

William Dean Public School Annual Report



2017



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Introduction

The Annual Report for **2017** is provided to the community of **William Dean Public School** as an account of the school's operations and achievements throughout the year.

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

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Message from the Principal

2017 has been another exciting year, one that has bought change as well and a new direction and focus. 12 classes were formed at the beginning of the year and the school continued to grow throughout the year.

This year was the first year the school participated in the Early Action for Success program, and already there have been some amazing results in reading, writing and Mathematics. With the help of the Instructional Leader, the K–2 teachers regularly monitored student progress and adjusted teaching programs to ensure students achieved expected growth. The 3–6 teachers continued to monitor student progress and focused on developing a growth mindset. Students have set personal and academic goals and used set criteria to strive to improve.

Throughout the year, students have achieved some amazing academic growth, many of the students have demonstrated leadership skills beyond their years. Acknowledgement of Harmony Day, White Ribbon Day, NAIDOC Week and Refugee Week demonstrated the commitment of being respectful towards each other and to celebrate the diversity amongst the community. Projects such as raising funds for the Solar buddies, and Stage 2 initiatives to raise money for the Kmart Giving Tree and Fostercare Angels and helping make paper cranes to give hope and good wishes to a sick child at another school highlighted the caring nature of the teachers, students and the community who give so generously.

A huge thank you goes to all parents and community members who have worked tirelessly throughout the year behind the scenes, preparing and distributing resources, helping with gardening, donating resources to name a few. A big thank you goes to the members of the P&C. They worked hard to raise funds and create events to be enjoyed by the school community. As well as the regular raffles, Mother's Day stall and Father's Day stall there was a fun school disco and the amazing Colour Run.

A big thank you goes to all the staff. They are always striving to create learning environments that support students to achieve their best and challenging students to go further than they think that they can go or even want to go.

Finally a thank you goes to the student who take on the challenges that the teachers present them with and work hard to meet the expectations. The students' behaviour, efforts, commitment and achievements to learning are always of a high standard and make it a pleasure to work with such a wonderful group of young people.

Maria Dichiera

School background

School vision statement

At William Dean Public School we believe in 'Learning Together' within a caring, safe, supportive and cooperative environment. We are committed to supporting students to achieve academic excellence and we encourage acceptance and harmony through the development of a sense of belonging and community. We are inclusive of the whole school community in the preparation of our students for responsible, active citizenship.

We all want students to:

- Be the best that they can be
- Achieve their goals
- Have a love of learning
- Develop positive social, emotional and physical practices
- Be supported in their individual needs

School context

William Dean Public School is situated in Western Sydney and serves primarily students from the Dean Park Area. The school community has the responsibility to educate the citizens of tomorrow as lifelong learners in a spirit of co-operation with the community. Our school motto is 'Learning Together' which underpins all we do academically and socially. At William Dean Public School we are safe, respectful learners. The school has a commitment to the development of strong literacy and numeracy skills. We cater for the needs of all students providing both support and extension programs. Technology is integrated into all curriculum areas. As of 2015 every student will have access to a technology device to use as part of their learning.

William Dean Public School is a member of the Plumpton Education Community which is a strong collaboration of schools designed to increase academic outcomes for all students.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 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.

The results of this process indicated that in the School Excellence Framework domain of **Learning** the school is **Sustaining and Growing**.

The self assessment demonstrated a commitment from the school community to strengthen and deliver on school learning priorities particularly in literacy and numeracy. Programs for these priority areas have been strengthened by the school's involvement in the Early Action for Success program.

Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning. The Learning and Support processes and procedures demonstrated that the school has well-developed and current policies, programs and processes that identify, address and monitor student learning needs.

A focus on growth mindset, community projects and a revised behaviour code for students are evidence of practices that provide students with the opportunity to connect, succeed and thrive and that students are able to take responsibility for themselves and can contribute to the wellbeing of others and the wider community.

Weekly stage reflections, tracking and monitoring systems demonstrate that there are systematic policies, programs and processes to identify and address student learning needs on a regular basis.

The school has developed explicit processes to collect, analyse and report internal and external student and school performance data; this includes whole staff analysis of NAPLAN results on a yearly basis. The process supports the analysis of school performance data and a range of other contextual information highlighting trends in student achievement levels.

Formal interviews with parents and reports contain detailed information about individual student learning achievement and areas for growth. Parents and cares are contacted throughout the year when the need arises.

Analysis of student achievements on internal school performance measures is demonstrating that the majority of students are showing expected growth.

The results of this process indicated that in the Schools Excellence Framework domain of **Teaching** the school is **Sustaining and Growing**

Teachers regularly review assessment data to evaluate the effectiveness of teaching practices and make adjustments to learning programs to ensure that students engage in learning productively. Student assessment data is regularly used school wide to identify student achievement and progress in order to inform future directions.

