

# Beelbangera Public School

## Annual Report



2016



STRIVE FOR THE BEST

1167

## Introduction

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

Grant Beard

Principal

### School contact details

Beelbangera Public School

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### Message from the Principal

I am proud of the academic achievement of our students and the ongoing success of the strategies being implemented by the school to create high quality learning experiences. Our school's success is underpinned by three key elements that promote the quality teaching and learning programs that our students, staff and parents/carers value and appreciate.

One, we have a highly dedicated staff working together to provide an inclusive environment where all students are nurtured and encouraged to achieve their personal best.

Two, our students are motivated to learn and participate in the range of educational opportunities provided for them at the school. Beelbangera Public School enjoys tremendous support from our parents and the local community.

Three, we believe in a commitment to nurture, guide, inspire and challenge students to find joy in learning, to build their skills and understanding, and to make sense of their world. Quality staff, supporting quality learning every day for every student.

In 2016, our Years 3 and 5 students sat for the annual NAPLAN assessment and our school results were outstanding. Students achieved expected growth scores above average in Literacy and Numeracy, indicating that our strategies to support student learning are having a positive impact

The Beelbangera Public School Strategic Plan prioritises the use of Resource Allocation Model funding to best suit the needs of our students and the school community.

## School background

### School vision statement

We believe in our commitment to the school community to nurture, guide, inspire and challenge students – to find the joy in learning, to build their skills and understanding, and to make sense of their world.

We believe in quality staff, supporting quality learning every day for every student.

### School context

Beelbanger Public School (180 students) is located in the Riverina, 7.5km North East of Griffith.

Our school is the hub of a caring and supportive rural community with a highly involved and proactive Parents and Citizens' Association. We are committed to providing a safe and secure environment through the promotion of strong values in learning and behaviour.

We believe that throughout the early years of learning and student development each individual child will be known and understood, and their individual potential developed.

As students progress, it means knowing that they are well supported as increasingly self motivated learners, confident and creative individuals.

Our dedicated, professional and experienced staff promote a culture of family, school pride, and responsibility.

## 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.

We examined the school plan to determine the elements of the School Excellence Framework that the plan most strongly addressed. Staff reflected on the progress being made across the school, based on the expectations identified in the Framework. This provides an important overview to ensure our improvement efforts align with these high level expectations.

In the domain of Learning, our efforts have primarily focused on wellbeing, curriculum and learning. The fundamental importance of student wellbeing is providing an outstanding way to build a culture of trust, respect and valuing of each other. The strong performance of the school in creating a positive and productive learning culture among students and staff has been a feature of our progress. The results have been evident in the ways students are relating to each other and, importantly, in the engagement in learning.

A more focused approach to individual learning needs has been a component of our progress throughout the year. Students with high learning needs are being identified early and their parents/carers are increasingly involved in planning and supporting their learning directions. Learning needs of students were targeted by teachers, recognising and identifying that there are 3 support levels for students.:

- Tier 1 (students who are on track),
- Tier 2 (students are not quite at the expected level of learning) and
- Tier 3 (students who require intensive support).

Teachers utilised the Literacy and Numeracy continuums to identify students' progression of learning against specific benchmarks and implemented support measures based on students' needs. 2016 NAPLAN results highlighted growth in students' literacy and numeracy results.

Our major focus in the domain of Teaching has been on collaborative practice for staff members. An important opportunity has been provided to staff in relation to planning, teaching and growing as a professional learning team. The use of technology for learning, the importance of data analysis to inform decision-making, the growing of teaching practice through classroom observations, reflections and feedback, and the development of expertise in vital literacy and

numeracy programs and in new syllabuses, all highlight a teaching culture that is moving student learning to a new level. Importantly, staff are developing evidence-based practice through their reflections and evaluations of our collective work.

In the domain of Leading, our priorities have been to progress leadership and management practices and processes. The consistency and effectiveness of implementation of our key strategic directions throughout the year has been due to a strong foundation of leadership capacity building across the school. This approach recognises that leadership development is central to the achievement of school excellence. The leadership team has been successful in leading the initiatives outlined in this report, building the capabilities of staff to create a dynamic school learning culture. The new approach to school planning, supported by the new funding model, is making a major difference to our progress as a school. The achievements and identification of next steps are outlined in the following pages of this report.

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 education to our students.

For more information about the School Excellence Framework:

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

## Strategic Direction 1

### High Performing Staff

#### Purpose

Quality staff, supporting quality learning every day for every student.

Staff are supported and are intrinsically:–

- Self Motivated
- Reflective
- Confident
- Informed
- Collaborative and
- Creative

#### Overall summary of progress

The implementation of the Performance Development Framework and the use of the Australian Professional Standards for Teachers has led to staff engaging in a much deeper reflective process guiding ongoing development at an individual and collective level. Regular and effective monitoring and feedback processes are in place for staff to discuss progress and to further plan for their own growth, whilst supporting the strategic directions of the school.

