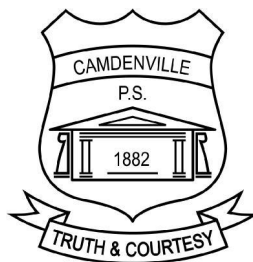


Camdenville Public School Annual Report



2016



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Introduction

The Annual Report for **2016** is provided to the community of **Camdenville Public School** as an account of the school's operations and achievements throughout the year.

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

Sue Smith

Principal

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School background

School vision statement

At Camdenville Public School our diverse school community of staff, students and families collaborate in a stimulating, innovative and supportive learning environment so that students develop the skills, values and attitudes necessary to become engaged and responsible global citizens for an ever changing world.

School context

Camdenville Public School is an innovative school with a focus on continual improvement of student learning outcomes within a safe, caring and supportive environment. The school engages a growing population of over 250 students Preschool to Year 6 from a wide variety of social and economic backgrounds with 30% of students from language backgrounds other than English.

Our innovative approach to teaching and learning is evident in our incorporation of project based learning, integration of technology in all aspects of learning, student led design of flexible learning spaces, the use of social media and our rich and authentic connections with the wider community.

Our contribution to a range of initiatives, such as the Learning Frontiers through Australian Institute for Teaching and School Leadership and the Newtown Network of Schools creates a culture of continual school improvement leading to improved student outcomes and engagement.

The school provides a rich learning environment catering for the needs of individual students with a significant focus on the values of environmental sustainability, reconciliation and inclusivity through projects such as the school and community gardens, NAIDOC celebrations and commitment to empowering student voice

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.

For 2016 our efforts in the domain of Learning have continued to focus on Project Based Learning and ensuring staff and students are engaged in quality teaching and learning. Student wellbeing was a particular focus for 2016 with a revision of the wellbeing policy and its launch in the community as part of a whole-school, student-led project. Assessment for Learning was a strong feature of the teachers' professional learning this year with teachers exploring a range of strategies for assessment within the Project Based Learning approach.

In the domain of Teaching our reflection process showed how highly teachers valued the many opportunities for collaboration and the strong focus on teaching and learning through this. We noted that teachers regularly evaluate teaching and learning programs at weekly Stage meetings, and use this process to collaboratively plan for future learning. Through coaching and TPL, teachers are supported to implement evidence-based pedagogies and practices, such as Project Based Learning, synthetic phonics programs and formative assessment practices. Regular moderating sessions and discussions (big writing moderation, data wall) support teachers in evaluating the effectiveness of their own teaching practices. Teachers are developing evidence-based practice through their shared reflections and evaluations of collective work.

This year we have had a strong focus on succession planning and in the Domain of Leading our reflections led us to acknowledge that teachers are provided and supported with opportunities to take a leadership role both within the school and across the Newtown Network. Aspiring leaders are mentored by the executive and encouraged to attend leadership development courses. What we did note is that student leadership was an area we needed to focus on for the future. 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

Reflective, responsive and confident teachers

Purpose

To develop reflective, responsive and confident teachers who engage actively in meaningful, ongoing professional learning that builds a culture of quality learning and practice to improve student outcomes.

Overall summary of progress

The progress of ensuring project based learning is an embedded and sustained approach to teaching and learning in the school as the leadership team changed and new teachers were recruited was a challenge in 2016. The collaborative whole stage approach to planning was maintained and proved a valuable process for teachers new to the school. The leadership planned an induction program that was successful in maintaining continuity in teaching, assessment and learning.

During Term 3 the whole school embarked on a school-wide project around wellbeing– this was a well received and extremely effective way of ensuring all teaching staff were on the same page in their understanding of the pedagogical approach. Evaluation and reflection on the journey showed a genuine improvement in understanding the process and theories behind the approach and all teachers made positive comments on the process and on their increased level of confidence around project based learning.

Executive were released one day per week to work with their stage teams coaching and mentoring. All teachers developed personalised professional development plans and supervisors supported each teacher to achieve goals and reflect on their progress.