Collaborative practices among the staff has created a culture where teachers work together to improve teaching and learning in their year groups and on a whole school level. The school identifies expertise within its staff and capitalises on this to further develop its professional community.

Professional Development Plans (PDPs), beginning teacher programs and school priorities reviews ensure processes are in place to provide formal mentoring and coaching to support improved teaching and leadership practices.

The school values the learning and development of the whole staff. The leadership team encourages teachers to actively share learning from professional development with others. Many staff members have had the opportunity to share successes in the classroom as well as new knowledge and skills obtained from additional professional learning.

Priority for professional learning continues to be on improving teaching methods in literacy and numeracy. The K–2 leadership team's involvement in Beginning Numeracy Leadership and in the Targeted Early Numeracy projects, have focused on building teachers' understanding of effective teaching practices in Mathematics. There has also been a focus on professional learning related to writing.

Many teachers are actively engaged in improving their own teaching seeking additional professional learning workshops, online courses and professional readings.

Teachers understand and implement professional standards and curriculum requirements and their PDP goals reflect school priority areas as well as the professional standards. As a result teachers demonstrate responsibility and adaptability in working towards the school's goals and work beyond their classrooms to contribute to the broader school programs.

In the Schools Excellence Framework domain of **Leadership** the school is **Delivering**.

One of the school's strength is the ability to provide parents and community members with opportunities to engage in a wide range of school-related activities. Parents and community members value the opportunity to visit classrooms and see what their children have produced. Parents classroom visits included Kindergarten's healthy food days, the showcasing of the Stage 3 energy efficient houses and the Stage 2 fundraising efforts to help others who are less fortunate.

This year's focus on providing additional opportunities for student leadership has also resulted in students organising and participating in events that celebrate the school's diversity and willingness to lend a helping hand to those in greater needs. Of particular note was the fundraising for the Solar Buddies which provided solar torches for student in areas that have no electricity and the amazing initiative to raise funds to buy gifts for the Kmart Giving Tree and Fostercare angels.

The size of the School Plan team is reflective of the staff commitment to the school's priorities over the past three years. Thirteen staff members meet regularly to track and review the School Plan and milestones to ensure we are on track and to make adjustments where necessary. As a result the majority of staff can articulate the purpose of each strategic direction in the School Plan.

In collaboration with the leadership team, the school's financial management is used effectively to maximise resources to ensure school improvement.

The budget allocation for additional furniture has also supported innovative and flexible learning spaces that foster collaborative practices and meet the individual learning preferences of students. The maintenance and upgrade of technology ensures that staff and students have access to a wide range of technology devices.

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.

Strategic Direction 1

Quality Teaching and learning

Purpose

To develop learning programs that engage learners with a differentiated, challenging and relevant curriculum with a focus on developing individual strengths, a love of learning and high achievement so that all members of our community are empowered with the tools to make informed choices

Overall summary of progress

As part of the Early Action for Success program, there was extensive professional learning in the areas of literacy and numeracy. Monitoring and tracking systems were strengthened to ensure that student progress was measured and programs adjusted according to student needs. Data was regularly reviewed at a class, grade and whole school level. The Instructional leader was able to support teachers in the K–2 classes to identify individual needs and to plan individualised learning to ensure that each student demonstrated expected growth. Similar processes were placed in the 3–6 classes. As a result of more explicit teaching, over 85% of students demonstrated expected growth in the areas of reading, writing and numeracy.

Through PDPs and professional learning plans that addressed school priorities, staff participated in extensive professional learning and were able to provide evidence of professional growth. Many staff members contributed to the professional learning of all staff. All teachers contributed to the roles and responsibilities of school matters throughout the year and many staff represented their stage in the organisation of whole school events including, sporting carnivals, Education Week and the 'Celebration of Learning' assembly.

Parents and community members have indicated that they would like to participate in school events that showcase student efforts and achievements, therefore the school has continued to provide opportunities for classroom visits and participation in whole school events. Three parents also completed the PaTCH course and have shared the value of the program as well as the satisfaction of supporting students in a range of classes.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">Increase the number of Yr 3 & Yr 5 students achieving proficient level in NAPLAN by 5% from 2014	QTSS \$11,000 \$50,000 was allocated for additional teacher time, including additional Professional Learning funds to be applied across all strategic directions	NAPLAN results have shown that there has been an increased percentage of students achieving proficient levels in Year 3 and Year 5 students since 2014. Of particular note was an increase of 14% of Year 3 students achieving proficient in reading and 7% in writing. In Year 5 there was a 16% increase in reading, 6% in writing and 10% in numeracy.
<ul style="list-style-type: none">Raise the number of Yr 5 students achieving stage expected growth in Numeracy by 10%		NAPLAN results have shown that there has been a significant increase in the percentage of students achieving expected growth from Year 3 to Year 5 in the areas of reading, writing and Numeracy. In reading 65.8% of students achieved expected growth compared to 58.3 in 2014. In numeracy, 73.7% of students achieved expected growth compared to 24% in 2014.
<ul style="list-style-type: none">Increase the number of students achieving stage expected clusters on the Literacy and Numeracy Continuum and school based milestones by 10%		At least 85% of K–2 students achieved stage expected level in the area of reading, writing and early arithmetic strategies. There has been a significant increase in the level of achievement in Mathematics for students K–6.

