of drawing on the expertise and resources of parents and others measured by increased connections with local and wider community.	<ul style="list-style-type: none">• Focus on respect for the environment enhanced by the Grounds vision team• Drawing on the expertise of parents/carers in designing new learning spaces• Links with local council to support these projects	Grants through council

Next Steps

- Continue to develop strong links with the Aboriginal parents and be led by their knowledge of culture. Embed high quality practices for Aboriginal students and extend the links with the Aboriginal Education Consultative Group (AECG)
- Continue to develop the partnership with parent/carers and draw on their expertise with ongoing Grounds Vision plan

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Strategic Direction 1: <ul style="list-style-type: none"> • The partnership between Indigenous parents and carers and the school has significantly increased, with the emphasis on Aboriginal Studies being led by the parent body. • Students, parents and teachers share the goals of individual students through the Personalised Learning Pathways (PLPs). • Indigenous students are performing at and above stage expectations. • All students and parents and carers are engaged in programs which support cultural significance, both in and outside the school environment. 	\$13,445
English language proficiency	Strategic Direction 1: <ul style="list-style-type: none"> • a high quality, intensive program that supports the learning needs of EALD students • language skills explicitly taught across all aspects of Literacy 	\$26 013.66
Low level adjustment for disability	Strategic Direction 3: <ul style="list-style-type: none"> • All students requiring adjustments and learning support are catered for within class programs and other whole school strategies. • Communicating, meeting and consulting with parents/carers to develop goals for ILPs and IEP that support students' learning and education and monitor progress • 100% of parents/carers attended review meetings to monitor progress of students 	\$29 911
Socio-economic background	Strategic Direction 2: <ul style="list-style-type: none"> • Teacher professional learning and enhanced classroom practices provide equity of educational opportunities within and across the classroom environment 	\$12225
Targeted student support for refugees and new arrivals	<ul style="list-style-type: none"> • The EALD program provides a structure and supportive learning environment for new arrival students. 	No targeted funding allocated



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	258	273	251	248
Girls	269	267	266	257

- Student enrolment in 2016 showed a decrease from 2015 figures with 505 students enrolled during the enrolment census date held in March.
- The student profile reflects a diverse, multicultural population. 43% of students are of non-English speaking backgrounds, with the largest representations from Greek, Vietnamese, Turkish and Pacific Island backgrounds.
- The school has 20 students of Aboriginal and Torres strait Island backgrounds.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.6	97	96.3	96.9
1	95.3	96.6	95.2	95.4
2	94.5	95.5	95.2	95.7
3	95.3	95.1	94.5	95.4
4	94.5	96.2	93	94.1
5	95.3	96.5	95.7	93
6	95.3	95.4	93.2	94.5
All Years	95.2	96.1	94.8	95
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

- Student attendance has fluctuated slightly over the last five years. The school's average attendance however, is still higher than the state.
- The school maintains school attendance procedures aligned with the Department of Education Attendance Policy.
- The school is proactive in managing student non-attendance in line with this policy on a daily
- Attendance and non-attendance is entered into Sentral, a web based platform that has streamlined our practices around attendance.
- A home school liaison officer (HSLO) regularly monitors the school's attendance register.
- We encourage and support attending school all day and everyday the school is open.

Class sizes

Class	Total
KR	18
KG	19
KB	18
KY	17
1J	24
1T	24
1S	24
2P	27
2M	27
2TC	27
3T	31
3RL	30
3/4S	29
4M	30
4T	30
5L	26
5D	28
5/6N	28
6H	26
6C	28

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	18.04
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
Teacher of ESL	0.8
School Administration & Support Staff	3.96
Other Positions	0

*Full Time Equivalent

The school has teaching and non teaching personnel in full time, part time, permanent, temporary and casual positions.

- A Reading Recovery program supports students in Year 1 who are below benchmark in the development of their literacy skills.
- Other specialist teachers deliver programs for Library, Dance/Drama, Music and Community Languages for Greek and Vietnamese students.
- The school has two staff members of Aboriginal background. One staff member works both as a school administration officer (SAO) and as a school learning support officer (SLSO). Additionally there is a classroom teacher of Aboriginal background.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	80
Postgraduate degree	20

Professional learning and teacher accreditation

Staff members participated in both school based and external professional learning throughout the school year, this includes the five School Development Days programs. These days are held at the beginning of Terms 1, 2 and 3 and at the end of Term 4.

