

# Brisbania Public School

## Annual Report



2016



1498

## Introduction

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

Annette Parrey

Principal

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### Message from the Principal

2016 has seen Brisbania Public School successfully complete External Validation with all school Executive actively involved in the preparation of evidence following mapping on the School Excellence Framework. This process has ensured all Executive have been able to share with their teams, the journey and evidence chosen to support the levels on the framework.

While preparing for External Validation, Brisbania Public School was named as a "Bump It Up" school with targets of 42% in the top two bands for Numeracy and Reading set by the Premier for achievement in 2019. As a result, the school plan was reviewed with Director, Public Schools' support in September to ensure milestones and targets are working towards the target.

Our new Assistant Principal, Miss Janelle Chapman has been a positive asset to the Stage One team and the school. Mrs Nicole Heazlewood brought her knowledge and passion back to Brisbania following her 18 months in Gosford Office. She was instrumental in leading Inquiry Based learning to the point where all staff feel empowered and confident to teach Inquiry Based syllabus requirements at all stages. She has been successful through merit selection to become a Deputy Principal in 2017. As a result, a new Assistant Principal will begin in 2017. Another Assistant Principal has decided to work one day a week, a relieving Assistant Principal will join the Executive in 2017 to lead the Bump It Up initiative.

Two temporary staff members gained permanency through merit selection whilst another classroom teacher has been asked to relieve in an Executive role in 2017 at another school.

We have participated in many PSSA competitions, Central Coast Dance and Drama Festivals, Erina Learning Community Education Week and Creative Arts Festival, Junkyard Orchestra Challenge, Central Coast Public Speaking, Choir performances at WIEL, Saratoga shops and retirement village.

We celebrated the Olympics with our own Olympic Fun Day in addition to our school swimming, cross country and athletics carnival.

Our community spirit shone through with Pink Stumps day, Reverse Santa and our Pyjama day for "Give me five for Kids".

# School background

## School vision statement

Brisbania Public School prides itself on developing its students as lifelong, resilient 21st Century learners who reach their full potential as they strive to *Believe, Persevere* and *Succeed*.

## School context

Brisbania Public School is a community focused school located at Saratoga on the Brisbane Water Peninsula of the Central Coast. It is held in high regard by the community. Students come from a variety of backgrounds.

The school has 477 students in 19 classes with a strong academic, sporting and creative focus for our actively engaged and respectful students. We receive funding for our following programs: Reading Recovery, Aboriginal, Equity, Low Level Adjustment for Disability Funding, Integration Funding and support for beginning teachers– Great Teachers Inspired Learning–(GTIL).

Our dedicated and professional staff work in partnership with very strong, supportive parents and community to ensure that every student reaches their full potential in a friendly and safe environment. In 2015, Language, Learning and Literacy (L3) was implemented in Kindergarten. In 2016, Focus on Reading was implemented and Inquiry based learning was a focus K–6.

In late 2016, Brisbania PS commenced participation in the "Bump It Up" initiative. This initiative is focused on increasing the percentage of students achieving in the top 2 bands of NAPLAN Reading and Numeracy.

We are a member of the Erina Learning Community (ELC) with strong links to Erina High School, our partner primary schools and Tjudibaring Local AECG.

Parent and community participation is highly valued at Brisbania. Our very active P&C contributes positively to our school community. They work tirelessly to provide much needed funds to assist in the purchase of additional resources. Volunteers assist in classrooms, coaching and transporting students to events and in the canteen.

# 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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in preparation for this meeting the required body of evidence was prepared, reviewed and annotated. The Executive Summary, prepared early in Semester Two, synthesises the annotated information provided in the body of evidence.