Instructional rounds continued each term to provide an opportunity for reflection on school classroom practice and professional learning priorities. This year instructional rounds led to a number of topics for project based learning– Planning assessment in PBL, Planning a culminating event, Student voice and teacher direction and Scaffolding learning in PBL. For details see the school based TPL website <http://www.cpsnewtownlearning.com/>

A strong culture of collaborative planning and practice has been embedded across the school and is highly valued by school staff.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
75% of non-executive teaching staff leading whole school and/or stage professional learning.	90% of teachers feel supported by the school Executive and systems in place (Tell them from me).	\$ 17000 Beginning teachers
90% of teachers feel supported by the school Executive and systems in place (Tell them from me)	Teacher PDPs reflections show growth and change and a coaching evaluation by executive indicate growth in teaching practice.	\$14000 Professional learning
Executive staff and some teachers are involved in sharing quality practice beyond the school	9 out of 11 class teachers shared ideas with other teachers across the Newtown Network. Three teachers facilitated professional learning for colleagues and two executive teachers presented at the Learning Frontiers conference.	
100% of teacher programs reflect the current approach to an integrated, authentic and PBL focused program of learning.	100% of teachers use PBL as their pedagogical approach.	
Tell Them From Me survey of parents show 90 % satisfied with progress of their children		

Next Steps

School executive will continue to be released to coach and mentor their team members following the development of individual PDPs and identification of the whole school priority for improving writing. Coaching logs will be kept and PDPs evaluated by the executive team for progress and identification of possible whole school issues. The systematic use of Swivl will be encouraged to assist teachers to self-reflect.

Instructional rounds will continue in terms 2, 3 and 4 to be used as a way of engaging all teachers in identifying areas for development and professional learning. Professional learning will be recorded on the school weebly site to support teachers new to the school.

Professional learning in 2017 will focus on narrative writing, assessment for learning, Consistency of Teacher Judgement in other key learning areas and we will also revisit and revitalise restorative practice and positive psychology.

Strategic Direction 2

Connected, collaborative, and reflective learners

Purpose

To improve student outcomes through engaging students in meaningful, connected learning experiences that are responsive to their individual needs as identified through rigorous assessment, collaborative goal setting and tracking processes

Overall summary of progress

This year we developed stronger approaches to identifying students at risk of not achieving expected literacy and numeracy outcomes through earlier identification processes using school assessment data. Through our additional resource funding (RAM) we were able to provide additional support to teachers with the employment of an extra Learning and Support Teacher (0.4) for stage 1 students.

The school community were involved in an evaluation of our Well-being policy and the launch of a reviewed policy through whole-school student led projects that focused on wellbeing. The students became more aware of their roles in society supporting one another and recognising that responsibility for wellbeing is a collective one. Parents were involved in a number of information sessions and workshops on school culture, project based learning, and restorative practice and our whole school program You Can Do It.

Many extracurricular activities were developed by volunteer teachers to provide a range of creative and engaging activities such as a Robotics club, student newspaper, Film club, Wakakirri, gardening club and debating.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
The percentage of students achieving in the top two proficient bands will increase by 5–10% each year from 2015–2017 based on the previous performance of each group (value added growth)	The NAPLAN results for Year 5 show consistent improvement in all areas with reading in particular showing above average growth with 87.5 % of students having greater than or equal to expected growth. In numeracy in Year 5, 75% of students had greater than or equal to expected growth. Both these areas were above the state average for scaled score growth.	RAM low support needs and Funding support budget \$79,000 Equity EALD \$14,000
85–90% of K–6 students achieve at the end of year cluster markers by the end of each year as indicated on the Literacy and Numeracy continuums.	At the end of 2016 all students are showing growth on continuums in areas of writing and numeracy. Teachers are using the continuum markers to track progress and identify students who may need additional support.	Planning Literacy and Numeracy \$ 20,000
100% of teacher programs reflect the current pedagogical approach to an integrated, authentic and PBL focused program of learning	All class teachers plan collaboratively weekly in stage teams and are using the PBL model as their pedagogical framework. Stage based projects and assessment tasks are developed as a team and shared across the school.	Funds form from SD 1– Professional Learning and Beginning Teachers

Next Steps

We will review the student leadership policy with the current leadership team and work with them on improving our current SRC program and student leadership processes such as their roles and responsibilities and the election process itself. We would like our students to have a stronger evaluative and critical voice to promote change and improvement.

Extra Learning and Support and School Learning and Support Officer funding will be utilised to ensure students at risk are appropriately supported. We will introduce the new behaviour tracking system through EBS4 Client (LMBR) to all staff to assist with consistency and quality of documentation.