- All teaching staff attended the School Development Day programs
- Implementation of Positive Behaviour for Learning (PBL)
- Joining a community of schools for professional learning on implementation of the Geography and History syllabus
- Learning and Support processes and procedures
- Ongoing implementation of the Performance and Development Framework with an emphasis on PDPs and lesson observations
- Trauma training (parts 1 and 2)
- Ongoing implementation of the Literacy and Numeracy Continuums
- Staff undertook the management of Anaphalaxis, Asthma and CPR training (face to face)
- Professional learning on NAPLAN information and data with a focus on Writing and the use of persuasive devices
- Code of Conduct
- Child Protection
- Collaboration for programming, designing assessment tasks linked to teaching learning programs and student reporting
- Regional and external professional learning workshops focused on PBL, the Geography and History syllabus.

A number of permanent and temporary engagement teachers are working with BOSTES either gaining accreditation of working towards or completing the maintenance process for accreditation.. All staff were made aware of the changes for pre 2004 teachers with accreditation and Working with Children checks being mandatory for all staff from 2018

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30 November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

In October, the school migrated to system called Learning Management and Business Reform (LMBR) which incorporates a new finance system known as Systems Applications and Products(SAP).

Income	\$
Balance brought forward	250 447.57
Global funds	298 978.54
Tied funds	175 074.36
School & community sources	318 728.17
Interest	4 688.19
Trust receipts	4 463.00
Canteen	0.00
Total income	1 052 379.83
Expenditure	
Teaching & learning	
Key learning areas	76 866.52
Excursions	58 054.19
Extracurricular dissections	120 274.59
Library	9 796.86
Training & development	51 895.51
Tied funds	129 764.66
Short term relief	124 173.10
Administration & office	95 968.14
School-operated canteen	0.00
Utilities	39 894.26
Maintenance	38 318.06
Trust accounts	4 463.00
Capital programs	34 320.00
Total expenditure	783 788.89
Balance carried forward	268 590.94

