

G S Kidd Memorial School Annual Report



2016



ENDEAVOUR TO ACHIEVE

5685

Introduction

The Annual Report for **2016** is provided to the community of **GS Kidd Memorial 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.

Sharne Turpin

Principal

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Message from the Principal

Welcome to our 2016 Annual Report. Our school logo 'Endeavour to Achieve' reflects what we believe is our core business and what we value about the work we do. I am honoured to lead our school and to work with a wonderful team of educators to deliver quality programs to our students. We strive for excellence through our personalised consultative model of operation.

I would like to extend my deepest appreciation to our families, community members for the highs we have shared, the lows we have navigated and for the celebrations we have shared about our school and our children during 2016. Tragically we lost one of our beloved students, Jayda Hannaford in October and she will live on forever in our hearts. Jayda's parents, Anna and Craig will remain members of the school's P&C which we truly appreciate and look forward to continuing to work together through the years.

In May this year GS Kidd Memorial School celebrated its 50th anniversary which was a highlight of the year. Many former and current staff, students and families united to celebrate the wonderful school pride and spirit that is George Stanley Kidd's legacy to this day.

It is critical that we continue to challenge ourselves in new ways of thinking about students learning and continually improving interventions to maximise engagement in authentic and meaningful curriculum. We have a highly dedicated staff who work together to provide an inclusive environment where all students are nurtured and encouraged to achieve their personal best in all that they do. Teams make strong schools and teams forge enduring change and improvement.

I believe we have a fantastic team at GS Kidd Memorial School and I continue to feel enormously grateful for the opportunity I have to work with our special students and a positive, supportive school and community.

Sharne Turpin

Message from the school community

The 2016 year demonstrated the power of collective action at G.S Kidd School. In partnership with the wider school community, our P&C was successful in raising the remaining funds required to support the purchase of a bus for the school. We will wait in great anticipation for the delivery of the bus to be announced and celebrated with the wider community in 2017. Some of the funds raised in 2016 were also donated to a cherished family of the school community, used to recognise the passion and dedication of our School Administrative and Support Staff (SASS) and supported the graduation and end of year celebrations in December.

Last year, the P&C was instrumental in securing the second MC Class and demountable as a permanent fixture at the school after threats of removal in August last year. The lobbying and advocacy for families in the wider community to access education for children with additional needs will continue as required into the future. The G.S Kidd School community gratefully acknowledge the support from the wider community in 2016, both in our fundraising pursuits and the integration of our student into mainstream activities.

Rebecca Dridan

P&C President

Message from the students

Being a student has been a privilege. I'll admit being at G.S Kidd School hasn't always been the best, but it hasn't been the worst either. The staff are fun, loving and caring. Mrs Turpin and the staff has made this school a great place not only to learn but to learn about yourself too and become a better person inside and out. The staff are always willing to do what is best for the students and for the school to function.

I'm an honest person and I'm not going to lie they do test your capabilities to make you grow into a fine citizen of the local community. We had to learn in in all areas like behaviour, physical, intellectual and just in everyday living skills. Before I came to G.S Kidd School I had a lot of behaviour and anger management issues and learning difficulties. I had trouble with all of my subjects in a normal school environment. Don't get me wrong I still struggle with certain things as far as education and IQ but I am aware of this and have learnt through G.S Kidd School to always try your best and that's all that matters.

Clare Mammen (Year 12)

School background

School vision statement

“Great teachers inspire their students to learn. They can, and do, make a difference to the quality of a student’s life both within and outside the school.” (Great Teaching Inspired Learning.NSW DEC 2013).

This statement guides the teaching philosophy of all staff at GS Kidd Memorial SSP. We are committed to improving the learning outcomes of students through enhancing teacher quality and we share the following beliefs:

- Students are our priority, are at the centre of everything we do and our practice reflects their best interests;
- Teachers and school leaders are the key to making the difference to student learning;
- Quality staff and instructional leadership are the key drivers for continuous school improvements; and
- The coherent alignment of teacher, leader and student learning has the greatest impact.

GS Kidd Memorial School is a nurturing and engaging learning environment with high expectations for students, staff and community. All students have the opportunity to be successful learners, confident and creative individuals and active and informed citizens, in an environment where achieving one's best is inevitable.

We will achieve this through a relentless focus by our students, staff and community on our Strategic Directions of; 1 – Successful Students, 2 – Skilled Staff and 3 – Strong Partnerships. This vision is shared and supported by our school community of students, staff, families and wider community.

