



Education

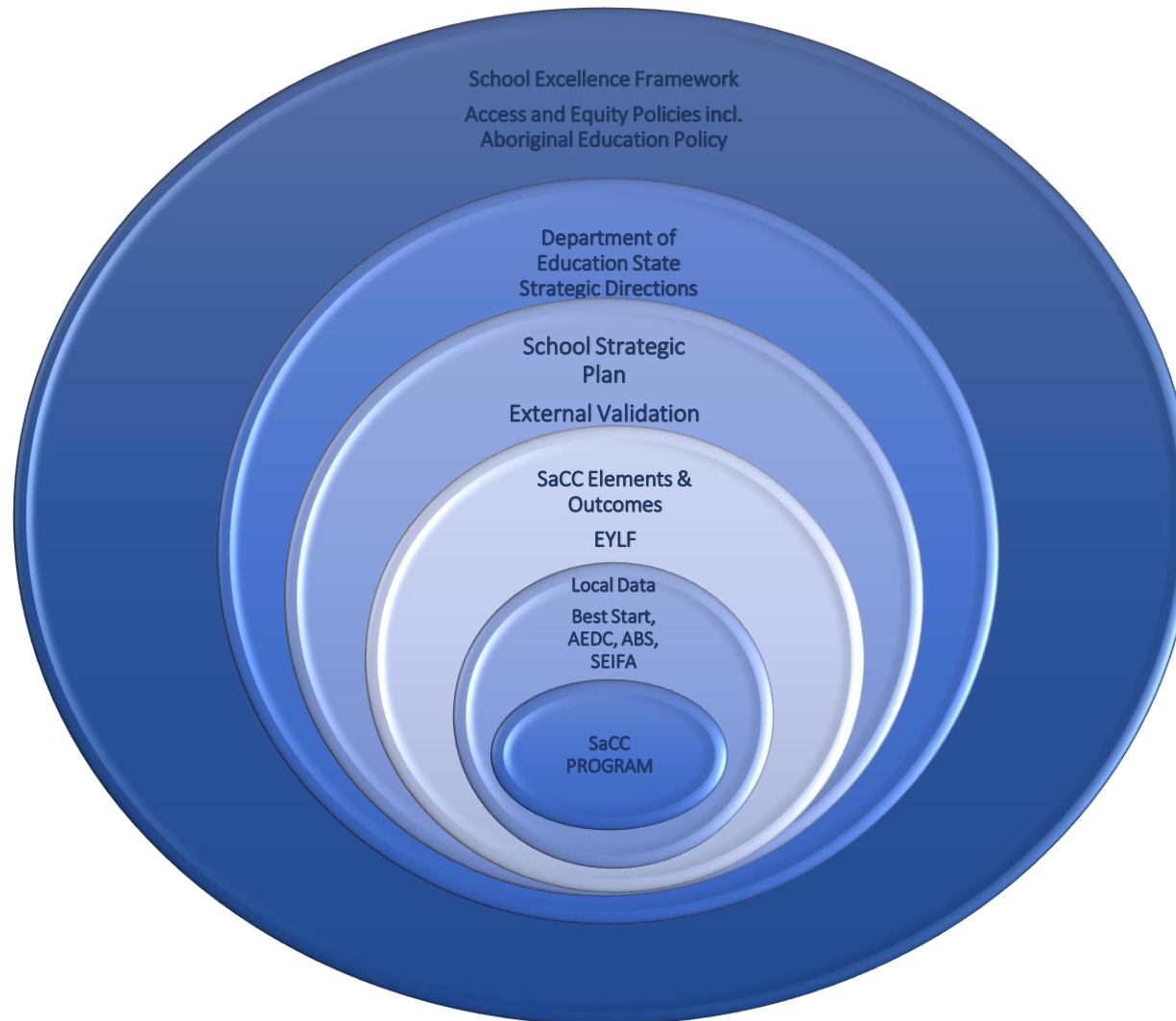
2024

Schools as Community Centres – Annual Report

Centre Name	Wiley Park Public School Community Room
School	Wiley Park Public School
Facilitator	Lia Gioulis
Principal	Rene Demos
Developed by	Lia Gioulis
Year of Plan	2024

An initiative supporting families in their local school community to enhance the early learning and wellbeing of children birth to 8 years.