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

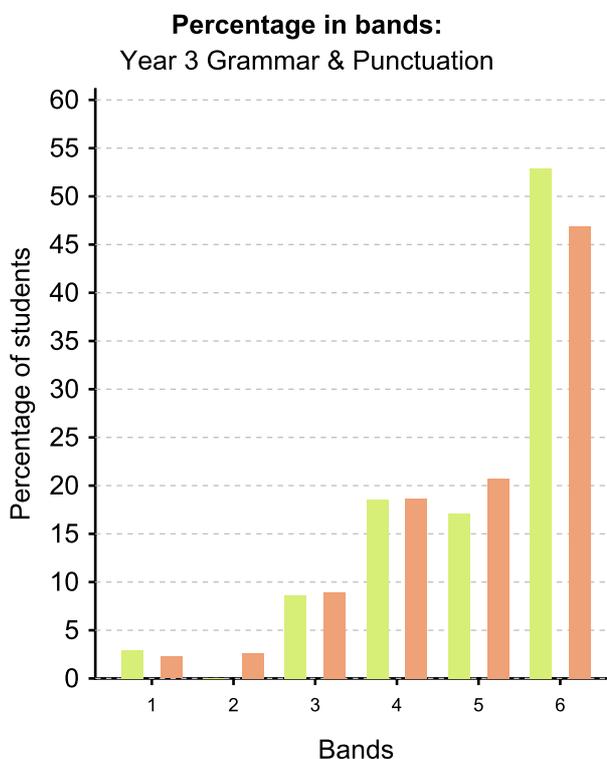
School performance

NAPLAN

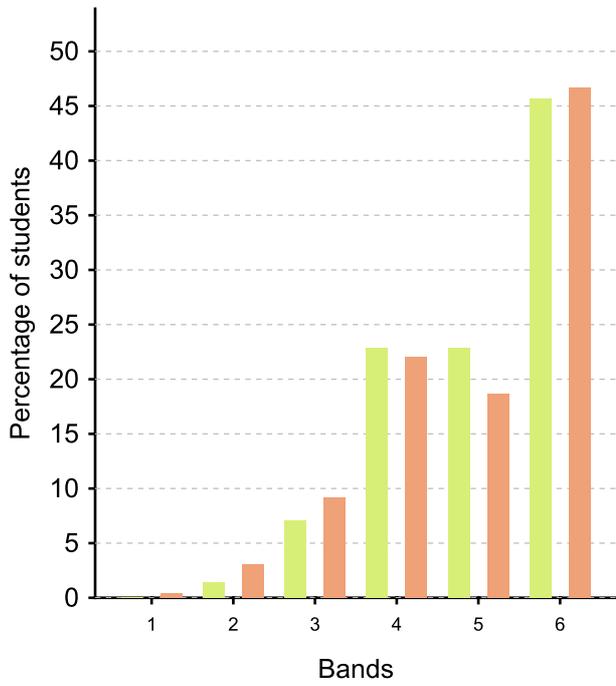
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 3 Literacy: In the Literacy strand of Reading, 98.6% of students achieved band 3 or above with 68.6% proficient in this area. We have consistently been above the state in Band 6 over the last 3 years. In Writing 100% of students achieved Band 3 or higher, with 75.4% proficient in this area. In Grammar and Punctuation, 97.2% of students achieved Band 3 or above with 87.1% proficient in this area. In the Literacy strand of Grammar and Punctuation 97.2% of students achieved Band 3 or above with 87.1% proficient in this area. The school has been consistently higher than the state in this strand for the last 3 years.

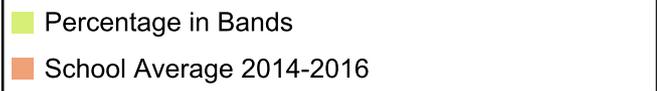
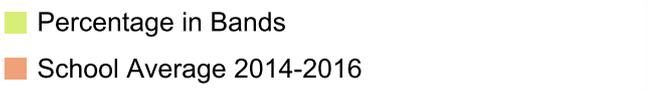
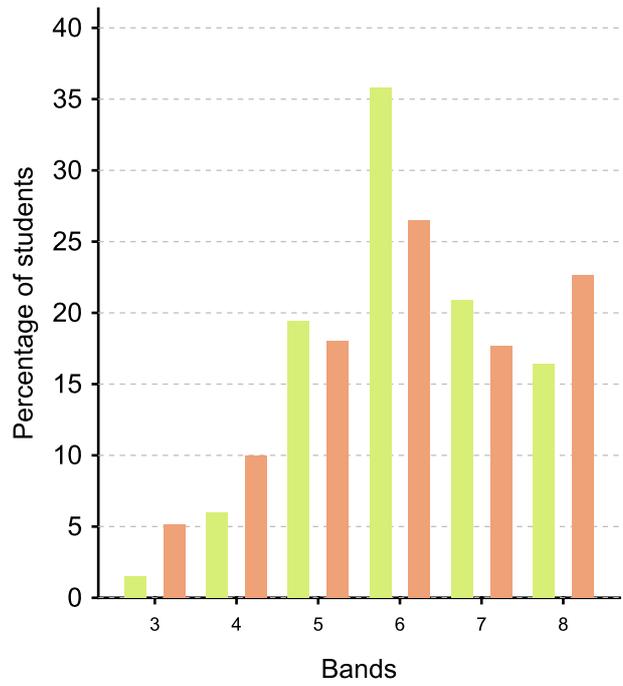
Year 5 Literacy: In the Literacy strand of Reading, 83.1% of students achieved Band 5 or above with 36.9% proficient in this area. In Writing 86.6% of students achieved Band 5 or above with 22.4% proficient in this area. The school achieved higher that the improvement measure of 22% for both Years 3 and 5. In the Literacy strand of Grammar and Punctuation 92.5% of students achieved Band 5 or above with 37.3% proficient in this area.