School context

Our school is located in the Gunnedah Shire, within the New England Region. Currently we have 40 students enrolled across 5 classes. As a School for Specific Purposes we enrol students who are assessed as functioning in the Mild to Severe range of Intellectual Disability, from four to eighteen years. We currently have a permanent Multi Categorical Class and a temporary Multi Categorical Class.

We provide personalised and individualised educational programs for all students designed in consultation with families and stakeholders. We Implement the NSW BOSTES (NESA) Curriculum incorporating The Australian Curriculum, with accommodations and adjustments for complex learners. We specialise in many programs that support students who learn differently and require differentiated curriculum. We continue to provide and access professional learning across Australia for many schools and networks.

There is always going to be a diverse range of learning needs which will be addressed by quality teaching and learning programs. The partnership between parents, staff, community of schools and volunteers enhances students’ outcomes and the school enjoys high community support and receives Equity funding.

Priorities include effective communication, functional Literacy and Numeracy along with Community Based Learning and Vocational Education, as significant programs underpinning all areas of life both now and in each student’s future environment.

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. In each element in the three domains, the school's self assessment looked for evidence to support whether we were "delivering", "sustaining and growing" or "excelling". The results across the three domains revealed that we are "sustaining and growing" in the majority of the 14 elements.

Learning

In the domain of *Learning* our school has focused on the elements of *Learning Culture and Wellbeing*. All staff have participated in Professional Learning to ensure they understand that student engagement and learning are related and this is reflected through effective teaching and learning programs. The Wellbeing of students is our core business and positive relationships within the school and the wider community are critical for student's success. We have revised our Student Welfare Policy and recently developed a Positive Behaviour for Learning (PBL) matrix to decrease inappropriate behaviour and increase recognition of positive behaviour choices.

The development of positive and caring relationships among key stakeholders in the school community can work effectively towards the sole purpose of the school – to enhance student learning. These relationships are characterised by a collaborative culture and an agreed deep belief that every student will 'endeavour to achieve' to their maximum potential including cognitive, emotional, social, physical and spiritual well being. Effective and strategically developed partnerships can considerably broaden the settings and provision of resources for these varied learning experiences to occur.

We have continued to engage in The Australian Curriculum, adjusting learning to meet the needs of our students and we have driven innovative programs to engage students in learning and extend opportunities for all students. Our staff have ensured ongoing and meaningful conversations on students learning and strategies to engage students in their educational programs.

Teaching

In the domain of *Teaching* our focus has been on *Effective Classroom Practice*. Throughout the year all staff participated in Professional Learning on *Assessment For Learning (A4L)* also known as *Formative Assessment*. These processes and practices are designed to deepen understanding of the curriculum and deliver explicit instruction to improve student learning and achievement. We continued to develop, implement and share innovative and collaborative professional learning programs, which build personal and team capacity, leadership and educational practice, develop reflective team members and support further career development. To ensure students are actively engaged in 21st Century learning our teachers will provide high quality, differentiated lessons that explicitly outline the purpose of learning for students.

We maintain a strong and vigorous focus on teamwork and collaborative relationships to drive staff performance and support. This also impacts on teaching and learning. We keep a strong focus on building school wide and interschool relationships to ensure ongoing improvement in teacher performance. We have strong, talented and committed teachers who drive students learning and the broader opportunities that our students are engaged in.

Staff are committed to identifying, understanding and implementing the most effective teaching methods, with a high priority given to the development of deep understandings about students and how they learn. Teachers regularly review learning and level of engagement to promote best practices in engaging students. All classrooms are well managed with interesting and relevant teaching occurring so that students can engage in learning productively. Teachers maintain a whole child; student centred approach to planning and teaching and are deeply aware of student learning priorities.

Our professional learning supports all staff to build skills in areas that are aligned to our school's strategic directions. Collaborative practices include teachers providing and receiving classroom observations, reflection, constructive feedback from peers, supervisors and students. Teachers use data to inform practice with a focus on anecdotal observations, functional assessments and where applicable formal measures. Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of a holistic education program to our students.

Leading

The school is recognised as outstanding by its community. This is a result of its effective engagement with members of the local community such as families, schools, local media and business organisations.