Next Steps

In 2018, the school will:

- continue the EAfS program in K–2 and solidify processes and procedures to track, monitor and adapt teaching practices to ensure appropriate growth for all students in literacy and numeracy, and
- develop programs that foster innovative future focused learning practices assisting students to excel.

Strategic Direction 2

Successful learners and responsible and productive citizens who value healthy lifestyles

Purpose

To create confident, effective communicators who value a healthy lifestyle, respect the beliefs of others and interact successfully in our diverse society; behaving ethically and with sensitivity towards current issues

Overall summary of progress

The school has continued to refine policies and practices that promote student leadership, resilience and wellbeing and strengthen relationships. A review of 'Playing Together Time' resulted in Stage 3 students developing and delivering recess and lunchtime activities for younger students. The leadership skills and maturity displayed by the Stage 3 students was to be commended. The introduction of a Breakfast Club on Friday morning led to an increased number of students opting to have cereal for breakfast when they arrived at school. The initiative was in collaboration with Kellogs, who supplied the cereal. The wellbeing team met a few times throughout the year, however, the team's role will be reviewed in 2018.

Regular SRC meetings were re-established and provided opportunities for students' voice to be heard as well as the organisation of a number of whole school fundraising projects to raise awareness of issues in our community and to raise funds for others less fortunate. Raised leadership opportunities were evident in the Year 5 and 6 student portfolios for their Citizenship Continuum.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">All teachers are able to produce evidence of practices that support students' academic, emotional and social needs and promote positive wellbeing	NIL	<ul style="list-style-type: none">school data demonstrates a reduction in negative behaviourstudents are able to provide evidence of involvement in citizenship activitiesstaff use assessment data to track student progress and make adjustments to meet students' needs
<ul style="list-style-type: none">At least 80% of students on Individual Education Plans (IEP) achieve their learning goals	<ul style="list-style-type: none">Low level adjustment funding \$151,705Integration funding \$42,000Additional SLSO (from Socio-economic background funding) \$17,000	<ul style="list-style-type: none">Learning and Support team processes ensure students requiring additional support are reviewed on a regular basis to ensure progress and adjustments are made accordingly
<ul style="list-style-type: none">At least 15% of school community members participate in the development of the new wellbeing and discipline policies	NIL	<ul style="list-style-type: none">all parents and carers were sent the school behaviour code to discuss with studentsAnti-bullying and discipline policies were posted on website to ensure access by all community members

Next Steps

- Review social skills program to support students' needs
- Continue to research and implement growth mindset strategies to support students to take risks to achieve improvements
- Wellbeing team will guide staff to develop lessons that address behaviour code expectations, including attendance, behaviour and respect towards others
- Explicit teaching of anti-bullying strategies, including cyber safety

Strategic Direction 3

Positive relationships for success

Purpose

To foster and develop a learning community that is stimulating and sustainable with a culture of trust and respect. This learning community will be innovative, prepare students for the future and celebrate school and student achievements regularly

Overall summary of progress

The school has established partnerships with external agencies to provide additional student engagement opportunities.

The school's programs and facilities have been promoted to the wider community, this has included the use of the school app, newspaper articles and promotional material.

Parents and extended family members have had opportunities to participate in class and school events that inform them of school programs and celebrate student learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">Establish new links with external agencies and educational services that provide support to students and their families	Low level adjustments funding as in strategic direction 2	External agencies were consulted to support and deliver information to students and their families. High engagement with departmental Learning and Wellbeing Officers to support students' learning needs
<ul style="list-style-type: none">At least 15% of community members engage in sessions that influence the implementation of innovative practise that support students to be lifelong, active citizens	Community Engagement Officer \$9000 (from Socio Economic Background Funding)	Over 70% of families visited classrooms and participated in school events over the course of the year. Some of the events included, Stage 3 energy efficient houses, Kindergarten's healthy eating menu, Stage 2 'Kindness' project

Next Steps

- The school will explore leadership opportunities for staff, students and community members.
- Opportunities will be provided for community members to participate in school events in order for student achievements to be showcased and celebrated regularly.
- Teachers will explore ways to digitally share students' achievements using apps including seesaw and google classroom