Staff continue to deepen their understanding of the new English, Mathematics and Science syllabuses. Staff from within the school and across our learning community are leading and supporting teachers from other schools understanding in programming for the new syllabuses, through an effective implementation strategy.

Teachers have been supported and trained in four important literacy and numeracy initiatives – Targeting Early Numeracy, Teaching Early Literacy Learners, Taking Off With Numeracy and Focus on Reading. These initiatives are having a significant impact on student learning..

Growth coach training for members of the school executive team has led to more focused and strategic approaches for guiding professional learning and development of staff.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All teachers are confident in their knowledge and show strong evidence that validates achievement of the Australian Professional Standards for Teachers.	<p>Evaluation of the School Excellence Framework by staff and parents highlights a strong culture of improvement.</p> <p>All teachers evidence the Australian Professional Standard for Teachers within their Personal Development Plans.</p> <p>Supervisors feedback in regards to teaching and learning programs and lesson observations of teachers incorporate elements of the Australian Professional Standards for Teachers.</p> <p>Two new scheme teachers successfully gained accreditation and certification as proficient and One teacher has begun accreditation at lead (leadership level).</p>	<p>Professional learning funds \$11800.00</p> <p>QTSS \$1000.00</p>
An increase of at least 8% of all students in the top two bands in all NAPLAN assessments;	All teachers developed their understanding and use of the literacy and numeracy continuum. Every students learning is assessed and plotted on the continuum.	<p>Literacy and Numeracy funding \$9700.00</p> <p>EAL/D Funding \$23000.00</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
An increase of at least 8% of all students in the top two bands in all NAPLAN assessments;	<p>Value added growth between Years 3 and 5 in learning has increased for Tier 1 and Tier 2 students across literacy and numeracy in NAPLAN assessment.</p> <p>Stage 1 and Stage 2 teachers incorporated elements of Taking off With Numeracy and Focus on Reading strategies with all their students.</p> <p>Teaching Early Literacy Learners (TELL) professional development undertaken by EAL/D and Stage 2 teachers. Highlighted outstanding growth in learning (using Professor John Hattie's expected effect size in learning as a determining factor) for our English as a Second Language students</p>	

## Next Steps

Integration of Stage based professional learning teams and thorough professional development in the use of the Literacy and Numeracy continuums to improve student learning.

2017 literacy and numeracy support will occur through stage based professional development meetings; Stage 1, Stage 2 and Stage 3. The adoption of Stage based meetings will further support the consistent teacher judgement practices in relation to student assessment using evidenced based assessment practices that staff are adopting.

## Strategic Direction 2

### Life Long Learning

#### Purpose

A school community commitment to nurture, guide, inspire and challenge students – to find the joy in learning, to build their skills and understanding, and to make sense of their world.

#### Overall summary of progress

Our continued school-wide focus on student wellbeing has enabled us to achieve significant progress in this strategic direction. The Playground Positive Behaviour program has facilitated appropriate behaviours in the various school contexts, both within classroom learning environments and students independent play. The student focused approach to support has fostered increased self regulation in behaviour amongst students. There have been significant observable changes in behaviour featuring more positive and respectful relationships throughout the school community.

Learning and support team processes have been enhanced to monitor and plan student progress in literacy and numeracy. This has enabled us to improve early identification and intervention to provide stronger, more focused support to individual students in partnership with their parents/carers.

The development of deeper understanding and valuing of our students' multicultural backgrounds has been achieved through a range of cultural activities and teaching initiatives. This is having a positive impact on the culture of the school, as well as contributing to stronger involvement of multicultural groups, ambassadors and the aboriginal community.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
A school-wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement.	The Higher Order Ways of Learning (How2Learn) focus has empowered students valuing their individual improvement and growth in learning in the classroom. A key strategy has been the introduction of "My Favourite Mistake". Students identify a mistake that can be learned from and improved upon in all classes. 95% of students identified that they can learn from their mistakes.	
A comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual wellbeing of students, which measurably improves individual and collective wellbeing.	<p>The integration in each classroom for every student the You Can Do It program. Lessons were timetabled every week and incorporated in the PD/H/PE programs of every class.</p> <p>In correlation was the school wide adoption of the Positive Playground Program, focusing on students resilience, leadership, have a go and being your best. The program was designed and implemented by the Student Wellbeing Team in collaboration with the school's Learning and Support Teacher and School Chaplain. Every student partaking in the Positive Playground program identified they had increased skills and strategies to support the positive behaviour of themselves and their peers independently of teachers in the playground.</p>	School Chaplain Funding \$20000.00

#### Next Steps

Continue to build on the improved Learning and Support processes and strengthen the support for Gifted and Talented students. Further refine consistent teacher judgement in assessment of student learning and continue to incorporate Tier 1, 2 and 3 targetted learning support strategies.