The results of this process indicated that in the School Excellence Framework domain of Learning, Brisbania PS is sustaining and growing in **Learning Culture** following L3 and You Can Do It (YCDI) implementation in 2015. PLAN data is entered and analysed K–6. L3 continues to provide positive results for Reading, Writing and Vocabulary for Kindergarten. Scope and sequences have been written for Maths, English, Science & Technology, History and Geography to ensure use of new syllabi by all staff as well as for YCDI with a whole school focus and common language usage. Overall, students are respectful and willing to learn. 8 Ways of Learning: Aboriginal pedagogy training has refocused teachers on the Quality Teaching Framework and strategies to engage all learners.

In **Wellbeing**, we are delivering with our Brisbania PS Wellbeing Policy drafted and being reviewed by the community after staff input to ensure all stakeholders understand what Wellbeing means to Brisbania. Students, staff and parents completed Tell Them From Me (TTFM) surveys in 2015 and students in March 2016, with repeat students, staff and parents in August and/or September. The Middle Childhood survey also complemented results of the TTFM survey with students on average with state norms across domains. Learning and support team referrals have been upgraded to assist with National Consistent Collection of Data (NCCD) and streamline support for identified students. Fundamental

Movement Skills were introduced in RFF sessions and checklists have been developed and used to track skill attainment. YCDI's five keys to success have assisted students to own their behaviour and become more resilient, which were identified needs in 2014. The Rock and Water program has also been taught to complement our resilience focus with YCDI. Staff are trained in the annual Child Protection Update and follow correct procedures for reporting concerns.

Students respect diversity, whether the diversity is students from culturally diverse backgrounds or students with learning difficulties. NAIDOC Day, Harmony Day, Acknowledgement of Country and LAST programs support tolerance.

In **Curriculum and Learning**, our evidence supports sustaining and growing with enrichment being a focus with a variety of PSSA sports, drumming, drama, choir, public speaking, technology and art offered to identified students. Students requiring IEPs have them written in consultation with the LaST and classroom teacher. Personalised Learning Plans (PLPs) for Aboriginal students are written and reviewed with parental support. Classroom programs are written and assessed collaboratively in stage teams with strong leadership from Assistant Principals. The Teacher Librarian has increasingly utilised technology in library lessons for Years 3–6 with iPads and laptops used across the school across Key Learning Areas. Strong, effective transition programs exist for transition to school, primary to high schools, students to new classes and teachers or SLSOs for identified students.

School report comments reflect the use of new syllabi, L3 and YCDI. We incorporate data from LaST, L3, PLAN, NAPLAN and the continuums into collaboratively written programs. We are delivering in **Assessment and Reporting**.

In **Student Performance Measures**, Brisbania PS has 22% of students in top two bands at Year 5 and 37% at Year 3 standards, whereas 74.5 is our value added growth compared to 85 for similar schools. 97% of Year 5 and 98% of Year 3 are at or above National Minimum Standard in Reading and Numeracy.

The results of this process indicated that in the School Excellence Framework domain of Teaching, Brisbania PS is delivering in elements other than Collaborative Practice where we are sustaining and growing.

Through the meeting of milestones, introduction of collaborative planning, L3, Focus on Reading (FoR), You Can Do It (YCDI), NAPLAN analysis and PLAN usage, staff are focused and committed to the three strategic areas of the school plan.

**Effective classroom practice** is evident through feedback from supervisors and peers, differentiated, flexible programming to meet class needs. Our classrooms are transitioning to 21st Century rooms with increased technology and Inquiry Based teaching and learning styles evident. There is a consistent language used across the school as a result of YCDI taught in all rooms and strong leadership from Executive.

The school's professional learning builds on teacher needs, school plan priorities, beginning teachers' needs and students' needs. **Data Skills and Use** include analysis of student data in L3, PLAN, Reading Recovery, LaST and NAPLAN in addition to school based assessment informs the focus of programs. Regular meetings are held with parents via the monthly P&C, in addition to individual class teachers discussing student performance, school directions and student needs/concerns as needed. Workshops to support parent knowledge are run by staff or DoE experts in areas identified in Focus Groups or through surveys and to explain new document or syllabus content.