Strategic Direction 3

Collaboration, innovation and leadership within and beyond the Newtown Schools Network

Purpose

To build stronger positive relationships as an educational community, empowering leadership and inspiring a culture of collaboration and innovation. Through collegial support staff members develop self and others in the pursuit of excellence.

Overall summary of progress

The Early Career Teacher Network provided support to over 35 ECT in the Network through workshops around classroom and behaviour management, time management, accreditation and assessment for learning. The teachers highly valued the opportunities to meet with colleagues at similar stages in their career and have indicated a wish to continue the network meeting in 2017. Some ECT continued their relationship with their 2015 appointed mentors.

The Curriculum and Learning project involved a shared Staff Development Day in Term 2 screening the documentary Most Likely to Succeed with design thinking workshops to follow. Schools were involved in follow up to think critically about student engagement and authentic connections for learning.

This year the schools trialled classroom visits across the network schools with a number of teachers having opportunities to share and observe practice in other contexts.

Stage based Professional Learning HUBs in week 6 of Term 1, 2 and 3 were held around writing. The first session was a sharing session where teachers were asked to share a strategy or idea. The next session the stages were asked to develop an assessment task for writing. Each teacher then went away to use the task to gather writing samples to be moderated. The writing samples were moderated using the continuum at the final meeting in Term 3.

Senior students across the 5 schools were involved in a joint learning journey using Project Based Learning as the approach to develop relationships and a sense of share purpose– the project focus this year was on sustainability and culminated in an introduction of a waste free Wednesday to be held across every school involved. Students were involved in pitching ideas to experts, reflecting on their own leadership and identifying the learning that had occurred as part of their involvement. The project resulted in a documentary film being made that was screened at the Dendy Newtown highlighting Project Based Learning and leadership skills development.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
1. Tell Them from Me Survey tool Aggregated data across the 5 schools will be used as initial and evaluative data From Teachers data 2015 From Students data 2015 From Parents data 20152. 2. Pre and post survey data from teachers and students will be used to evaluate progress 3. Evaluation data will be used to measure success of TPL sessions across the network	Student engagement increased by 20% – TTFM 100 % PDPs across the network reflect a culture of professionalised collaboration 100% Teachers in the Network indicated that discussing student work samples in line with the writing continuum was beneficial 100% teachers participating in cross school visits indicated the experience had enhanced their teaching practice	Professional learning funds \$10,000 Project based learning school funds \$2000

Next Steps

In 2017 the network goal of improving narrative writing through an action research project involving professional learning, access to experts, consistent data collection, collaborative planning and an ongoing data collection process will be the major focus of the network teacher professional learning agenda. Joint staff development days and once a term stage hub meetings will continue in 2017 following strong evaluation data from teachers.

We plan to continue to develop the leadership capacity in Stage 3 students across the Network through a shared project approach which will focus on authentic real-world problems. Schools will collaborate with local community leaders to inform practice and provide students with feedback and reflection opportunities.

The ECT project will continue across the six schools and will be responsive to the self-identified needs of the ECTs to ensure professional learning provided is personalised, relevant and valued.

Opportunities for teachers to visit other schools in the Network will continue and provide favourable conditions to ensure collegial discussions around pedagogy. The process will be refined to ensure there is consistency in understanding of the purpose of the visit, which is to develop the self as a teacher.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Aboriginal Student Learning Support Officer employed 2 days per week to support students of Aboriginal and Torres Strait Islander decent and to liaise with their families.</p> <p>Provide opportunities for Aboriginal and Torres Strait Islander students to be involved in cultural experiences.</p> <p>Developed PLPs with families and regional team support.</p> <p>Introduced an Aboriginal Consultative committee with parents and teachers to guide the development of cultural awareness activities for NAIDOC and for individual students.</p>	<p>\$24000</p> <p>Strategic Direction 2</p> <p>\$4000</p> <p>Strategic Direction 2</p>
English language proficiency	<p>In 2016 EALD funds were utilised to provide additional teacher support in Stage 1 for EALD students at risk.</p>	<p>\$7400</p> <p>Strategic Direction 2</p>
Low level adjustment for disability	<p>The support to teachers of children experiencing difficulties has been strengthened by the learning support team process with all children identified at significant risk having personalised learning plans and additional SLSO support in class.</p>	<p>\$16000</p> <p>Strategic Direction 2</p>
Quality Teaching, Successful Students (QTSS)	<p>The additional teacher allocation of was utilised to provide additional support in Stage 1 for teachers of students at risk.</p>	<p>0.2 FTE Strategic Direction 2</p>
Socio-economic background	<p>A focus on increased student engagement and project based learning has been a feature of the school for the past three years. in 2016 funds were utilised to provide additional opportunities for teachers and students to access the school garden and kitchen. A School Learning Support Officer- Kitchen Garden was employed to provide access and expertise to the school resources.</p>	<p>\$14000</p> <p>Strategic Direction 2</p>
Support for beginning teachers	<p>Beginning teachers both funded and unfunded, temporary and permanent were provided with additional release to plan and to work alongside colleagues. Opportunities to visit other classes and schools were provided.</p> <p>The school's instructional coaching program has supported all temporary and beginning teachers with positive feedback indicating this support has strengthened areas of need and improved classroom practice, behaviour management and understanding whole school responsibilities.</p>	<p>\$17000</p> <p>Strategic Direction 1</p>