Utilise staff literacy mentor to deploy MiniLit, MultiLit and MacQLit support strategies as identified by the Centre for Effective Reading. Training to support students reading and literacy development.



## Strategic Direction 3

### 21st Century Pedagogies

#### Purpose

Students think critically, creatively and ethically. Students are responsible global citizens, make sense of their world and have a strong sense of self worth, awareness and personal identity.

#### Overall summary of progress

All classroom teachers successfully programmed a unit of learning based on the principles of Project Based Learning that encompassed the key skills of 21st Century learning.

Project Based Learning has involved teachers empowering students to gain knowledge and skills by learning for an extended period of time how to investigate and respond to an engaging and complex question, problem or challenge.

Quality learning environments, assessment and the use of effective feedback have been a key professional learning focus in 2016.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Students develop core 21st Century lifelong skills: <ul style="list-style-type: none"><li>• Critical thinking and doing</li><li>• Collaboration</li><li>• Creativity</li><li>• Cross Cultural Understanding</li><li>• Communication</li><li>• ICT literate</li><li>• Career and</li><li>• Learning self reliance</li></ul> 30% increase of Indigenous students represented in proficiency bands in all NAPLAN assessments.	<p>Teachers successfully integrated a project based learning focus for their students. Projects are based on rich assessment tasks incorporating elements of:</p> <ul style="list-style-type: none"><li>• Assessment for, of and as learning</li><li>• Quality teaching</li><li>• Core 21st century lifelong skills and</li><li>• Quality feedback (student and teacher focused).</li></ul> <p>Every classroom has become "connected". Students have access to reliable and engaging technology tools that support student learning in the classroom.</p> <p>Every classroom as a minimum has a central large interactive touch sensitive LED display (that can be viewed by every student in the classroom); live connection to the internet for research purposes and a bank of 4 desktop computers.</p> <p>Classroom teachers have access to a bank of 10 IPADS, 8 tablets or 10 laptop computers.</p> <p>Teachers have completed professional learning in creating collaborative, creative and critical thinking learning tasks using Project Based learning principles.</p>	Systems Leadership Grant \$20 000.00

#### Next Steps

Collaborative learning spaces established in classrooms, purchase "Jelly Bean" tables for Early Stage 1 and Stage 1 teachers to enable at least 4 students to have direct instruction from teacher during group learning rotations. Adopt Early Stage 1 classroom environments focusing on the Language Learning and Literacy (L3) and Early Action for Success model.

Support staff in their professional development involving the implementation of rich Project Based Learning tasks through the introduction and use of international best practice coaches, David and Clare Price.

Enhance and lead the development of collaborative programming and learning between Stage 3 Primary and Stage 4 secondary teachers through the student transition to Wade High school program.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>English language proficiency</b>	<p>Funding was utilised to support a dedicated EAL/D teacher who supported teachers in utilising the Teaching Early Literacy Learners strategies within their classrooms.</p> <p>Growth of students in Early Stage 1 and Stage 1 in literacy is astounding with reading level results showing dramatic improvement from the start of Term 1 to the middle of Term 4.</p> <p>Students in Stages 2 and 3 have shown above expected growth in learning between Years 3 and 5 using John Hatties Effect Size on learning as a measure.</p>	RAM English Language Proficiency \$23000.00
<b>Low level adjustment for disability</b>	<p>The introduction by the Learning and Support team of Tier 1, Tier 2, and Tier 3 literacy support for students based on the Early Action for Success model provided targeted support for students both within and outside classroom environments.</p> <p>Tier 1 support strategies provided students with one to one intervention whilst Tier 2 strategies focused on group learning and classroom support. Tier 3 targeted extending students learning in the classroom.</p> <p>Modelling and the use of strategies provided by the Centre for Effective Reading using MultiLIT as a one to one support strategy, whilst MiniLit and MacQLit were utilised as classroom and group learning strategies. Spelling lists in Mini/Multi/MacQLIT were all aligned to classroom spelling lists for students.</p> <p>Students have shown dramatic increase in reading ages and reading levels.</p>	RAM Low Level Adjustment for Disability \$12900.00
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>Quality Teaching Successful Students funding was utilised to support teachers in their development of their Personal Development Plans and lesson supervision.</p> <p>Supervisors coordinated time with teachers to discuss their professional learning goals and provided lesson observation feedback to teachers based on the Australian Professional Standards for Teachers.</p> <p>New Scheme Teachers were also supported utilising components of QTSS funding.</p>	<p>QTSS Funding</p> <p>\$6000.00</p>
<b>Socio-economic background</b>	<p>Low level adjustment for disability funding has been utilised to support students both with and without a formal diagnosis of disability. Funding has been utilised to support teaching and teaching aide staff in small group support programs in literacy to benefit students. Funding also facilitated support for students to access all curriculum and classroom activities in regards to specific learning accommodations.</p>	RAM Socio Economic Background \$17000.00