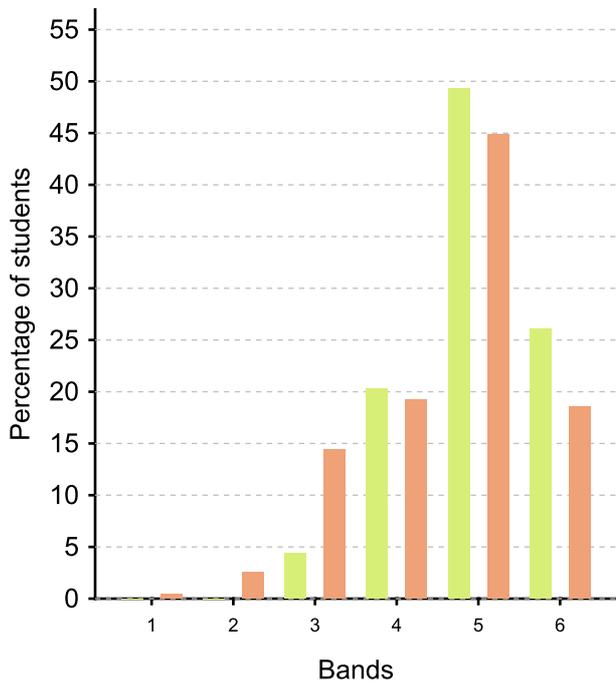
Percentage in bands:
Year 3 Reading



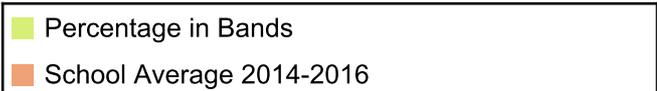
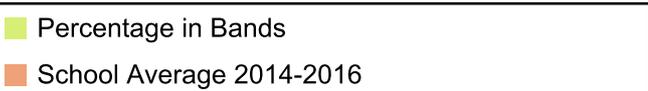
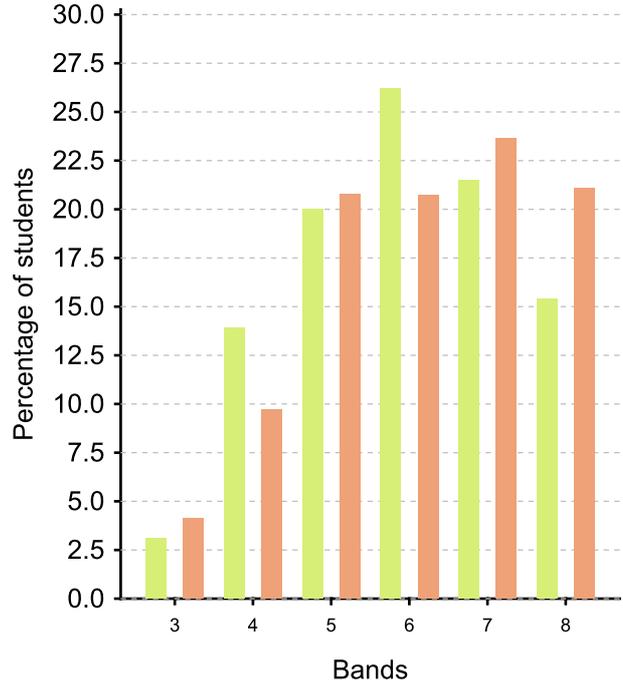
Percentage in bands:
Year 5 Grammar & Punctuation