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$12,014	<p>Personalised Learning Plans were created and monitored for every Aboriginal and/or Torres Strait Islander student.</p> <p>Students of Aboriginal background participated in Clorntarf Fun Day at Chifley Bidwill Campus</p> <p>During NAIDOC week students participated in a range of activities that recognise and celebrate Aboriginal culture. All students participated in an Aboriginal performance</p>
English language proficiency	<p>staffing funding \$ 40,630</p> <p>flexible funding \$26,269</p> <p>SLSO \$ 2000 (from Socio-economic Background funding)</p>	<p>In 2017, the school's flexible funding was used to employ a teacher one extra day per week to enhance the English as an Additional Language/Dialect program. The teacher, in collaboration with the classroom teacher, developed programs that assisted students with limited English.</p> <p>An additional SLSO was employed two hours per week to support two students newly arrived to Australia.</p>
Low level adjustment for disability	<p>staffing funding \$ 111,731</p> <p>flexible funding \$39,974</p>	<p>The Learning and Support Teacher provided in class support for students with additional needs. Programs were developed in collaboration with classroom teachers.</p> <p>An active Learning and Support Team met fortnightly to review and monitor referrals for students requiring additional support.</p> <p>Additional SLSO time was funded from the flexible funding to support Individual Learning Plans which were developed in consultation with classroom teachers, LaST, parents and students and were reviewed on a regular basis.</p>
Quality Teaching, Successful Students (QTSS)	\$14,559	<p>QTSS funding was used to provide additional professional learning time for all teachers in the form of weekly reflection sessions. During these sessions teachers reflected on data that monitored student progress. Discussion was generated to support program adjustments to support students' ongoing needs.</p>
Socio-economic background	\$160,923	<p>Additional staff were employed to provide weekly reflection time for staff.</p> <p>Instructional Leader was paid an additional day at Deputy Principal level to support school programs and beginning teachers.</p> <p>Additional administration time (1 day per week) was allocated to support school projects and administration roles.</p> <p>The employment of a Community Engagement Officer continued to strengthen links with the wider community.</p>
Support for beginning teachers	\$26,900	<p>Throughout the year, two beginning teachers</p>

Support for beginning teachers	\$26,900	received an additional two hours of RFF. During the additional RFF time the teachers engaged with a mentor at the school, planning teaching and learning program and evaluating impact of their teaching on student progress. Funding was also used to support the beginning teachers' professional learning.
Targeted student support for refugees and new arrivals	NIL	
Early Action for Success	\$124,310	<p>An Instructional Leader was employed to oversee the implementation of the program.</p> <p>Throughout the year the instructional leader worked with K–2 teachers to provide individual and whole group professional learning, in class support and assisted in the monitoring of student progress in the areas of reading, writing and Mathematics.</p> <p>End of year assessment data demonstrated that 85% of K–2 students achievement equal to or above expected levels in the areas mentioned above.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	120	123	135	147
Girls	134	130	129	145

As predicted, there was an increase in student enrolments in 2017. The increase is due to a new housing development near the school. It is anticipated that the growth will continue over the next few years.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.1	94.2	93.9	94.2
1	93.8	92	93.4	93.4
2	93.1	92.4	93.4	94.7
3	93.7	90.1	92.9	93.3
4	94	92.9	91.9	92.9
5	96.2	90.8	92.9	93.2
6	93.4	94.6	92.9	94.5
All Years	93.9	92.3	93.1	93.7
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Overall attendance is reflective of state expected percentages; this is due to rigorous processes put in place by the attendance coordinator. Regular review of attendance data by the coordinator and Home School Liaison Officer ensured that students not meeting the required attendance rate were quickly identified, contact was made with the families and reviewed on a regular basis.

A number of families took extended absences to travel overseas due to family emergencies and events.

Class sizes

Class	Total
K/1R	18
KR	17
KI	17
1M	22
1S	22
2S	22
2/3N	25
3/4H	29
3/4I	28
4/5H	27
5/6K	30
5/6D	30

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	10.2
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	1.1
Teacher Librarian	0.6
Teacher of ESL	0.4
School Counsellor	1
School Administration & Support Staff	2.52
Other Positions	0

*Full Time Equivalent

During 2017, the composition of staff range from experienced teachers to two teachers receiving beginning teacher support. The majority of staff has started teaching post 2004. During the year many temporary teachers have been employed due to maternity leave, part time leave and transfer of duties.

Many teachers are from a language background other than English, one permanent teacher is 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	100
Postgraduate degree	30

Professional learning and teacher accreditation

All staff participated in professional learning throughout the year. Many staff members participated in additional professional learning outside of school. Staff attended professional learning in focus areas, including, literacy and numeracy. Of particular note was professional learning in the area of Mathematics. Three executive members were involved in a year long professional learning program 'Building Numeracy Leadership'. The whole staff participated in training, implementing number talks across the school.

Staff were also involved in professional learning addressing the area of growth mindset led by Dan Hasler.

All staff developed a personal development plan and regularly reviewed their progress in achieving set goals.

Mandatory professional learning face to face and onlinetraining was also completed.

Three teachers were working towards achieving accreditation at proficient level during 2017 .