<b>Support for beginning teachers</b>	<p>Although no funding was received to support beginning teachers this year, support was provided to two of our temporary teachers in gaining their teaching accreditation. Culminating in both teachers gaining accreditation as proficient in relation to the Australian Professional Standards for Teachers.</p> <p>Funding was provided using the schools professional learning funds to support their professional development in key areas and providing release to complete additional mentoring time with their QTSS supervising teacher.</p>	<p>QTSS and Professional Learning Funding \$2000.00</p>
<b>Targeted student support for refugees and new arrivals</b>	<p>Support was provided to support refugees and new arrivals through utilising a part time community liaison officer to support communication for families between school and home.</p> <p>Utilisation of translation services in meetings with parents.</p> <p>Support was provided for a gifted and talented student culminating in representation at State carnivals in sport and athletics.</p>	<p>Targeted Refugee Allocation \$3500.00</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	81	78	87	80
Girls	83	83	82	99

The enrolment profile of students is stabilising above 160 students. At the end of Term 4 the school had 180 students..

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.9	95.5	94.8	94.7
1	95.9	95.8	96.1	93.9
2	95.6	95.8	94.7	94.3
3	95.1	94.8	95.4	92.3
4	95.8	94.9	94	93.8
5	95.2	96.3	95.3	94.3
6	94.5	94.6	95.6	94.3
All Years	95.2	95.4	95.1	94
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

### Management of non-attendance

Student attendance is managed by direct consultation with parents, carers and where required, intervention from the Home School Liaison Officer in accordance with departmental policies and procedures.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	2
Classroom Teacher(s)	5.59
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.4
School Administration & Support Staff	1.94
Other Positions	0

\*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. There are no staff at Beelbangera who identify as being from Aboriginal or Torres Strait Islander 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

Professional learning funds developed the capacity of teachers, in line with targets in the 2016 Strategic Plan. Funds were expended on staff to improve teaching and learning methods to address the specific learning needs of our students. Individual staff professional learning goals were discussed by teachers with their supervisors during the Personal Development Plan processes and incorporated into their professional learning plans. Professional learning priorities included:

- Incorporating and teaching the Australian Curriculum,
- Essential training modules in the Code of Conduct, Child Protection, Anaphylaxis, Work Health and Safety, First Aid and Asthma.
- Utilising Literacy and Numeracy continuums.
- Literacy support programs including MultiLIT, MacQLIT and MiniLIT;
- Special Education courses;
- SMART 2 data training;

- Project Based Learning;
- Focus on Reading;
- Taking Off With Numeracy (TOWN)
- Personal Development Plan processes for teachers;
- Reading Recovery and
- Online professional learning activities Teaching For the New Curriculum.

Accreditation of beginning teachers was successful with two teachers meeting the New Scheme Teachers accreditation standards.

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

### Financial information

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

Income	\$
<b>Balance brought forward</b>	<b>80 253.52</b>
Global funds	164 832.71
Tied funds	224 389.74
School & community sources	64 531.13
Interest	2 184.43
Trust receipts	6 864.55
Canteen	0.00
Total income	543 056.08
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	21 707.58
Excursions	33 986.11
Extracurricular dissections	32 467.77
Library	5 274.28
Training & development	4 323.85
Tied funds	219 304.64
Short term relief	22 245.46
Administration & office	53 335.45
School-operated canteen	0.00
Utilities	40 456.64
Maintenance	10 492.54
Trust accounts	8 641.47
Capital programs	11 410.78
Total expenditure	463 646.57
<b>Balance carried forward</b>	<b>79 409.51</b>