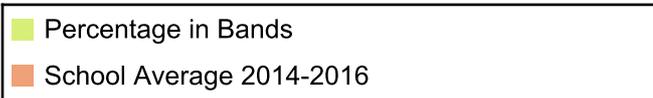
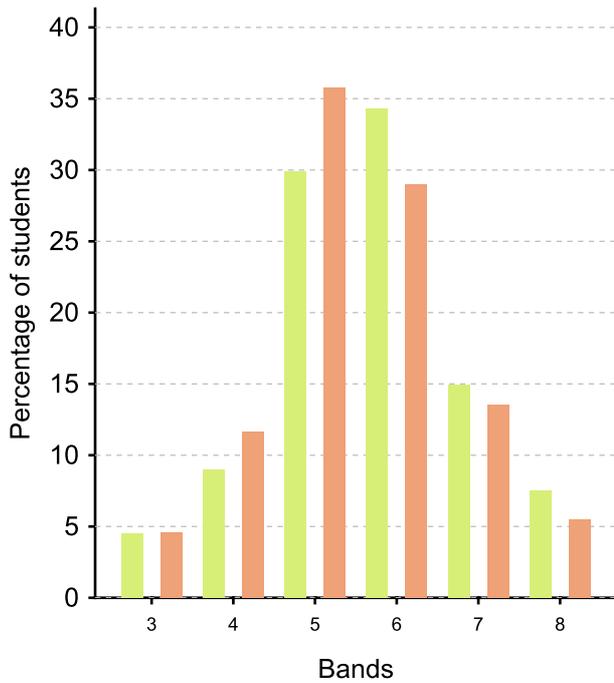
Percentage in bands:
Year 3 Writing



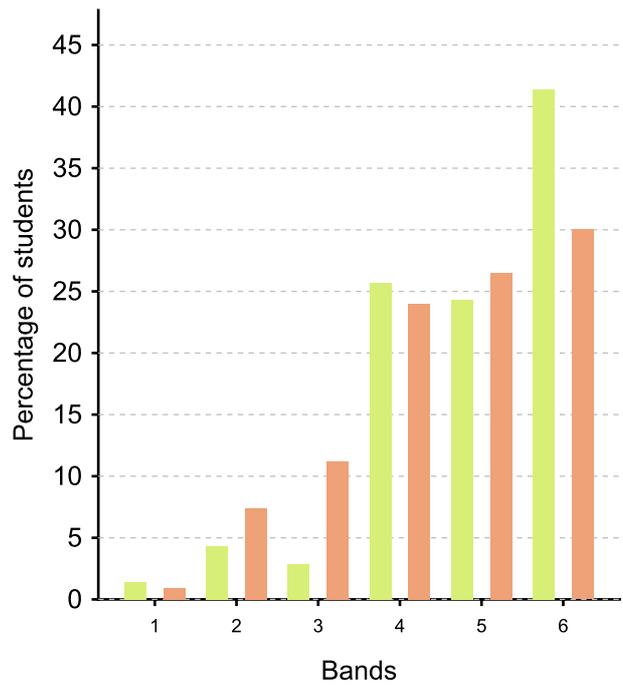
Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 3 Numeracy



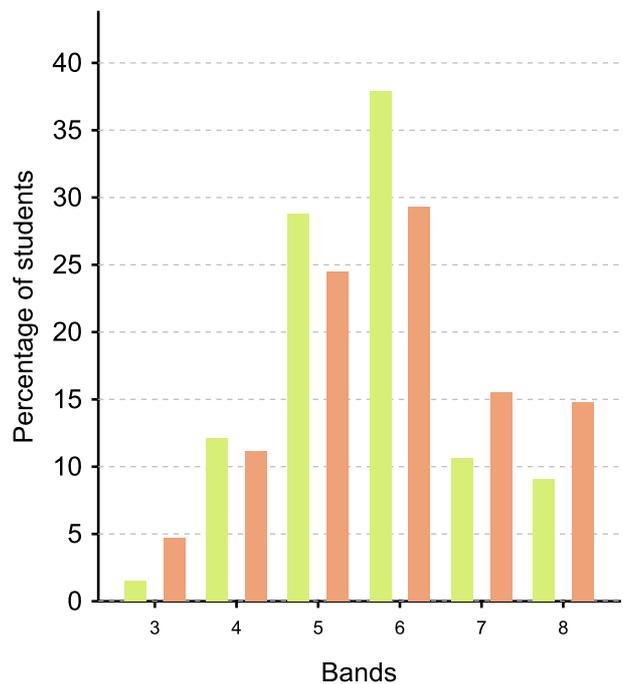
Year 3 Numeracy: 94.3% of students achieved Band 3 or above with 65.7% proficient in this area. The school has consistently been higher than the state for 3 years and higher than the state in Band 6 by 21.7% in 2016.