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	96	112	129	143
Girls	82	86	96	113

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.6	96.3	95.1	95.8
1	94.5	94	96	94.4
2	95	92.5	95.8	96.6
3	94.2	93.9	92.8	92.8
4	94.3	92.9	93.9	93.8
5	96.4	92.6	91.6	93.8
6	95.5	95	94.4	90.9
All Years	95.2	94.1	94.4	94.5
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

Class sizes

Class	Total
SOYA BEANS	19
VELVET BEAN	21
PIGEON PEA	19
SPLIT PEAS	25
MUNG BEANS	25
LIMA BEAN	23
CHICKPEAS	23
PINTO	27
CAJUN PEAS	29
ADZUKI	21
RED LENTILS	21

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	11.13
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.6
School Administration & Support Staff	5.12
Other Positions	0.1

*Full Time Equivalent

At Camdenville Public School two permanent school learning officers are employed in the preschool and a school learning and support officer Aboriginal is employed permanent part time at 0.4 in the primary school setting.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	52
Postgraduate degree	48

Professional learning and teacher accreditation

In 2016 two aspiring leaders attended an ASPIRE Leadership course developed by a local group of school leaders. Both staff members were required to implement an action research project around leading an initiative in school or across the network of schools.

The whole school teaching staff undertook intensive professional development in Project Based Learning ran within school by the school executive. This led to a whole school project on wellbeing with the students. The intensive program was well evaluated by all teachers and resulted in a common alignment of thinking, planning and implementation that will be consistent and sustained.

A major focus for professional learning in 2016 was Cultural Awareness training run by the regional Aboriginal Education team. The whole school staff were involved in understanding the impact of colonisation of the Aboriginal people to develop empathy and deeper understanding in order to support reconciliation in the local community. The 8 Ways of learning were explored as a pedagogical approach and all teachers including preschool have adopted some form of the approach.

This year we had two twilight staff development sessions and staff were trained in Non-Crisis Intervention training.

The Newtown Network of Schools continued with joint professional learning activities each term, including a Staff development day exploring the implications for future focused learning as a network following the screening of the documentary, Most Likely to Succeed.

Two more teachers in temporary positions were supported to achieve accreditation this year.

All teachers in the school developed their personalised Professional Learning Plans and received coaching from the executive based on their plans or on classroom skills identified for development with their coach.

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

Financial information

This summary financial information covers funds for operating costs to November 31 2015 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	396 993.70
Global funds	214 377.81
Tied funds	195 070.39
School & community sources	153 034.50
Interest	6 755.25
Trust receipts	64 020.80
Canteen	0.00
Total income	1 030 252.45
Expenditure	
Teaching & learning	
Key learning areas	18 060.93
Excursions	28 178.99
Extracurricular dissections	6 731.85
Library	5 380.24
Training & development	2 377.86
Tied funds	190 854.07
Short term relief	26 116.50
Administration & office	74 006.77
School-operated canteen	0.00
Utilities	64 328.11
Maintenance	23 615.10
Trust accounts	182 533.05
Capital programs	27 109.58
Total expenditure	649 293.05
Balance carried forward	380 959.40

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.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

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

The information provided in the financial summary includes reporting from 30 November 2015 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	401 826.80
(2a) Appropriation	380 959.44
(2b) Sale of Goods and Services	4 646.81
(2c) Grants and Contributions	16 010.39
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	210.16
Expenses	-136 648.41
Recurrent Expenses	-136 648.41
(3a) Employee Related	-60 513.12
(3b) Operating Expenses	-76 135.29
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	265 178.39
Balance Carried Forward	265 178.39

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

This financial statement shows a large balance being carried forward due to the change over from OASIS finance to the new SAP system at the end of 2016.