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

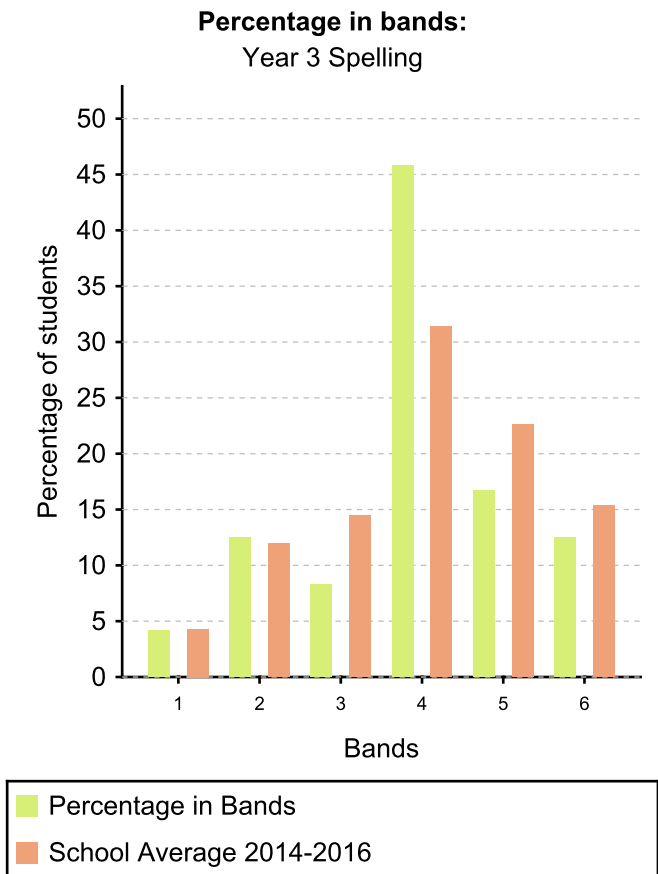
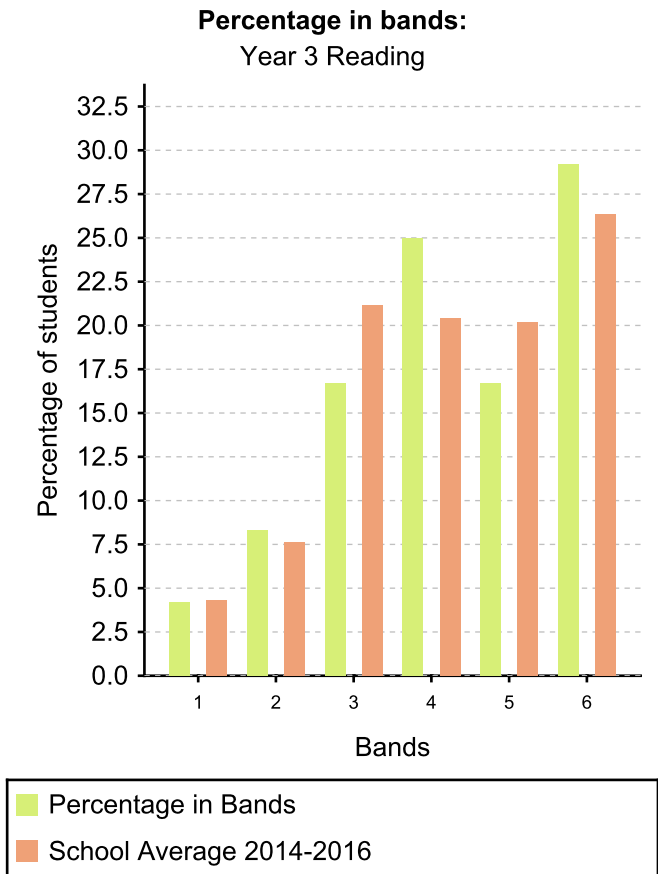
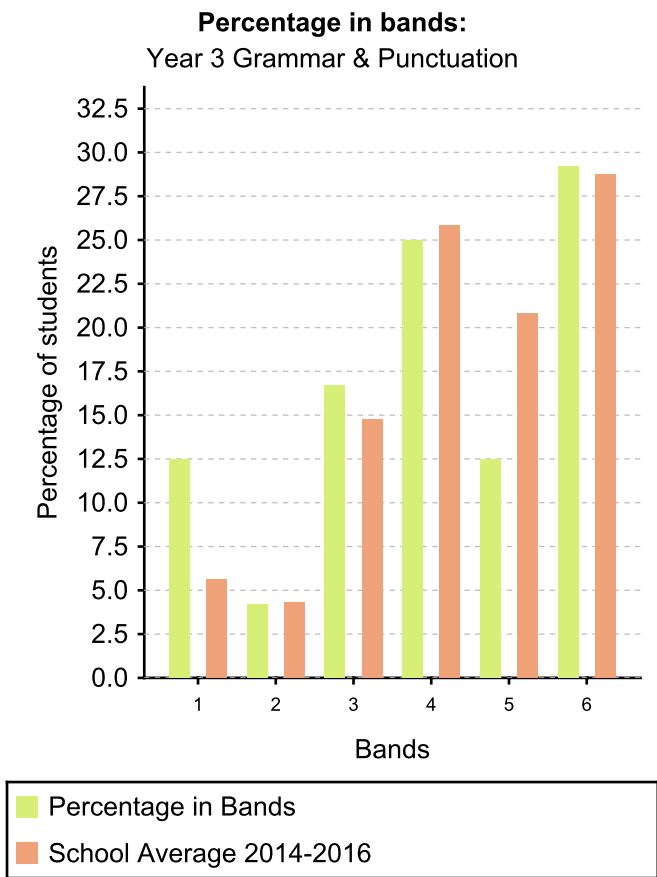
### NAPLAN

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.