**Collaborative Practice** is an area that Brisbania PS continues to sustain and grow in. Strong stage teams are working in the school with all staff working collaboratively to improve teaching and learning in their stages and to have consistent teacher judgement in regard to their students. In addition, the School Executive work collaboratively with colleagues from Erina Learning Community (ELC) as evidenced by the ELC Geography SDD led team, due to their expertise in Inquiry Based learning and subsequent fabulous SDD in Term 3 to familiarise staff with the Geography syllabus in an engaging variety of sessions.

In **Learning and Development**, teachers at the beginning of their careers, requiring extra support or practicum students are supported by mentors and given opportunities to have their lessons viewed with constructive feedback. Ongoing support is provided when needed and opportunity to view lessons in other classrooms to assist in refining teaching styles, behaviour management and content knowledge. Performance and Development Plans (PDPs) are discussed and reviewed with supervisors to enhance personal goals and merge with school priorities. Observations and feedback are integral to the process. Aspirant teachers and Executive are encouraged and supported in their goal to be school leaders and are given opportunities to relieve as Assistant Principals, lead school programs or lead ELC, Primary Executive Leadership Team (PELT) or Central Coast initiatives. Evidence of staff strength is the ICT skill development and support given to teachers by our ICT experts and the enrichment groups they are running in STEM.

Teachers requiring accreditation at proficient level have received their accreditation. Some experienced staff have goals of attaining Highly Accomplished or Lead levels of accreditation. All staff are committed to their professional learning by attending weekly professional learning meetings, inservices and School Development Days. All staff have completed the annual required DoE compliance training. All teachers demonstrate currency in their knowledge of Wellbeing, Curriculum and state initiatives and strategies. Brisbania PS is delivering in **Professional Standards**.

The results of this process indicated that in the School Excellence Framework domain of Leading, Brisbania is delivering.

Brisbania PS is fortunate to have committed, knowledgeable Assistant Principals who can deputise for the Principal as needed. They have competently led their teams and the school. Executive staff have the opportunity to lead across the Erina Learning Community, across the Central Coast and within the school. Staff changes in the Executive leadership this year has delivered positive outcomes for all staff and students. We are delivering in **Leadership**.

Parents and community members engage in a wide range of school related activities, however, sporting events, the Book Parade and open classrooms see the most attendance. Evidence from focus groups and surveys demonstrate that the school community is content with Brisbania PS's level of educational provision. Focus groups for staff, parents and students were held in Term One with our new Assistant Principal so that all groups could speak openly. Findings showed that there is demonstrated commitment within the school community to strengthen and deliver on school learning priorities. Parents and community members have the opportunity to engage in a wide range of school-related activities and the school community is positive about education provision.

As mentioned before, Brisbania PS embraces and supports teachers aspiring to leadership. An Assistant Principal position was filled through merit selection last year by one of our aspirant teachers and in 2014 another aspirant gained a permanent executive position at another Central Coast school. Student leaders have opportunities to lead at assemblies as comperes, or delivering Acknowledgement to Country, in sport, in technology, drumming, choir and environmental education, buddies and ICT experts. LIMS is our Leadership in the Middle School program and it has been altered in 2016 to encourage current Year 5 and 6 students to show leadership both in the school and community.

Brisbania PS has strong links to ELC and Tjudibaring Local AECG, supporting University practicum and internship placements and leading initiatives across the Central Coast. The Principal and/or APs organise Public Speaking, Drama and Stewart House placements, and are on committees for School Links, Aboriginal Education Advisory team, PPA Executive, Curriculum Action Group (CAG) and PELT Executive team.

In **School Planning, Implementation and Reporting**, the school plan was written with community, Local AECG and P&C input and written collaboratively in teams. The school plan and milestones have had additions and changes made, as it is a document to meet the needs of the school in current knowledge and curriculum priorities such as an Inquiry Based learning focus. Milestones achieved across strategic areas have had a positive impact on the school with future directions set and support for expectations to improve student learning. Resource allocation is carefully planned and monitored to allow the school's milestones to be achieved. Creative staffing and use of funding has seen enrichment groups and technology support incorporated in learning and teaching opportunities this year.