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	429,459
Revenue	2,998,590
Appropriation	2,887,716
Sale of Goods and Services	11,852
Grants and Contributions	96,093
Gain and Loss	0
Other Revenue	0
Investment Income	2,930
Expenses	-2,941,094
Recurrent Expenses	-2,941,094
Employee Related	-2,548,278
Operating Expenses	-392,816
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	57,497
Balance Carried Forward	486,955

A full copy of the school's financial statement as prepared by the Shared Service Centre was tabled at the annual general meeting of the parent community group. Further details concerning the statement can be obtained by contacting the school.

Funds carried over will support the purchase of additional resources, particularly technology devices and upgrading of school equipment.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	2,035,137
Base Per Capita	40,346
Base Location	0
Other Base	1,994,791
Equity Total	391,541
Equity Aboriginal	12,014
Equity Socio economic	160,923
Equity Language	66,898
Equity Disability	151,705
Targeted Total	49,723
Other Total	322,287
Grand Total	2,798,688

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.

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.

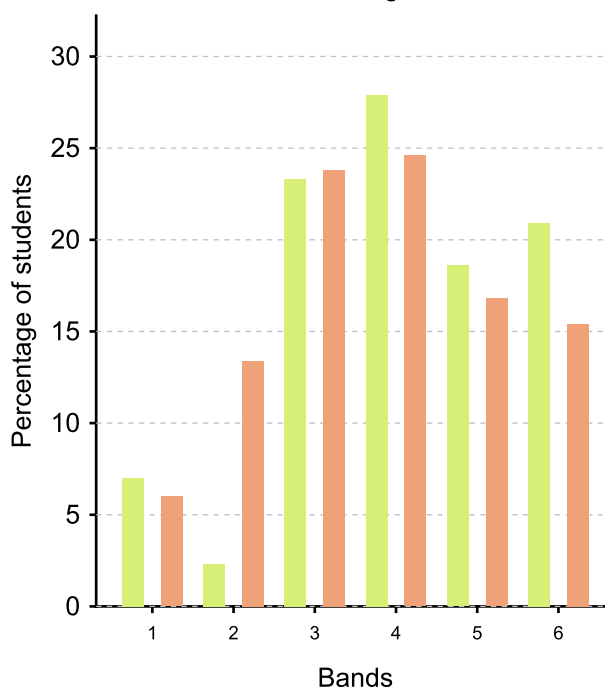
School performance

NAPLAN

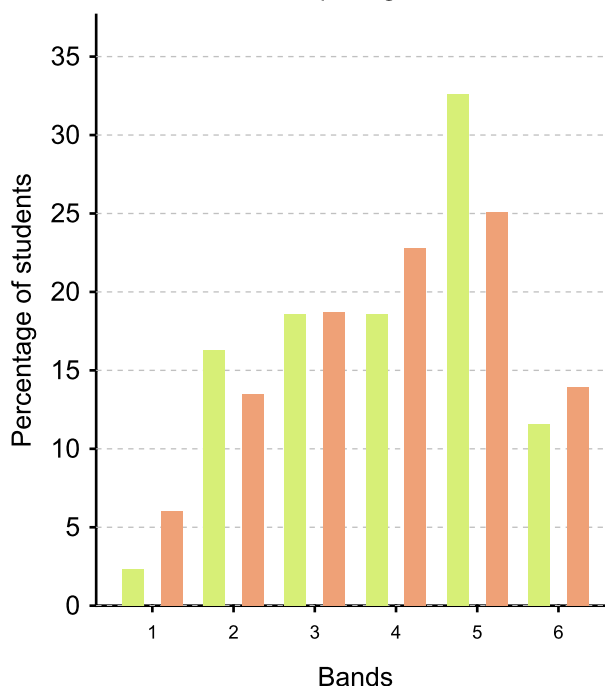
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

- There was a 14% increase of Year 3 students and 16% of Year 5 students achieving the top 2 bands in reading from 2014.
- 63% of Year 3 students were in the top 3 bands for writing.
- 2017 results were the best in spelling, grammar and punctuation for Year 3 students and writing for Year 5 since 2013.
- 65.8% of Year 5 students achieved greater than or equal to expected growth in reading and 66.7% in writing.