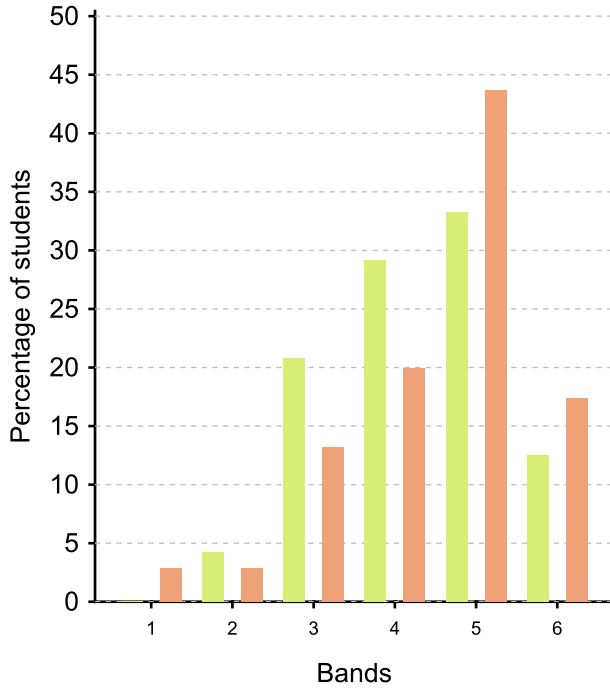
Our students are still attaining strong value added performance in reading and spelling between Years 3–5. The value added performance of learning in literacy and numeracy for matched students who

NAPLAN in Year 3 in 2014 to Year 5 in 2016 shows a pattern of continual improvement.

Individual student results are analysed and evaluated by staff to ascertain how student learning is progressing utilising literacy continuums and further standardised testing. Triangulating student learning using assessment results from NAPLAN, literacy continuums, student learning samples and standardised testing results allows our teachers to have an excellent understanding of each child's learning to ascertain if students are on track, need additional support or need to be extended.

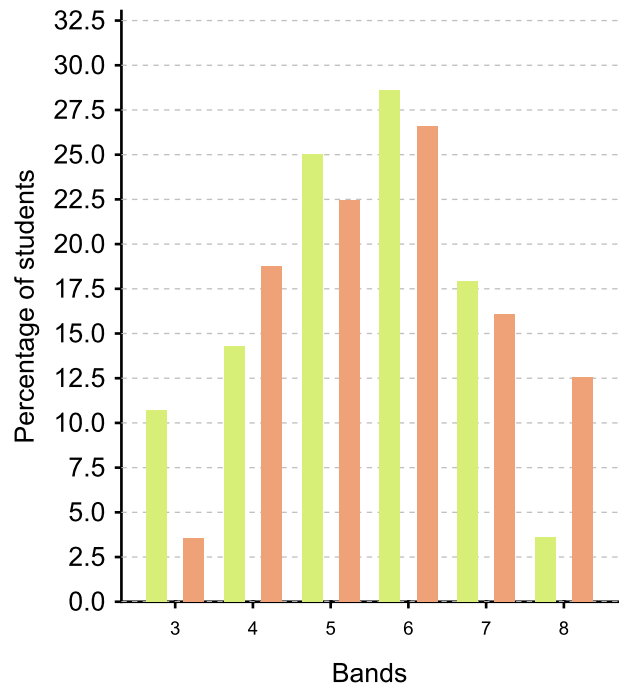


**Percentage in bands:**  
Year 3 Writing



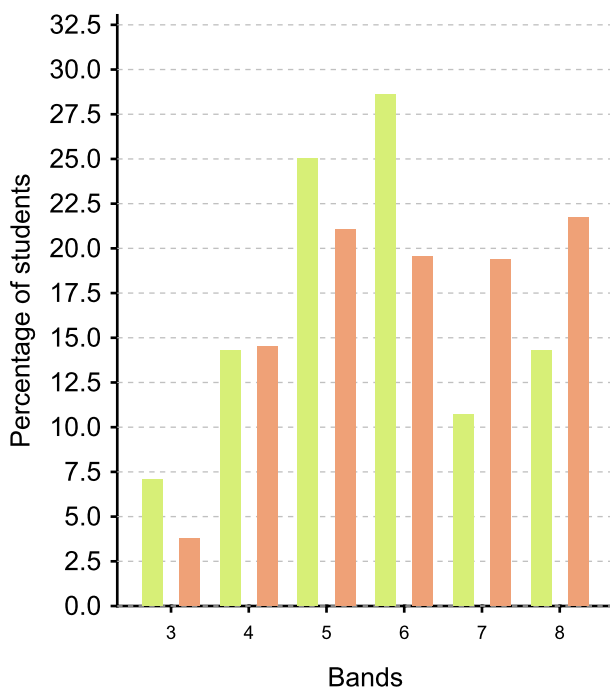
Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 5 Reading