Schools as Community Centre Strategic Priorities and Directions 2024



<p>Link to Department of Education State Strategic Directions *see below</p>	<p>Link to School Excellence Framework Note: Not all elements will be directly applicable to SACC Learning Teaching Leading *see below</p>	<p>SACC Initiative Partner organisation/s (if applicable)</p>	<p>SACC Element</p>	<p>Program reporting What we did? Why we did it? How well did we do it? How many adult/children attended?</p>	<p>Program evaluation What has been the impact of the program (how are families and children better off)? What would we do differently next time?</p>
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<p>All children make a strong start in life and learning and make a successful transition to school</p> <p>Every child and parent are known valued and cared for in our SaCC and in the school.</p> <p>All Young people have a strong foundation in literacy and numeracy, deep content, knowledge, and confidence in their ability to learn, adapt and be responsible citizens.</p>	<p>Learning Culture</p>	<p>Targeted Kindergarten Program</p> <p>Children are set up for success in the remainder of their schooling through effective transitions.</p>	<p>Key life transition</p>	<p>Targeted Kindergarten Program The Targeted Kindergarten Program is an eight-week program, two sessions a week - commenced in Term 3 and continued in Term 4.</p> <p>The program provided for families with children entering Kindergarten at Wiley Park Public School in 2025, that had little or no prior experience or participation in early learning settings, such as preschool or childcare.</p> <p>Both SaCC data and School data indicates that a significant number of children starting Kindergarten do not attend a prior to school program such as Pre-school or daycare.</p> <p>A fundamental intention of the Targeted Kindergarten program is to build young childrens' readiness for</p>	<p>Though post surveys parents expressed, the program was very beneficial to children and parents in helping to prepare for school. Social skills and what to expect were key along with making friends.</p> <p>Parents also provided feedback, with 85% of parents who felt that their child can communicate more clearly and is able to display their emotions in a more positive manner as a result of participating in the Targeted Kindergarten Program.</p> <p>Parent voice: - <i>'Thanks for providing us (both parents and kids) an opportunity to experience the school environment and learn new things. I am highly satisfied because my child improved a lot during this program and became more confident and socially active. Her communication skills are really enhanced which is indeed a big relief for me because she was initially very shy.'</i></p>
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				<p>formal schooling in all key areas of their life. This means the program encompasses a holistic approach when supporting families to achieve positive transition outcomes, focusing not only on early literacy, numeracy and fine motor skills, but also social and emotional competence.</p> <p>The program engaged children and parents in activities and routines that could be expected at school. It allowed for the development of skills such as fine motor and gross motor, communication, following instructions, working in a group setting and as an individual, personal care, responsible for own belongings, early literacy and numeracy</p>	
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				<p>Children's school readiness was also supported with discussion and activities based on a Healthy Lunchbox (everyday food and sometimes food), packing and unpacking their own bag, the importance of school attendance, being on time for school and the recommended time to go to bed.</p> <p>Attendance: Term 3 – 15 adults including 3 dads & 14 children Term 4 – 18 adults including 2 dads ,1 grandparent & 19 children</p>	
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<p>Every child and parent are known, valued and cared for in our Schools as Community Centre. (Every student is known, valued and cared for in schools).</p> <p>Every child, every parent, every SaCC Facilitator and every Schools as Community Centre improves every year. (Every student, every teacher, every leader and every school improve every year.</p>	Learning Culture	<p>Early Learning Playgroup – facilitated by WPPS SaCC</p> <p>Every Monday afternoon and Thursday morning</p> <p>Partnership with Ethnic Community Services Co-operative in Term 2 & 3</p>	<p>Key life transitions</p> <p>Early development of children</p>	<p>Early Learning Playgroup –</p> <p>The Early Learning Playgroup was delivered to families of the Wiley Park Public School community with children, 0-4 years of age. The playgroup was offered twice a week and incorporated play-based activities and weekly themed corners supporting and encouraging the development of early developmental skills, such as fine motor skills, social skills and early literacy and numeracy abilities.</p> <p>We provide a safe and supportive space for social, emotional interaction and development of children.</p> <p>In Term 2 and 3, 1 session a week we partnered with Ethnic Community Services Co-operative who arranged</p>	<p>This program served to ensure that children and their families continued to strengthen their relationships with the entire school community and have a sense of belonging in the culture of Wiley Park PS.</p> <p>Comments on the value of the program: Parents’ voice:</p> <ul style="list-style-type: none"> • ‘My child’s social skills have improved, and he became more confident. I also met some other families and made new friends as well.’ • ‘I like everything about this program, it is educational and fun. I’m glad and happy to be part of this program.’ • ‘My child and I love it. Everything was above and beyond my expectations. My