In the Leadership domain the school plan has addressed the following; School Planning, Implementation and Reporting and School Resources. The school has used evidence-based strategies and innovative thinking in designing a school plan that delivers ongoing improvements in student outcomes and has been recognised as a leading school in evidence based strategies such as Assessment for Learning. The school has used collaborative feedback and reflection to promote and generate learning and innovation.

We have implemented new staff performance measures that allow teachers to design their professional learning goals and to ensure they are supported in achieving these goals. Classroom observations of teaching ensure we are learning from each other and improving our delivery of quality programs to our students. Sharing best practice builds strong teams.

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

Successful Students

Purpose

School culture and practice respects and responds to every student's aspirations, culture and learning potential.

The focus of Strategic Direction 1 is 'Successful Students'. Its purpose is to:

- Design learning programs which are differentiated, purposeful and engaging, are directly related to each student's stage of learning development and build their capacity to be responsible and productive citizens.
- Deepen student learning through authentic relevant and meaningful student learning.
- Have students achievements celebrated and promoted in the wider community.

Overall summary of progress

Teaching and learning programs demonstrated evidence of differentiated lessons embedded with Assessment for Learning elements. Learning goals and success criteria were displayed during every lesson in classrooms with frequent interactive assessments of student progress and understanding to identify learning needs and adjust teaching appropriately. Data collected during Terms 1 and 4 was analysed and showed that all students showed an increase of at least 15% growth in literacy and numeracy against their Individual Learning Plans and the ABLES assessment tool.

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">• 10% increase in student engagement as measured by on-task analysis• 10% reduction in 'behaviour incident notifications'• 5% increase in student and parent satisfaction as evidenced in 'Tell Them From Me' surveys	Teacher Professional Learning – \$9, 134 Rural and Remote – \$10,000	Assessment for Learning Teaching and learning programs demonstrate evidence of differentiated lessons embedded with Assessment for Learning elements including learning goals and success criteria displayed during every lesson. Data collected during terms 1 and 4 was analysed and showed that all students showed 15% growth measured through their Individual Learning Plans. Positive Behaviour for Learning All staff participated in Professional Learning and are familiarised with PBL theory and practices. Staff completed a self assessment on current PBL practices implemented within the school. The data was used to identify and outline common themes areas. All staff collaborated on developing the staff expectation matrix which was communicated to the school community.

Next Steps

Assessment for Learning

- Review and evaluate Learning Goals and Success Criteria across all Key Learning Areas to ensure inclusive common instruction and language is used.

Positive Behaviour for Learning

- Launch PBL to families and the wider community through information sessions, newsletters, displays and social media.

Strategic Direction 2

Skilled Staff

Purpose

Strengthened capacity of staff to support and improve learning outcomes for the 'whole child'.

The focus of Strategic Direction 2 is 'Skilled Staff'. Its purpose is to:

- Develop, implement and share innovative and collaborative professional learning programs, which build personal and team capacity, leadership and educational practice, develop reflective team members and support further career development.
- Ensure staff takes responsibility for their own professional learning and improve their practice.
- Have shared ownership of purpose, values and commitment to targeted priorities.

Overall summary of progress

All teaching staff have a PDP which is developed through collaboration and professional dialogue with colleagues and supervisors. The PDP has at least 3 goals which are aligned to the Department and school plan, Australian Professional Standards for Teachers, personal and career aspirations and accreditation requirements.

All staff have participated in at least 2 lesson observations, which were negotiated and linked to the teachers goals and feedback documented. The feedback is positive and constructive to allow professional dialogue and reflection focused on teaching practice. All staff completed the Annual Review through a structured meeting with the Principal to review and celebrate progress towards goals and inform the development of the next PDP cycle.

Teaching and learning programs demonstrated evidence of differentiated lessons embedded with Assessment for Learning elements including learning goals and success criteria displayed during every lesson. Peer feedback lead to a shared understanding of curriculum goals, outcomes, teaching strategies which aligned to the Performance and Development Framework and school plan. Data collected during Terms 1 and 4 was analysed and showed that all students showed at least 15% growth against the baseline data collected through their Individual Learning Plans.