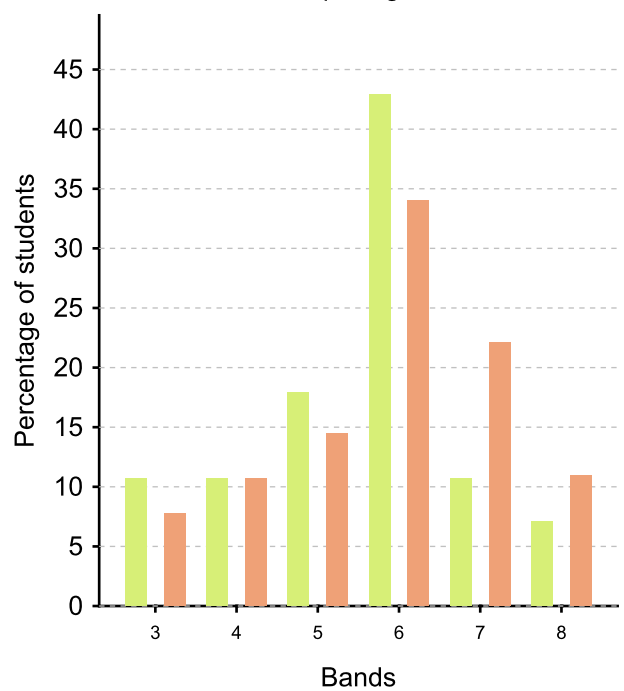
Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 5 Grammar & Punctuation



Percentage in Bands  
School Average 2014-2016

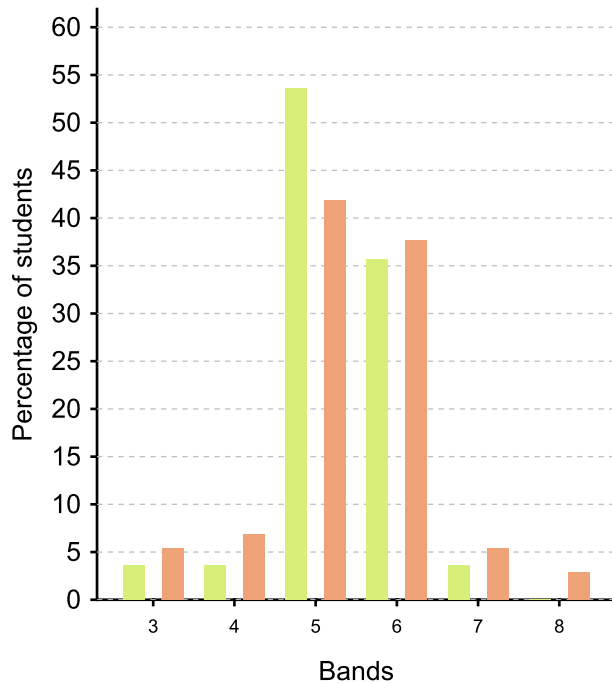
**Percentage in bands:**  
Year 5 Spelling



Percentage in Bands  
School Average 2014-2016



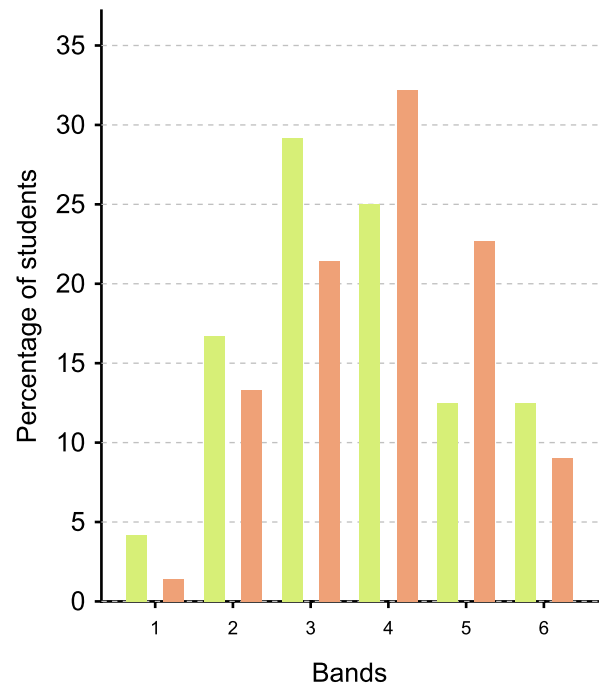
**Percentage in bands:**  
Year 5 Writing