Financial summary equity funding

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

	2016 Actual (\$)
Base Total	1 905 195.35
Base Per Capita	13 702.65
Base Location	0.00
Other Base	1 891 492.70
Equity Total	113 115.68
Equity Aboriginal	25 034.59
Equity Socio economic	9 759.94
Equity Language	14 758.71
Equity Disability	63 562.44
Targeted Total	44 709.99
Other Total	358 762.65
Grand Total	2 421 783.67

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

Financial summary

The information provided in the financial summary includes reporting from 31 November 2015 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	401 826.80
(2a) Appropriation	380 959.44
(2b) Sale of Goods and Services	4 646.81
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School performance

NAPLAN

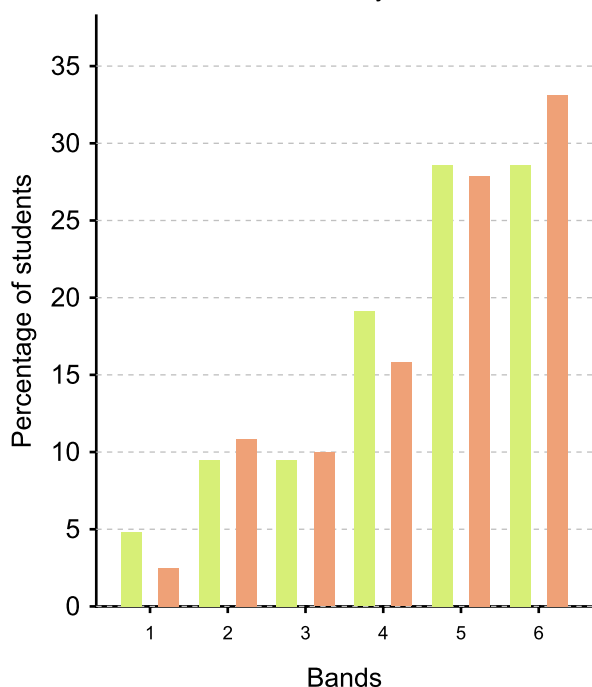
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The NAPLAN results for Year 5 in 2016 show consistent improvement in all areas with reading in particular showing above average growth with 87.5 % of students having greater than or equal to expected growth. In numeracy in Year 5, 75% of students had greater than or equal to expected growth. Both these areas were above the state average for scaled score growth.

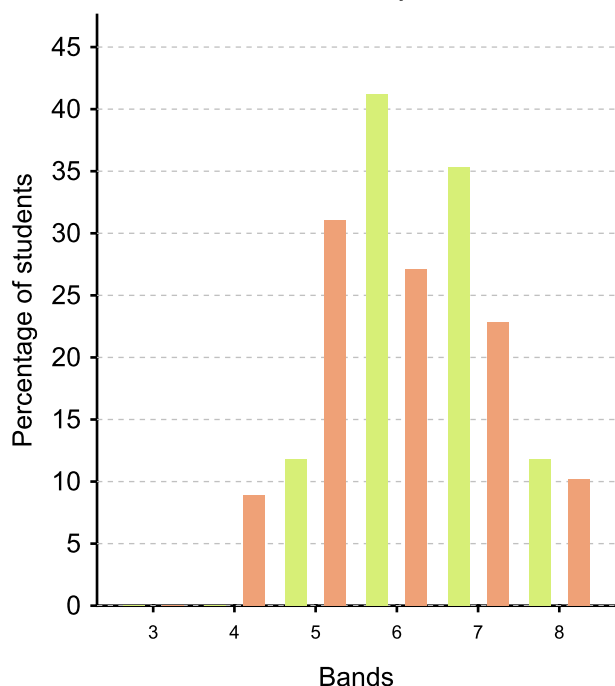
For Year 3 in 2016 for literacy there were no students below the national minimum standards and there were 95% of students in the top three proficiency bands– 4, 5 and 6 for reading. There were 9 students in band 6 for reading– the highest band. The school has way out performed the state in reading in Year 3 for the past 2 years.