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				<p>translators to support our CALD families by offering awareness into Early childhood Education and address the early learning needs of young children.</p> <p>This supportive network also helped strengthened between the school facilitators and families and between families themselves during the session, with a safe and open environment being established through clear information on school and community services and positive discourse.</p> <p>Morning tea was also provided.</p> <p>Targeted support was provided to all families in the form of regular visits from the wellbeing and health in-reach nurse and the school counsellor at the school.</p>	<p><i>child was able to do a lot of art and craft activities along with outdoor play.'</i></p>  
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		Parent Workshop - Road Safety Talk	Safe, healthy and connected communities – Family, school and community efforts are integrated so that children grow up in safe, healthy and connected communities.	<p>A total of 49 Adults and 54 Children attended this program.</p> <p>Throughout the year during part of our playgroup sessions, we invite services and guest speakers to talk to our families regarding safety and awareness: -</p> <p>Road Safety Talk Road Safety Officer – Carol Deb and Senior Constable Savona – Highway patrol policeman spoke to our parents and children about awareness of crossing the road, road rules, the importance and safety of seatbelts and booster seats for their children.</p>	<p>Attendance in our playgroups are constantly increasing; these workshops were purposely organised to be delivered during this time.</p> <p>Parents feedback is that they were grateful that the sessions were very interactive for their children, and they were very interesting and helpful for them.</p>
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		Royal Lifesaving NSW		<p>All our families received a showbag with lots of information before going out and looking at the police car.</p> <p>10 parents including 1 dad and 14 children attended</p> <p>Royal Life Saving NSW have partnered with Canterbury Leagues Club, to conduct a Parent and Toddler Water Safety Project</p> <p>This program consisted of a 30-minute interactive water safety presentation to teach parents and their children about water safety around pools, beach, ponds and around the home ie- bathtub.</p> <p>All families received a water safety resource pack to take home.</p> <p>Attendance: 11 parents including 2 dads, 1 grandparent and 12 children</p>	
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		Healthy Eating In partnership with Local Health District		<p>In conversation with our school wellbeing nurse, an introduction was made with the Local Health District and arrangement was made to hold a nutrition talk presented by a Cultural Support Worker (bilingual/bicultural) health educator to our families in Bangladesh and another support worker for our English-speaking families.</p> <p>Families benefited highly from this session with the important information being provided regarding healthy eating and how to make the right choices, for the whole family.</p> <p>Families also received packs and resources containing information around healthy eating.</p>	
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				12 parents including 1 dad, 1 grandparent and 14 children attended this session.	
Every child, every parent, every SaCC Facilitator and every Schools as Community Centre improves every year. (Every student, every teacher, every leader and every school improve every year.)	Curriculum	School Holiday Program	Safe, healthy and connected communities	<p>School Holiday Program</p> <p>Throughout the school holidays the WPPS Community room offered free school holiday program to WPPS families with children that attended Early Learning Playgroup, Kindergarten, Year 1 and Year 2.</p> <p>The program ran for 2 hours on the days listed below.</p> <p>School Holiday Program: -</p> <p>Jan 8 Jan – 19 Jan</p> <p>April 15 Apr – 24 Apr</p> <p>October 30 Sep – 4 Oct</p> <p>Parents were required to stay with their child/children.</p>	<p>This program has again been well received by WPPS community with a great attendance.</p> <p>The program incorporated a number of different indoor and outdoor activities, arts and crafts, active sports and team games. Parents' involvement was key in this program. It enabled them to connect, play and spend valuable time with their child/children whilst in a clean and safe environment.</p> <p>This program also offered families the opportunity to make and or create inexpensive arts and crafts and expose them to a variety of games to play at home for their children to stay active and creative.</p>