Percentage in Bands  
School Average 2014-2016

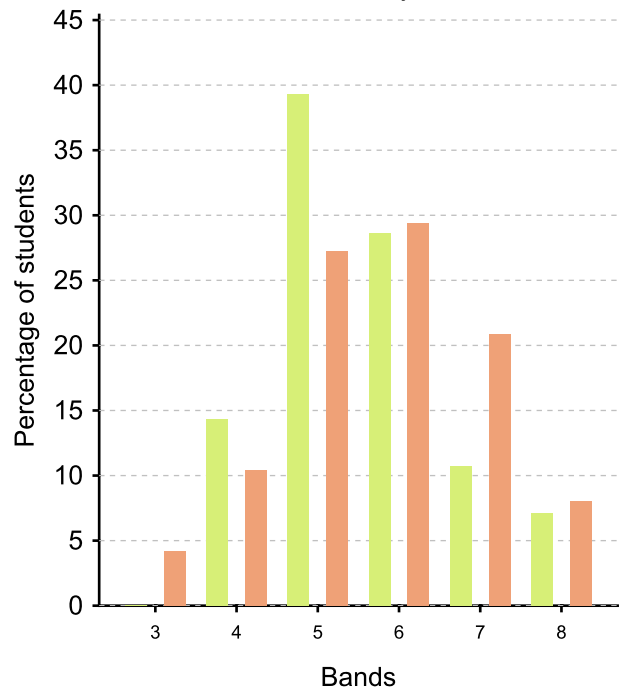
Individual student results are analysed and evaluated by staff to ascertain how student learning is progressing utilising numeracy continuums and further standardised testing. Triangulating student learning using assessment results from NAPLAN, numeracy continuums, student learning samples and standardised testing results allows our teachers to have an excellent understanding of each child's learning to ascertain if students are on track, need additional support or need to be extended.

**Percentage in bands:**  
Year 3 Numeracy



Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2014-2016

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

In accordance with the Premier's Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands.

All teachers developed their understanding and use of the literacy and numeracy continuum. Every student's learning is assessed and plotted on the continuum.

Value added growth between Years 3 and 5 in learning has increased for Tier 1 and Tier 2 students across literacy and numeracy in NAPLAN assessment.

Stage 1 and Stage 2 teachers incorporated elements of Taking off With Numeracy and Focus on Reading strategies with all their students.

Teaching Early Literacy Learners (TELL) professional development undertaken by EAL/D and Stage 2 teachers. Highlighted outstanding growth in learning (using Professor John Hattie's expected effect size in learning as a determining factor) for our English as a Second Language students

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Some responses in relation to whole school strategies introduced in 2016, included:

- Parent information sessions, discussions at P&C meetings and feedback to class teachers from parents indicated that parents are valuing the initiatives and educational programs being offered at Beelbanger Public.
- 90% of students identified the positive play and rewards programs were enjoyable.
- 100% of students identified they enjoyed the involvement of the School Chaplain and 100% of students/parents/teachers identified "enjoying the initiatives supported by the School Chaplain".
- School report formats were updated in alignment with the Australian curriculum. Survey responses from parents and teachers all indicated that the report format was informative and easier to interpret than previous reporting formats.
- 100% students indicated that their "Project Based Learning" time at school was valuable and practically linked to projects that were enjoyable and enhanced their learning and motivation.
- Parental feedback indicated that the introduction of Project Based Learning was perceived to be supporting students positive attitude and enjoyment of learning tasks and projects.

## Policy requirements

### Aboriginal education

During 2016, our staff continued to incorporate Aboriginal perspectives into the school curriculum. Aboriginal cultural performances were

integrated throughout the school in accordance with strategies designed to educate all students about Aboriginal histories, cultures and current Aboriginal Australia. All teaching programs were modified to include Aboriginal Education and Training requirements.

### Multicultural and anti-racism education

Throughout the year many of our primary students were involved in the project based study of different cultures. This work culminated in our highly successful project based learning initiative "Grounded in Griffith". Students celebrated the Griffith Centenary by presenting their learning that focused on their family and culture. Student projects were exhibited at the Griffith Regional Art Gallery and were viewed by over 6000 people throughout the week of Griffiths' Centenary celebrations. Harmony day is a day organised by the Department of Immigration and Citizenship to celebrate Australia's diversity and multiculturalism. As part of the school's acknowledgement of Harmony Day, the staff coordinated a highly successful Cultural day, celebrating the countries of the world. The message behind the Diverse Australia Program is "everyone belongs".

The school has a qualified Anti-Racism Contact Officer (ARCO).