Within the constraints of very limited funding, **School Resources** are used to fund our programs to complement student needs and to keep abreast of trends, for example coding and STEM. Physical resources are updated or purchased as needed and our facilities meet WHS requirements.

In **Management Practices and Processes**, Performance and Development Plans are written and assessed twice annually to support school and staff goals, with supervisors regularly reviewing goals with teams and providing support as required. Opportunities to relieve in leadership positions are encouraged and supported both in the school and the wider DoE.

Meetings are held weekly for staff, Professional Learning, LaST, Stage and Executive, in addition to a daily communication book. As a result, all staff have a clear understanding of what is happening in the school and the school plan and milestone priorities.

Newsletters, notes and Annual Report are written clearly to allow for open reporting to the community.

Brisbania PS's leadership has created an effective working environment where all school staff are trained in WHS requirements, casual staff meet employment guidelines and processes are in place to ensure the smooth running of the school.

Brisbania PS acknowledges and celebrates a wide diversity of student, staff and community achievements through, newsletters and assemblies. We provide a safe learning environment for our students and staff which will be enhanced by systematic teaching of and adherence to the Wellbeing policy.

We are proud of our achievements given the monetary constraints. We *Believe, Persevere and Succeed* to meet our milestones and provide an engaging learning environment with high expectations for our students.

## **External Validation Domain Validation panel comments**

### **Learning**

In the domain of Learning the school's self-assessment is consistent with the evidence presented in four elements and is validated using the School Excellence Framework. In the element of; – Student Performance Measures, the evidence

presented indicates the school is working towards the Delivering stage.

## Teaching

In the domain of Teaching the school's self-assessment is consistent with the evidence presented in four elements and is validated using the School Excellence Framework. In the element of; – Data Skills and Use, the evidence presented indicates the school is working towards the Delivering stage.

## Leading

In the domain of Leading the school's self-assessment is consistent with the evidence presented and is validated using the School Excellence Framework.

**Our self-assessment and the external validation 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.**

### **School determined next steps in the self-assessment process**

A more focused approach to reviewing the SEF, monitoring and ensuring movement, staff understanding and collection of evidence will be a 2017 goal.

In Literacy, a review of Focus on Reading and training will begin in 2017 with an updated scope and sequence for Focus on Reading linked to the English syllabus. L3 will continue with a new trained teacher joining the Kindergarten team and Kindergarten to Year 2 receiving support from a trained L3 trainer. PLAN data will be reviewed every 5 weeks in teams and "Bump It Up" focus assessments will increase and determine future teaching.

In Numeracy, Count Me In Too and Counting On will be reintroduced via Building Blocks online learning and following activities and assessments to inform groupings. A learning log will be used for Maths to show student understanding. PLAN data will be reviewed every 5 weeks in teams and "Bump It Up" focus assessments will increase and determine future teaching.

Technology and Inquiry based learning is a focus in the school plan, with continued Executive support for teachers and parent workshops to inform parents of inquiry learning strategies.

Wellbeing will see the policy in action in 2017, with YCDI continuing especially focused on resilience.

Overall and with "Bump It Up" goals, careful placement of teachers in Years 2–5 is needed in addition to identification of students in middle bands that need to be bumped up. Monitoring as required by the strategy every 5 weeks and in depth NAPLAN Analysis will inform the "Bump It Up" plan and updated School Plan with "Bump It Up" targets.

In 2017, staff support for new teachers and a permanent and relieving AP, in addition to mentoring new staff or teachers needing extra support with strong teachers on stage and buddies will be a priority. Aspirant teachers will be supported in their careers.

A reinvigorated Aboriginal Education Committee will be formed with a key role in the review of the Aboriginal Education matrix and increased role of committee.