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				<p>A number of our families live in apartments/units who do not drive, they said, <i>'It is very hard to entertain their children throughout the holidays.'</i></p> <p>Most activities that were offered were activities that parents could make/continue at home, such as: Playdough making Slime making Box construction Arts and craft activities Physical activities</p> <p>Children were able to reconnect with their friends and make new friends, as did parents.</p>	<p>Comments on the value of the program: Parents' voice:</p> <ul style="list-style-type: none"> <i>'The program is really good for the children as they get to play with different activities and meet up with their friends while on holidays.'</i> <i>'Thanks for organising this program, it's great for kids and parents too.'</i> <i>'I really enjoyed spending time with my child, and I liked watching him happy.'</i> <i>'I like bringing my children, they have a great time, because to take them out in the school holidays it is very expensive.'</i> <p>Children's Voice: -</p> <ul style="list-style-type: none"> <i>'I liked when my mum and dad played games with us.'</i> <i>'I liked coming every day to the holiday program to do some activity, as there is a new one each day.'</i>
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					<ul style="list-style-type: none"> <i>'I like coming cause we get to play with my friends in the holidays. It makes me so happy.'</i>
Every infant and child is engaged and challenged to continue to learn. (Every student is engaged and challenged to continue to learn)	Wellbeing	Playgroup – Parent and Child Mother Goose Program (PCMG) in Partnership with Creating Links	<p>Early development of Children</p> <p>Children's early language acquisition, cognitive development, sense of self and security, emotional regulation and ability to form positive peer and other relationships are maximised</p>	<p>Parent and Child Mother Goose Program</p> <p>The PCMG playgroup is a group with two trained facilitators once a week (Tuesday) throughout the year, learning to use songs, rhymes and stories with their children.</p> <p>There is emphasis on nurturing the positive interaction between parent and child using touching, stroking, cuddling.</p> <p>PCMG was for parents with children from newborn to 4 years of age.</p> <p>PCMG was specifically chosen as a program partnership as it focuses on strengthening attachment and</p>	<p>Parent Child Mother Goose was particularly suitable for parents who need extra support because of their own personal or social circumstances, or because their child/children have special needs or are otherwise at risk. There were several children who attended with language delays who were then able to go on to seek other supports eg speech therapy following interactions with facilitators from Creating Links.</p> <p>Throughout the year Creating Links organised a variety of extra curriculums such as - on site excursions food vouchers messy play fun raptor reptiles and end of year pool party for our families.</p>