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">• 10% increase in student achievement as evidenced by the ABLES assessment tool• 90% positive feedback through the staff 'Tell Them From Me' survey.• Performance and Development Framework processes will be embedded with all staff completing a Performance and Development Plan. All staff to have completed, reviewed and reported on their PDPs.• 100% of student's ILPs reviewed and amended accordingly.	<p>A range of resources was used to ensure the Performance and Development Framework is embedded across the school. These include:</p> <ul style="list-style-type: none">• Professional learning for all teachers on new process• Additional release for staff to participate in classroom observations <p>Teacher Professional Learning (\$2000.00)</p>	<p>The Performance and Development Framework is embedded into school practices and has supported the ongoing improvement of student outcomes. All teaching staff have a PDP which is developed through collaboration and professional dialogue with colleagues and supervisors.</p> <p>The PDP has at least three goals which are aligned to the Department and school plan, Australian Professional Standards for Teachers, personal and aspirations and accreditation requirements.</p>

Next Steps

Performance and Development Plans

- All staff to articulate three goals that align to the school's strategic directions, DoE priorities and APST.

- All staff to systematically gather evidence to effectively demonstrate their progress to their professional goals. All staff are able to determine the most appropriate forms of evidence and are able to align pieces of evidence against the SEF and APST.

Capacity Building

- ABLES is used to identify, monitor, map and track student achievement to determine future teaching focus.
- All teaching staff participating in regular collaborative practice within and across stage teams to develop high quality scope and sequence for PDHPE and HSIE which include the mandatory NESA syllabus requirements.

Strategic Direction 3

Supporting Community

Purpose

The focus of Strategic Direction 3 is 'Supporting Community'. Its purpose is to:

- Enhance student engagement through parent, family and community involvement through school programs.
- Provide an environment focusing on safety, respect, learning and mutual communication.
- The school links families with community service providers to enhance student outcomes.

Overall summary of progress

We have completed many professional learning activities aimed at furthering our understanding of positive relationships. A strong focus on engaging families through school and community based activities has increased family involvement during planning meetings by 30%. We have strengthened our volunteer program and continue to work closely with our P&C to extend our relationships with families and the community. Families had regular access to our school's facilities for NDIS information sessions, family get togethers and allied health service providers.

Students with complex needs were targeted for case management and further engagement with our school counsellor and other stakeholders. Families who felt they were in need of support were closely supported to gain essential community support from relevant service providers.

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">• 90% positive feedback on Tell Them From Me, focus group and school based surveys.• 70% of families participating in planning meetings.• 5% increase in family attendance during interagency support meetings.	Nil cost to school	<p>A strong focus on engaging families through school and community based activities has increased family involvement during planning meetings which improved our target from 70% to 75%.</p> <p>Families had regular access to our school's facilities for NDIS information sessions, family get togethers and allied health service providers. We increased engagement with service providers and family participation to 60%.</p>

Next Steps

- Introduce family engagement sessions each term in an attempt to build quality connections with families and the wider community (NDIS, PBL etc).
- Whole school evaluation of therapy protocols, booking and monitoring system to be conducted.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$12,993 • Aboriginal background loading (\$12 933.00)	<p>All students who are identified as Aboriginal have Individual Learning Plans developed in collaboration with families, staff and service providers. Cultural significance is embedded in all Individual Learning Plans.</p> <p>This RAM funding was used to employ extra SLSO time to ensure students received additional support. This additional support was able to increase student growth by 12%.</p>
Socio-economic background	\$23,306 • Socio-economic background (\$23 306.00)	<p>Student's successes were celebrated through Portfolios, newsletters, local media outlets and to the wider community. All students have an Individual Learning Plan (ILP) and are making progress in all Key Learning Areas as measured through the ABLES assessment tool.</p> <p>This RAM funding was used to employ extra SLSO time to ensure students received additional support.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	22	22	24	22
Girls	10	11	16	15

A regional placement panel operated by the Department of Education determines the eligibility of students to enrol in GS Kidd School. The majority of our students have a primary diagnosis of intellectual disability and may have secondary disabilities.

Management of non-attendance

Students attending GS Kidd Memorial School have excellent attendance rates. For some students there are medical conditions or transition considerations that may impact on their attendance.

Year 12 attaining HSC or equivalent

During 2016, none of our students left school prior to reaching Year 12. Upon reaching their final year, students receive their Higher School Certificate (Life Skills) and are linked to an agency for post school participation from funding provided by Ageing, Disability and Homecare. These students continue their learning programs through community based learning, TAFE and work experience facilitated by the post school provider. This year we had seven students receive their Higher School Certificate (Life Skills).