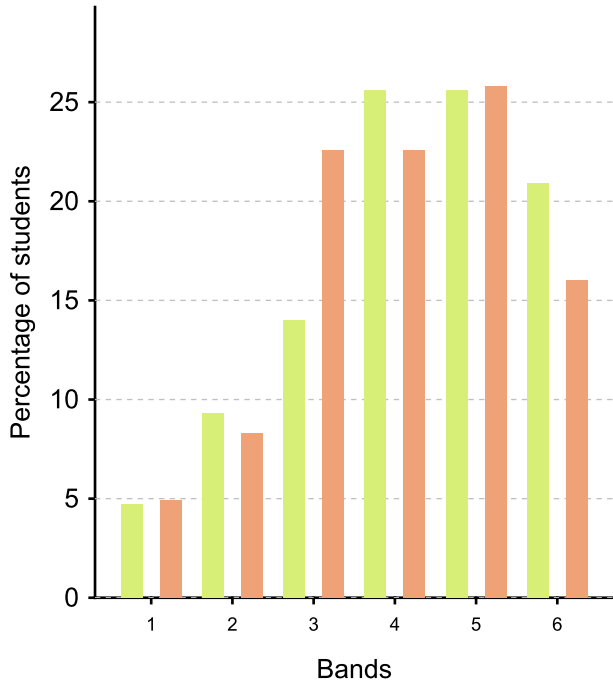
Percentage in bands:
Year 3 Reading



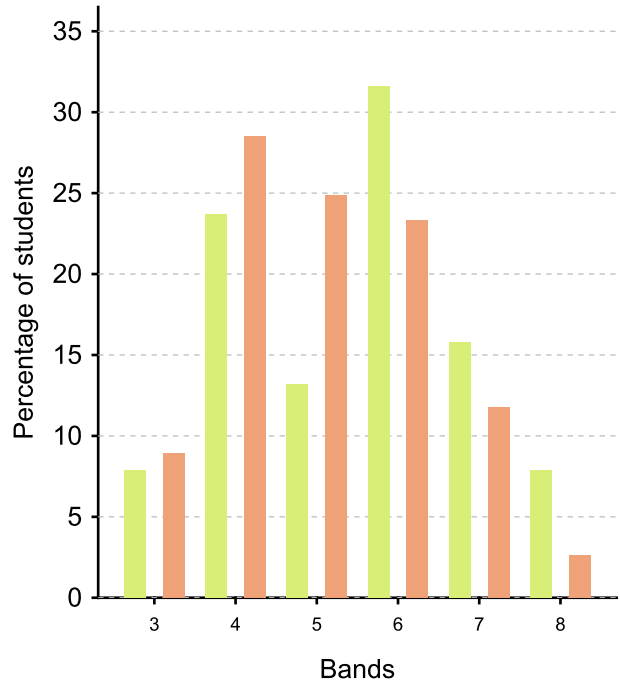
Percentage in bands:
Year 3 Spelling



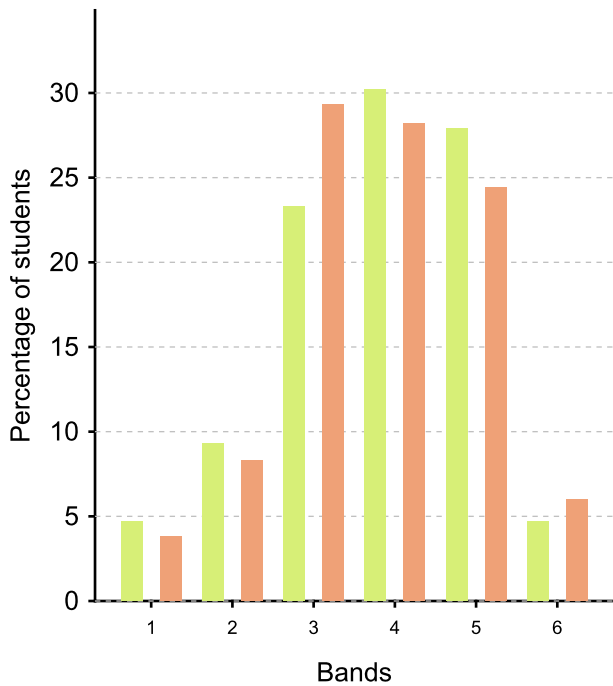
Percentage in bands:
Year 3 Grammar & Punctuation