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			<p>Positive parenting</p> <p>Parents/carers have the knowledge, skills and support they need to enhance their nurturing behaviours and positive parenting strategies. Parent/carer's confidence and skills increase as their child's first teacher.</p>	<p>interaction between parents and their young children without the use of toys.</p> <p>Parents reported that they learnt a wide range of skills which they can use in their daily lives. They use the rhymes, songs and lullabies that have been taught to settle and soothe babies, and support daily routines of bathing, feeding, dressing and nappy change.</p> <p>A healthy morning tea was provided by Creating Links.</p> <p>A total of 28 adults of which 4 were dads, 2 grandparents and 35 children attended this program.</p>	
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Community confidence in public education is high. Our education system reduces the impact of disadvantage	Wellbeing	Parent workshop - TAFE English Class	Safe, healthy, and connected communities	English and Employability Training in partnership with TAFE NSW The English and Employability class was delivered in Term 2, 1 day a week for 5 hours for a period of 8 weeks to parents of the Wiley Park Public School community. The classes were delivered in partnership with TAFE NSW This course an opportunity for parents to build skills in English speaking, writing, reading and listening to improve their knowledge, and capabilities through participating in a varied range of activities and lessons prepared and delivered by a trained teacher. A focus of the weekly sessions was to encourage and support the families to socialise with each other and build connections with others,	The English course was greatly attended as it was an important opportunity for parents from culturally and linguistically diverse backgrounds to prosper by developing a greater ability and become more confident in using English to open different pathways. The classes incorporated form-filling and other administrative tasks, which supported families to develop those skills and allow them to understand processes when applying and receiving any sort of community or government support. It was wonderful to witness beautiful friendships forming between the parents. After feedback parents would like for an English class to continue. Other comments: -
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				<p>all while practising important vocabulary and language skills. Parents were given work folders and at times received homework. All parents successfully completed this course, they were able to effectively communicate and participate in English- speaking vocational education learning environment. They all received a Statement of Attainment Qualification.</p> <p>A total of 16 parents attended</p>	<p><i>'I like this course because I connect with other people</i> <i>'I like most the homework that was related to stories. Writing down new words and putting them in sentences.'</i> <i>'I hope there would be another English course to continue learning about English.'</i> <i>'I am confident in having in depth conversation in English.'</i> <i>'Our teacher taught us basic level of English which help me to recover the weakness and make me confident to speak and writing English.'</i></p>
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Community confidence in public education is high. Our education system reduces the impact of disadvantage	Learning Wellbeing	Parent Workshop: 'Nutrition for Mums and Bubs'	Safe, healthy and connected communities	'Nutrition for Mums and Bubs' (in partnership with Bankstown Women's Health) This healthy workshop was delivered to families of the Wiley Park Public School community in Term 2 in partnership with Bankstown Women's Health Centre (BWHC). Weekly sessions were delivered by a qualified dietician, focusing on advice and support on healthy eating and how to incorporate more nutritious foods into their and their family's diets. Information on support and knowledge of diabetes, cholesterol, and heart disease was also provided. The dietician was able to provide one-on-one support to families around how to pack a more nutritious lunchbox for school. This	The wellbeing of parents was supported with giving them strategies and skills to enable them to support themselves and their child/children both in the home and outside the home. 
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				<p>was particularly important for the group as the majority had a child entering Kindergarten in 2025.</p> <p>The sessions were also complimented with an element of group physical activity led by a fitness instructor.</p> <p>In term 4 we had 2 x 1-hour sessions delivered from Bankstown Women's Health</p> <p>Session 1 Nutrition & wellbeing We revisited healthy eating, nutrition, general health and lifestyle.</p> <p>Session 2 Women's Health Checks and advise Discussions around the importance of all screenings Cervical, breast etc and health checks for women and where to access these services.</p>	
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Community confidence in public education is high. Our education system reduces the impact of disadvantage	Wellbeing	Parent Workshop: Better Beginnings Partnership with the Multicultural Network	Positive parenting	<p>A total of 27 adults and 23 children attended this program.</p> <p>Better Beginnings (in Partnership with the multicultural network) This 4-week program was aimed for parents/carers with children 0-3yrs old, to help promote play between parent and child as a vital early learning and development activity.</p> <p>The program introduced parents to learn about</p> <ul style="list-style-type: none"> • Child's brain development • How to prepare your child for lifelong learning • Play activities you can use at home • Services in local area for families. 	<p>The 2 parents that attended gained skills and strategies to better support their child/children.</p> <p>Due to minimal attendance, I will deliver this program again in 2025, also in other languages to cater for our diverse community.</p>
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Community confidence in public education is high. Our education system reduces the impact of disadvantage	Learning Wellbeing	Circle of Security in partnership with Riverwood Community Centre	Positive parenting	<p>Parents gained skills and strategies to better support their child/children with the development of mindful and positive relationships. 2 parents and 2 children attended</p> <p>CIRCLE OF SECURITY This 6-week program was designed to support parents /carers in developing secure and nurturing relationships with their children</p> <p>Parents had voiced their concerns through conversations regarding their child's development and behaviour.</p>	<p>Parents gained skills and strategies to better support their children both in the home and outside the home.</p> <p>Our families could benefit if this program was delivered in different languages. Bangladesh, Urdu.</p>
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				9 parents including 1 dad and 10 children participated consistently in this program.	
Our education system reduces the impact of disadvantage.	Wellbeing	Parent Workshop - Adult centred Beauty course (in partnership with TAFE NSW)	Safe, healthy, and connected communities	Beauty Course The Beauty Course was identified through parent/carers conversations of interest in the community room. The Beauty Course was enjoyed by all who attended. The opportunity to learn about the application of make-up, skincare and future training opportunities in the Beauty Industry. This also enabled parents to continue further education at TAFE in this field.	Throughout this 10-week course friendships were formed, and parents developed their English-speaking skills, whilst having a lovely time.