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	1
Classroom Teacher(s)	4.59
Teacher Librarian	0.2
School Administration & Support Staff	6.18
Other Positions	0.1

*Full Time Equivalent

schools to report on Aboriginal composition of their workforce. Two staff members identify as Indigenous.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	55
Postgraduate degree	45

Professional learning and teacher accreditation

All teaching staff meet the professional requirements for teaching in NSW public schools. Four staff members have graduate/post graduate degrees in Special Education. All staff are committed to continuing their own Professional Learning (PL) and attended the mandatory Staff Development Days. Through regular participation in PL, we continue to learn, share knowledge and experiences. Some of the topics we covered include:

- Child Protection and Wellbeing training;
- Emergency Care, First Aid and Anaphylaxis;
- Behaviour management;
- Mental Health;
- Formative Assessment with an independent educational consultant;
- Assistant Principal completed the 'Art of Leadership';
- Nutritional therapy;
- Autism Spectrum Disorder;
- Health Care Procedures for our untrained SLSOs and recertification for our trained SLSOs;
- Non Violent Crisis Intervention;
- Classroom Practice Continuum mandated through the Australian Institute of Teachers and School Leadership;
- Administrative training in Finance;
- Personalised Learning and Students Signposting Tool training (PLASST) – functional assessment tool;
- Disability data collection training;
- Work, health and safety training;
- Professional Learning Communities with our partnership schools;
- Leading Professional Learning using the Classroom Teacher Program (PLLDD).

The Australian Education Regulation, 2014 requires

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

Financial information

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

Income	\$
Balance brought forward	129 469.50
Global funds	167 369.32
Tied funds	77 259.85
School & community sources	67 844.74
Interest	2 963.84
Trust receipts	17 591.30
Canteen	0.00
Total income	462 498.55
Expenditure	
Teaching & learning	
Key learning areas	19 232.56
Excursions	3 956.18
Extracurricular dissections	32 241.19
Library	517.18
Training & development	14 244.50
Tied funds	118 801.68
Short term relief	31 355.22
Administration & office	38 120.65
School-operated canteen	0.00
Utilities	32 690.68
Maintenance	15 121.08
Trust accounts	7 231.31
Capital programs	0.00
Total expenditure	313 512.23
Balance carried forward	148 986.32

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

School-based assessment

Teachers have been implementing evidence based, best practice classroom strategies to increase student outcomes through Assessment for Learning. We need to continually adjust and accommodate teaching and learning plans for our students to reach their fullest potential.

All school programs help to develop socially appropriate behaviours, promote independence and increase skills in all Key Learning Areas for school and post school life.

Literacy

Literacy experiences in the early years at GS Kidd Memorial School focus on phonics, blending and segmenting words. Additional resources include PM readers and a benchmarking kit.

Subscriptions to online levelled book resources, in which students read texts and answer literal and inferential questions levelled to their comprehension ability assisted to consolidate skills..

Literacy experiences in older years continue to give students the opportunity to develop their reading skills. They also develop the functional literacy skills that are required when students are out in the community.

These important skills include the recognition of signs and the language students will encounter in the 'real' world; for example, when purchasing an item from a shop.

Programs, such as MultiLit, which target students' sight word recognition, phonics and reading fluency, have also continued at the school. The average growth for each class is displayed below:

- Room 1: Growth in Literacy – 28%
- Room 2: Growth in Literacy – 15%
- Room 3: Growth in Literacy – 16%
- Room 4: Growth in Literacy – 19%
- Room 5: Growth in Literacy – 15%

Numeracy

This year we continued with our **Rural and Remote Project** with the focus of this project on the delivery of the NSW Mathematics Syllabus (Life Skills) embedded with the elements of Assessment for Learning.

This project aimed to support teachers of mathematics to research and engage in effective pedagogies for teaching an inclusive mathematics program leading to numeracy acquisition through:

- Learning goals and success criteria identify the intended student learning, based on the knowledge, skills, concepts and processes from

the NSW Syllabus, including the Numeracy Continuum.

- During the learning, students and teachers co-construct the success criteria linked to learning goals. Learning goals and success criteria are expressed in language that is meaningful to students.
- Learning goals and success criteria are open to review and revision.
- Learning goals and success criteria are used consistently to scaffold student learning, provide descriptive feedback and set high expectations for students.

Whole number concepts form GS Kidd Memorial School's core mathematical content. Money handling and time skills are also a priority and we are fortunate to have access to quality programs that allows us to teach these skills in a meaningful way to students with a range of abilities.