- In the Numeracy strand of Data, Measurement, Space and Geometry 97.2% of students achieved Band 3 or above with 58.6% proficient in this area.
- In the Numeracy strand of Number, Patterns and Algebra 94.2% of students achieved Band 3 or above with 58.5% proficient in this area

Year 5: In the strand of Numeracy 86.4% of students achieved Band 5 or above with 19.7% proficient in this area.

- In the Numeracy strand of Data, Measurement, Space and Geometry 86.4% of students achieved Band 5 or above with 24.3% being proficient in this area
- In the Numeracy strand of Number, Patterns and Algebra 84.8% of students achieved Band 5 or above with 27.3% proficient in this area

Percentage in bands:
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Premier's State Priorities: Improving education results and State priorities: Better services—Improving Aboriginal Outcomes for students in the top 2 NAPLAN bands.

In accordance with these priorities the school is on track to increase the % of all students including our Aboriginal students in the top 2 bands by 2019. The school is well above the state in Reading, Grammar and Punctuation. 100% of Aboriginal students achieved in Band 5 and 6 for Reading and Writing. 80.9% of EALD students achieved Band 5 and 6 for Writing



Parent/caregiver, student, teacher satisfaction

- Students in Years 4, 5 and 6 participated in the Tell Them From Me survey. Categories were Student Outcomes and Drivers of Student Outcomes. These are some of the school's highlights.
- Social and Emotional Outcomes : Students' with a positives sense of belonging –85% of students in our school had a high sense of belonging.
- Students have friends at school they can trust and who encourage them to make positives changes–94% of students had positive
- Students that value school outcomes. Students believe that education will benefit them personally and economically and will have a strong bearing on their future–96% of students valued school outcomes. In all these sections we rated higher than the NSW Govt norm.
- Drivers of Student Outcomes: Effective Learning Time.
- Important concepts are taught well, class time is used efficiently and homework and evaluations support class objectives.–students rated effective classroom Learning time 8.2 out of 10
- Relevance: students find classroom instruction relevant to their everyday lives–students rated Relevance 8.2 out of 10. The NSW Govt norm is 7.9
- Rigour–students find classroom instruction is well

organised, with a clear purpose and with immediate and appropriate feedback that helps them learn.–students rated Rigour 8.3 out of 10 against the NSW Govt norm of 8.2

- Positive teacher–student relations. Students feel teachers are responsive to their needs and encourage independence with a democratic approach–students rated Positive Teacher–Student relations 8.6 out of 10. The NSW Govt. norm is 8.4

Policy requirements

Aboriginal education

The school received Aboriginal funding which was explicitly used to support the growth and development of identified Indigenous students. This was achieved through individual and group activities wholly supported by teachers and the Aboriginal SLSO.

Yarn–Up Public Speaking was embraced by the Stage 3 Indigenous students. Students were giving opportunities to join with other schools to develop their speaking skills. All students wrote inspiring speeches that were delivered at Parliament House to a very proud audience. These speeches were also shared with the school community

NAIDOC teaching, learning and celebration activities were designed and implemented with the strong support of local Aboriginal members. The Songlines theme was delivered by the Aboriginal students proud of their heritage and culture at NAIDOC Day.

Interpretations of class Songlines decorated the COLA, with the handing over and sharing of songlines to the visiting Aboriginal students from a nearby school.



Multicultural and anti-racism education

In line with the School Plan, the school has reviewed its teaching and learning programs to ensure culturally inclusive classroom and school practices are embedded. Further to this our programs foster students' understandings of culture, cultural diversity, racism and active citizenship within a democratic, multicultural society.

- Within the planning schedule, teachers include strategies that embed multicultural and anti racism education into their teaching and learning programs
- A highlight of this inclusive practice is the celebration of Harmony Day which is embraced as a central focus for the school– a day where the COLA is bright and buzzing with the vibrant colour of flags and the national costumes of students. Music adds to the atmosphere of the day. An assembly run by the student school leaders highlights the importance of cultural diversity.
- Reported instances of racist behaviour are very rare and always dealt with in accordance to the policy and procedures of the Department of Education