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Community confidence in public education is high. Our education system reduces the impact of disadvantage	Wellbeing Learning	Parent Workshop - English, business and Computer Skills In partnership with 4C's and Sydney Community College	Safe, healthy and connected communities	<p>The Beauty Course allowed participants to gain a part qualification (Statement of Attainment) and provide them with opportunities for future studies/employment. 14 Adults attended this course. NO children</p> <p>English, Business and Computer Skills The Computer Course was chosen to support the expressed needs for parents to gain skills to better support their access to employment within the community.</p> <p>An enrolment day was organised where the parents received an overview of the course, they then were given a one-on-one</p>	<p>All participants reported that they learnt and understood more computer skills and feel more confident in completing tasks that were given.</p> <p>Program was consistently attended throughout Term 2 and the first part of term 3. At the end of Term 3 Canterbury City Community Centre made the decision due to lack of attendance this workshop did not</p>
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				<p>assessment, most of the parents passed and attended, the 6-week course over Term 2 and Term 3.</p> <p>Parents were given work folders and at times received homework. Parents have completed All parents passed the final assessment and received a Statement of Attainment Qualification, 4 of our parents have now finished 8 of the 12 modules of the course.</p> <p>Once they complete all modules, they will receive an accredited Certificate 2 in English, Business and computer skills course</p> <p>6 Parents attended this course. NO children</p>	<p>continue in Term 4, at WPPS. Parents who wanted to continue were able to do so in another setting.</p> <p>One of our parents who continued this course in Term 4 forwarded the attached email:</p> <p>Parent feedback:</p> <p>Dear Ms Lia <i>I just wanted to let you know that I missed you and believe that this certificate belongs to you as much as it does to me.</i></p> <p><i>Thanks for all the support and motivation.</i></p> <p><i>Hopefully see you next year for its completion!</i></p>
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Community confidence in public education is high. Our education system reduces the impact of disadvantage	Learning Wellbeing	Parent Workshop – Step into Work	Safe, healthy and connected communities	Step Into Work This program specially designed for women who want to find meaningful work – whether they are seeking employment for the first time or wish to return to the workforce. Most mums that attended have qualification from their home countries for varies types of work and needed confidence, support and guidance on matching values, skills and interests, searching and applying for jobs, preparing resumes and cover letters/emails also communication skills and interview techniques. Out of the 7 mums that attended 4 applied for jobs and 2 received part time employment.	Parents who attended were feeling more confident, in searching and applying for work. Due to the high interest of this workshop, this 5-week program will continue again next year.
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Our education system reduces the impact of disadvantage	Learning Wellbeing	Parent Workshop Happy Day Program	Positive parenting	Happy Dad Parenting Program This 5-week program was presented by Dr Yaser Mohammad a Professional Mental Health Occupational therapist. It aimed to provide fathers with courses and workshops around mental health, wellbeing and how to support their children into adulthood. Over the 5 weeks there were 6 dads and 1 grandfather that attended but not every week.	The content and topics were very beneficial for our families at WPPS, however attendance at times was disappointing. After reflecting this program may work better on a different day and/or time.
Our education system reduces the impact of disadvantage	Wellbeing	Parent Workshop - Settlement Support in partnership with Metro Assist	Safe, healthy and connected communities	Settlement Support in partnership with Metro Assist Information Session on Settlement Support and Services for our Wiley Park Public School Community. What we did. This program was delivered in English and Bangladesh to provided	There was no formal evaluation for this session, however the families that attended benefitted from the information and resources provided to them. I will be looking at delivering this support program again, it may also benefit being able to deliver it in other languages.