All staff aim to provide students with the skills, knowledge and values necessary for success.

The school works closely with families and community service providers to discover and develop the potential in every child. The average growth in numeracy for each class is displayed below:

- Room 1 – 31%
- Room 2 – 15%
- Room 3 – 20%
- Room 4 – 17%
- Room 5 – 19%

Our school values community based learning very highly and having the opportunity to use maths skills in the community is a wonderful way for students to generalise their skills, build confidence and educate the community about what our students are capable of achieving.

Parent/caregiver, student, teacher satisfaction

Tell Them From Me Surveys

Student satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. The majority of our students participated in this survey with assistance from a family volunteer and we're pleased to report that the students feel a strong *sense of belonging* (83%), *positive relationships* (83%) and have high *interest and motivation* (83%).

Family satisfaction

We have a strong and connected parent body. Their engagement in their child's learning is central to effective planning and reporting. The opinions of our families are valued and guide future planning. Although we had only 25% of families provide feedback through the 'Tell Them From Me' survey (the majority of families are unable to access the online survey). The survey includes seven separate measures, which were scored on a ten-point scale. The scores for the Likert-format questions (i.e., strongly agree to strongly disagree) have been converted to a 10-point scale. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree nor disagree).

1. Parents feel welcome at G S Kidd Memorial School – 9.4/10; (*I can easily speak with my child's teachers*)
2. Parents are informed at G S Kidd Memorial School – 8.8/10; (*Reports on my child's progress are written in terms I understand*)
3. Parents at G S Kidd Memorial School support learning at home – 8.3/10; (*Praise your child for doing well at school*)
4. Support for learning at G S Kidd Memorial School – 8.9/10; (*Teachers show an interest in my child's learning*)
5. Support for positive behaviour at G S Kidd Memorial School – 8.3/10; (*Teachers maintain control of their classes*).
6. Safety at G S Kidd Memorial School – 9/10; (*My child feels safe at school*).
7. Inclusion at G S Kidd Memorial School – 9.7; (*Teachers try to understand the learning needs of students with special needs*).

Given that only 25% of families participated in the survey we will try to engage families with support from other trusted school community members to help them complete this survey to give us a broader picture of family satisfaction.

Staff satisfaction

The Focus on Learning Survey is a self-evaluation tool for teachers and schools which is based on two complementary research paradigms. One is 'effective schools' research which has identified the most important correlates of student outcomes. The questions in the survey are grouped to assess eight of the most important Drivers of Student Learning. The research on classroom and school effectiveness has consistently shown these factors to be strong correlates of student achievement. The survey results are outlined below.

1. Leadership – 8.6/10; *(school leaders have helped me improve my teaching).*
2. Collaboration – 8.6/10; *(I talk with other teachers about strategies that increase student engagement).*
3. Learning Culture – 8.3/10; *(I monitor the progress of individual students).*
4. Data Informs Practice – 7.8/10; *(my assessments help me understand where students are having difficulty).*
5. Teaching Strategies – 8.3/10; *(I can easily identify unproductive learning strategies).*
6. Technology – 8.5/10; *(I help students to overcome personal barriers to use interactive technology).*
7. Inclusive School – 9.1/10; *(I strive to understand the learning needs of students with special learning needs).*
8. Parent Involvement – 7.8/10; *(I work with parents to help solve problems interfering with their child's progress).*

Policy requirements

Aboriginal education

GS Kidd Memorial School is dedicated to fostering our students' knowledge and understanding of Aboriginal and Torres Strait Islander people as the first people in Australia. This is demonstrated at every function and assembly where the students show respect by listening to the acknowledgement of country. Throughout the year every class engages in units of work celebrating Aboriginal people and culture.

Multicultural and anti-racism education

All students are provided with the knowledge, skills and values needed to participate in a culturally diverse country like Australia. Students have been participating in HSIE lessons that explore different countries including showing respect for their cultures. Sharne Turpin and Sarah Dando are our Anti-Racism Contact Officers (ARCOs) and have been fully trained in the procedures to handle complaints of a racist nature. The role of the ARCO is to:

1. receive the suggestion, complaint or allegation regarding racism
2. assist the complainant to write the complaint, if required
3. advise the complainant of their rights and the process to be followed in lodging a complaint
4. refer the complaint to a member of the school executive who will be responsible for resolving the complaint.