For numeracy there were three students at or below national minimal standards in numeracy but 76% of the students were in the top three bands for proficiency. The school outperforms the state in numeracy with a large percentage of students in the top two bands.

Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



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

In accordance with the **Premiers Priorities: Improving education results** schools are required to report their student performance in the top two NAPLAN bands for literacy and numeracy.

Overall results for 2016 for Year 3 shows a slight decrease in percentages in the top 2 bands for numeracy and reading. The most significant decrease was for writing falling to 42.4% in 2016, down from 73.7% in 2015. Year 5 on the other hand have shown significant increases for reading, numeracy and writing. Reading in particular has shown significant growth in 2016 with 75.6% in the top two bands in comparison to 2015 with 48%.

Parent/caregiver, student, teacher satisfaction

Each year the department provides a survey tool called Tell Them From Me— students in years 4,5 and 6 fill in the survey online. The overall results are positive for engagement in schooling for the students at Camdenville. Of particular note—this year the Tell Them From Me survey data showed that students at Camdenville try hard to succeed in their learning.

- 93% of students in this school tried hard to succeed. The NSW Government norm for these years is 88%.
- 96% of the girls and 90% of the boys in this school tried hard to succeed. The NSW Government norm for girls is 90% and for boys is 85%.

Relevance was another area the survey that rated highly with students finding classroom instruction relevant to their everyday lives.

- In this school, students rated Relevance 8.2 out of 10. The NSW Govt norm for these years is 7.9.

Of note this year was a drop in survey responses in the area of important concepts being taught well, with class time used efficiently, and homework and evaluations supporting class objectives.

- In this school, students rated Effective Classroom Learning Time 7.9 out of 10. The NSW Govt norm for these years is 8.2. This will be explored by staff in 2017.

The parent survey in 2016 asked respondents to agree with the statement "Three way conferences are a helpful way for me to have input into the goals my child is working on and identifying how I can support him/her at home". There were 29 respondents this year— 70% agreed or strongly agreed and 30% disagreed.

Parents were also asked to rate "I feel comfortable contacting my child's teacher when I would like to talk to him/her about my child". Again a good response with 90% agreeing or strongly agreeing and 10 % disagreeing. The survey results were strongest around the support from the school for positive behaviour and weakest around parents being informed about what and how the students are learning and progressing.

Teachers were surveyed as well and a positive

response was around the level of collaboration and sharing of ideas and resources among colleagues. As well the survey response showed that teachers felt that school leaders clearly communicate their strategic vision and values for the school and that school leaders were leading improvement and change, with 100% of responses agreeing or strongly agreeing.

Policy requirements

Aboriginal education

In 2016 we established a Koor Kids club for all students of Aboriginal and Torres Strait Islander background as a weekly activity coordinated by the School Learning Support Officer – Aboriginal. Each week the Koori Kids Club meets to learn about culture and talk about ways they can support other students in the school to understand and recognise the significance of their culture. Members of the club can invite a friend to attend as well.

This year all staff were engaged in Cultural Awareness training and were introduced to the Aboriginal 8 ways of Learning framework. Regional staff supported the school team to further develop their understanding of Aboriginal culture. The 8 ways framework is being utilised alongside the PBL framework to further enhance quality teaching practices in classrooms.

An Aboriginal Education Committee was established in 2016 with family and staff representation. A school breakfast meeting saw a great turnout with support from the regional team to facilitate attendance.

Our NAIDOC week assembly was well attended by the community with students showcasing their learning about culture over the term. This year NAIDOC events culminated in a picnic catered for by Stage 3 who created a range of foods inspired by indigenous flavours.

Multicultural and anti-racism education

This year we had a special Harmony Day event which saw a large number of families attend the event and culminated in a picnic of shared food. Throughout the week teachers explored the range of cultural backgrounds in their classes and students learned about a variety of cultural perspectives. Diversity was celebrated.

We had a new member of staff trained as the Anti Racism Contact Officer.

Students with English as a Alternative Language or Dialect (EALD) were provided with additional support in class for language development.