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				<p>support and services to migrants, refugees, and humanitarian entrants to achieve an effective and successful settlement process</p> <p>The impact of this session was it was delivered in Bangali for our families from Bangladesh.</p> <p>They spoke about a variety of support and services: - Driving Program, Youth program Domestic and family violence support, financial support, employment workshop.</p> <p>Several of families noted that they had valuable takeaways from this session as well as discovering more about the services and support available to them, particularly in the local community.</p> <p>3 parents – 2 mums and 1 dad 2 children attended.</p>	
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	Wellbeing	Mother's Day Morning Tea organised by SaCC Facilitator		<p>Mother's Day Morning Tea</p> <p>A morning tea was organised for our special mums and grandmothers of Wiley Park Public School. They were able to sit down and enjoy a hot beverage and a variety of finger food without their children while meeting and chatting with each other. 12 mothers attended</p> <p>It was wonderful to see lovely friendships forming.</p>	<p>Parents comment: <i>'Thank you so much, I have never had a cup of tea in such a beautiful cup, you make us feel very special.'</i></p>  
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Our education system reduces the impact of disadvantage	Wellbeing Learning	Family Visit to: - Western Sydney University – Bankstown Campus	Safe, healthy and connected communities	<p>BUS TRIP</p> <p>An excursion was organised in partnership with Child & Family Community from Canterbury/Bankstown Community for our families of WPPS travelling by bus to visit the University of Western Sydney at the Bankstown Campus.</p> <p>Families received a tour of the university and were informed of services they may access if they wish eg: - library, also visited stall holders of local services, that were available. Vouchers for free coffee were given out as well as free showbags for each family. Children enjoyed the day also with separate games areas set up and face painting.</p> <p>Attendance: 36 parents including 5 dads & 21 Children</p>	<p>It was wonderful to witness many friendships form between mums, dads and children. They all enjoyed the outing and were amazed at how nice, and the university is. Community involvement creates opportunities, strengthens support networks and enriches the learning and wellbeing of our families.</p> 
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Our education system reduces the impact of disadvantage	Wellbeing	International Women's Day In partnership with Multicultural Network	Safe, healthy and connected communities	International Women's Day A group of parents from WPPS joined the International Women's Day event at Canterbury Leagues Club. It was a lovely morning of networking, listening to inspiring women, building relationships and celebrating the strength of our community. Attendance: 20 parents & 7 children	It is important to ensure our parents stay connected and benefit from local services Many mums reported that they had not been to this venue before and were excited to revisit with their families. 
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Reporting on Performance Measures – Quantity of service (How much we deliver)

Performance Measure	Number	Additional Comments
Number of children less than 3 years participating in SaCC initiatives	28	
Number of children 3 years to school age participating in SaCC initiatives	109	
Number of children aged up to 5 years with additional needs participating in SaCC initiatives	2	
Number of SaCC initiatives delivered in partnership with human service agencies	10	
Number of initiatives implemented by SaCC (total)	6	
Number of families with children 0 - 8 years participating in SaCC project initiatives	114	
Number of families where parent/carer is less than 25 years old	1	
Number of children who identify as Aboriginal and Torres Strait Islander	0	
Number of children who identify as 'culturally and linguistically diverse'	20	
Number of families from refugee background.	2	