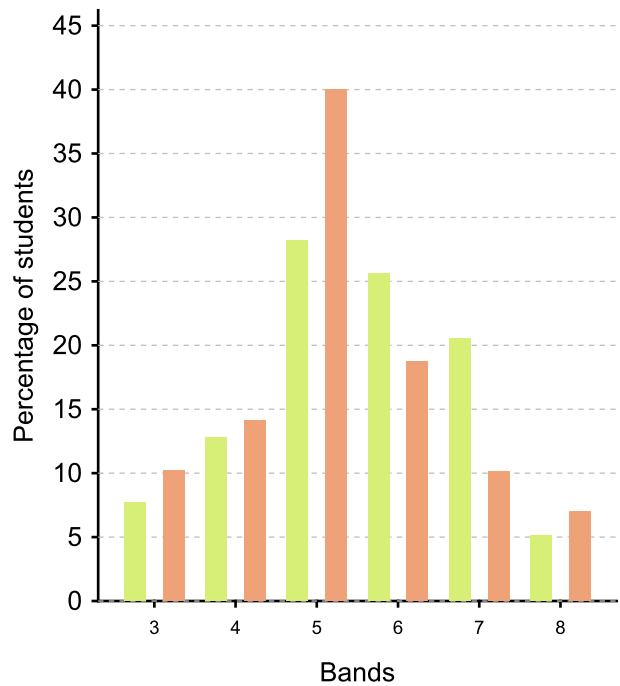
Percentage in bands:
Year 5 Reading



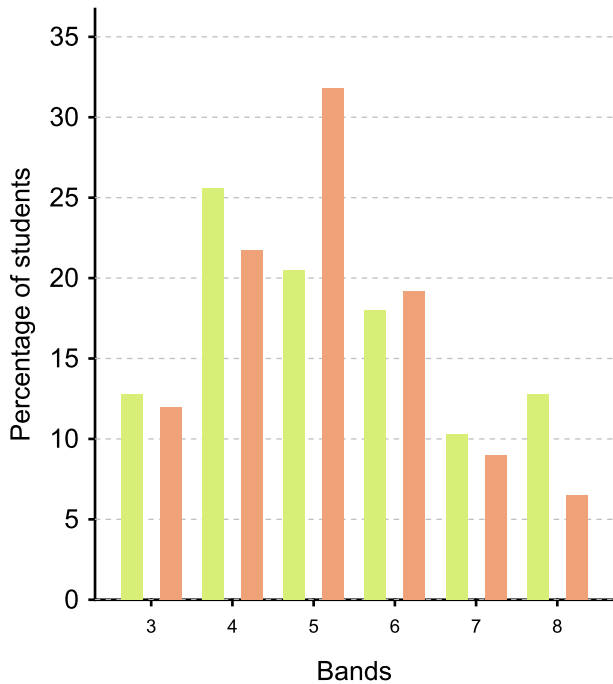
Percentage in bands:
Year 3 Writing



Percentage in bands:
Year 5 Spelling

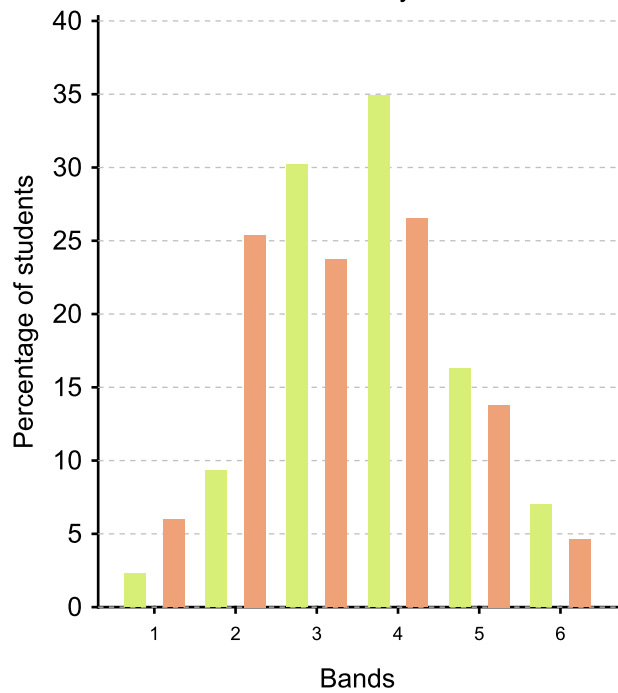


Percentage in bands:
Year 5 Grammar & Punctuation

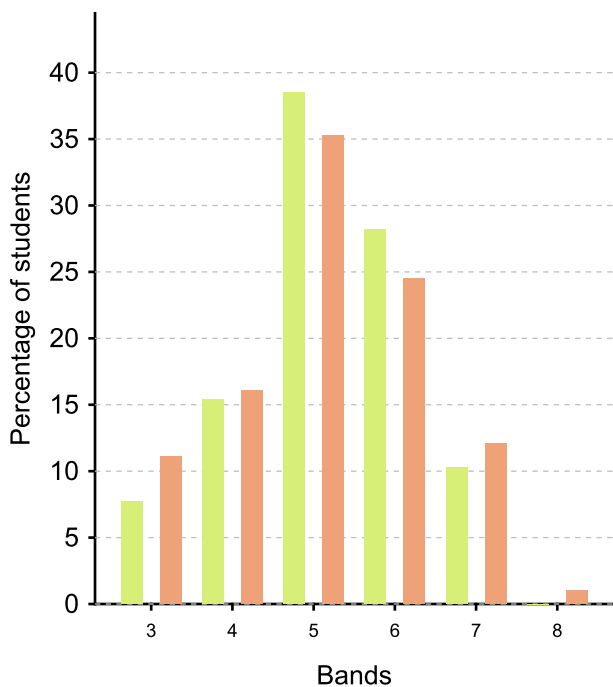


- 73.7 % of Year 5 students achieved greater than or equal to expected growth in numeracy.