Number of families where the significant participant in SaCC initiatives(other than mother) is the father/male carer	4	
Number of r families where the significant participant in SaCC initiatives(other than mother) is the grandparents	2	
Number of Aboriginal and Torres Strait Islander adults who participated in Decision making	0	
Number of Aboriginal and Torres Strait Islander adults employed in paid casual role in SaCC project initiatives	0	
Number of Partnerships with Aboriginal Torres Strait Islander organisation.	0	

Resources for consideration

Take time to examine your school's School Improvement Plan and discuss the strategic directions with your principal and how your SACC contributes or can contribute to these directions. **Elements to consider from the Department of Education School Excellence Framework**

Learning	Teaching	Leading
Learning Culture <ul style="list-style-type: none"> • High expectations • Transitions and continuity of learning • Attendance 	Effective Classroom Practice <ul style="list-style-type: none"> • Lesson planning • Explicit teaching • Feedback • Classroom management 	Educational Leadership <ul style="list-style-type: none"> • Instructional leadership • High expectations culture • Performance and management development • Community engagement
Wellbeing <ul style="list-style-type: none"> • Caring for students • A planned approach to wellbeing • Individual learning needs • Behaviour 	Data Skills and Use <ul style="list-style-type: none"> • Data literacy • Data analysis • Data use in teaching • Data use in planning 	School planning, implementation and reporting <ul style="list-style-type: none"> • Continuous improvement • School plan • Annual report

Learning	Teaching	Leading
Curriculum - (based on the EYLF) <ul style="list-style-type: none"> Curriculum provision Teaching and learning programs Differentiation 	Professional Standards <ul style="list-style-type: none"> Improvement of practice Accreditation Literacy and numeracy focus 	School Resources <ul style="list-style-type: none"> Staff deployment Facilities Technology Community use of facilities Financial management
Assessment <ul style="list-style-type: none"> Formative assessment Summative assessment Student engagement Whole school monitoring of student learning 	Learning and Development <ul style="list-style-type: none"> Collaborative practice and feedback Coaching and mentoring Professional learning Expertise and innovation 	Management Practices and Processes <ul style="list-style-type: none"> Administrative system and processes Service delivery Community satisfaction
Reporting <ul style="list-style-type: none"> Whole school reporting Student reports Parent engagement 	<p><i>Note: Not all elements will be directly applicable to SACC</i></p>	
Student Performance Measures <ul style="list-style-type: none"> Value-add NAPLAN Student growth Internal and external measures against syllabus standards 		

School Improvement Plan

Take time to examine your school's School Improvement Plan and discuss the strategic directions with your principal and how your SACC contributes or can contribute to these directions. **Elements to consider from the Department of Education School Excellence Framework**

AEDC Report for your local community

<https://www.aedc.gov.au/>

Department of Education State Strategic Direction

<https://www.education.nsw.gov.au/content/dam/main-education/about-us/strategies-and-reports/media/documents/NSW-Department-of-Education-Strategic-Plan-2018-2022.pdf>

School Excellence Framework

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide/resources/about-sef>

SACC Elements and outcomes

- Early development of children – Children’s early language acquisition, cognitive development, sense of self and security, emotional regulation and ability to form positive peer and other relationships are maximised.
- Key life transitions – Children are set up for success in the remainder of their schooling through effective transitions.
- Positive parenting – Parents/carers have the knowledge, skills and support they need to enhance their nurturing behaviours and positive parenting strategies. Parent/carer’s confidence and skills increase as their child’s first teacher.
- Safe, healthy and connected communities – Family, school and community efforts are integrated so that children grow up in safe, healthy and connected communities.