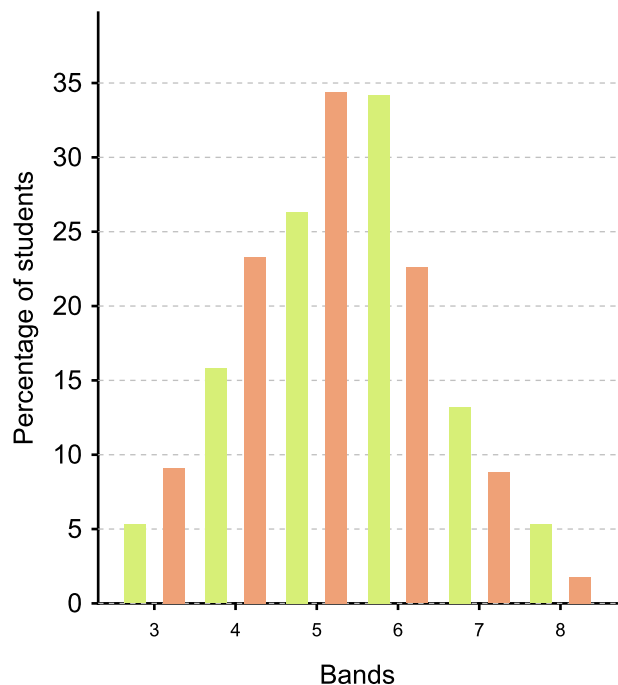
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Numeracy



- 2017 results were the best for Year 3 in numeracy since 2015.
- There was a 36.8 % decrease in the number of students achieving the bottom two bands in numeracy.
- There was a 15% increase in the number of Year 5 students achieving the top two bands in numeracy.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

Parent/caregiver, student, teacher satisfaction

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

At the end of 2017 the School Plan team in collaboration with staff designed surveys for parents, students and teachers to obtain feedback in a number of school focus areas.

Parent/Carer Feedback

- 76% of parents surveyed felt that their child/children are happy to go to school each day.
- 100% of parents indicated that the school provides a safe and friendly environment at least most of the time.
- 90% of parents believe that the schools cares about their child/children's wellbeing.
- 86% of parents felt that their child/children were encouraged and supported to improve.
- 81% of parents believe that they are informed on a regular basis about school activities and information through the use of the school app, newsletter and notes.

Student Feedback

- 81% of students surveyed felt safe at school all the time and 19% felt safe most of the time.
- 87% of students believe that they have improved during the year in reading, writing and Mathematics.
- 93% of students indicated that their teachers always help them learn and improve.
- Only 57% of students felt that they were recognised for their effort and achievements at school.
- 93% of students enjoyed the opportunity of having their family members visit their classrooms throughout the year.

Teacher Feedback

- All staff believe they have had the opportunity to participate in professional learning that has supported his/her teaching.
- 93% of teachers that completed the survey felt they had the opportunity to lead programs/initiatives.
- All staff valued collaborating with colleagues on a regular basis to monitor and plan programs that assist student improvement.
- All staff indicated that they are using tracking systems that help monitor student progress and inform future teaching.
- Through the survey, staff expressed that the school should engage more with external agencies to provide additional support for students and their families.

Policy requirements

Aboriginal education

In 2017, William Dean Public School has continued its commitment to improving the educational outcomes of our Aboriginal and Torres Strait Islander students. There were 15 students that identified as Aboriginal and Torres Strait Islander.

Each student of Aboriginal and Torres Strait Islander background had a Personalised Learning Plan that teachers developed in consultation with the student, parents and teacher. Staff endeavoured to ensure that the goals stated in the plan were met.

The school has ensured Aboriginal Education programs reflect the Aboriginal Education and Training Policy by focusing on:

- providing all students opportunities to develop a deeper understanding of Aboriginal history and culture through Aboriginal studies and cross-curriculum content.
- encouraging Aboriginal students to pursue personal excellence and strong commitment to learning.

Annual events such as NAIDOC day and reconciliation day are acknowledged and discussed on a whole school level.

In the 2018, Aboriginal Education will be an area of review.

Multicultural and anti-racism education

For all learners of English as their second language to receive quality education they require an environment which supports learning, encourages risk taking and reflects diverse socio-cultural backgrounds.

Teaching and learning programs have continued to promote cultural understanding and celebrate the school's rich diversity. In 2017 we acknowledged Refugee Week and culminated the week with inviting the students and parents to wear national costumes/colours. Many parents also offered to provide cooking demonstration of multicultural dishes. At a whole school assembly, the students and community heard from students whose families migrated to Australia and were treated to a performance from Blacktown Girls High School drumming group.. Funds raised from the day were donated to SydWest Multicultural Services. Representatives from SydWest Multicultural Services also spoke of their experiences as refugees and some of the services they provide.

Due to global events, there was an increased awareness of multicultural and anti-racism matters. Students have been taught that all students are to be respected and supported and racism and discrimination will not be tolerated in any way. Teaching programs increased understanding of multicultural practices in Australia and the implication of racism and discrimination.