Overall school organisation will see the role of RFF in morning and middle sessions focus on English or Maths to support "Bump It Up". A review of extra activities will also be carried out to increase time for "Bump It Up". 8 ways and QT will be evident in all programs and classes and QTSS will be used to support staff, school priorities and programs

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

Inquiry based, creative and dynamic learning

### Purpose

***To prepare every student to think critically and become successful learners through innovative quality teaching and learning practices.***

### Overall summary of progress

Inquiry based learning is embedded in teaching and learning. Students are critically thinking across Key Learning Areas with increased technology use, collaboration, team work and self reflection.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Growth on Technology, Numeracy continuum and NAPLAN	PLAN data entered every five weeks to monitor growth and direction for teaching and learning. Technology continuum needs to have a greater focus for teachers in 2017 after an update and sharing session from the Computer Coordinator. NAPLAN results were deeply analysed as a result of our inclusion in "Bump It Up" in Term 3 and subsequent milestones for "Bump It Up" planning.	Computer Technology Coordinator Funds \$2086  TPL \$1000
Critical and creative thinking and cooperative learning strategies evidenced in all programs	Achieved with all staff confident to plan and teach inquiry based Maths, Science and Technology, History and Geography by using collaborative stage programming.	
Inquiry based assessment in History, Geography, Science and Technology and Maths evidenced through student worksamples	Achieved with all staff confident to plan and teach inquiry based Maths, Science and Technology, History and Geography. Student worksamples and interest demonstrated evidence.	
TTFM surveys demonstrate growth in responses	More parents responded to survey than in 2015. See the parent/caregiver, student and teacher satisfaction section of annual report for more detail.	
Explicit instruction in the use of multimodal texts, including technology following reorganisation of library and <i>Oliver</i> implementation.	Our Teacher Librarian successfully migrated the school library to Oliver in Term 4 and has upskilled one of our Assistant Principals who will work as Teacher Librarian one day a week in 2017.  The Curriculum Advisor and our Focus on Reading team reviewed the use of multimodal texts including technology to support "Bump It Up" and Inquiry Based, creative and dynamic learning.	TPL \$2000
Literacy and Numeracy— \$7 697 Professional Learning— \$5 000	Used for collaborative programming K–6 across the year. Technology support, Staff Development Day preparation for Erina Learning Community's combined Geography implementation, support focus and for in school mentoring.	\$13 126
An increase from 17.2% of students achieving in the top 2 bands of NAPLAN Numeracy 2016 to 25% in 2017 with a target of 42% by 2019.	An in depth analysis of data was undertaken with teachers upskilled and more confident to identify students and target areas of concern to be addressed in Bump It Up focus. Explicit and systematic teaching of Numeracy via revised scope	

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
An increase from 17.2% of students achieving in the top 2 bands of NAPLAN Numeracy 2016 to 25% in 2017 with a target of 42% by 2019.	and sequence in all classes.	

## Next Steps

As a "Bump It Up" School, a new direction with staff participating in Building Blocks online, SENA testing and differentiated learning for Numeracy will be a focus as will targeted extra support to reach our 25% goal of students achieving in the top two bands of NAPLAN in 2017.

Real life Maths learning and practise of NAPLAN style assessment and timing limits will also be a focus.

Reflection by students using a learning journal and iMovies as assessment to inform understanding, future learning direction and differentiation needs will be used.

8 Ways pedagogy will be evident in collaboratively planned units of work for Inquiry Based Key Learning Areas.

A review of Scope and Sequences for each KLA will be ongoing after 2016 modifications.

Enrichment groups will be organised in technology to meet students' needs and interests in areas such as coding and robotics.

Staff will be in serviced by our Teacher Librarian on the possibilities of Oliver usage as a teaching and learning resource.

Data collection will be regularly collected and analysed in stages and as Executive via PLAN, school based assessments and technology continuum in addition to learning logs and SENA assessments.

Technology use linked to class themes in the library will increase, following a grant of extra laptops and an upgrade to the computer lab.

## Strategic Direction 2

Innovative and dynamic teaching

### Purpose

***To build staff capability to ensure the delivery of quality, differentiated teaching and learning programs.***

### Overall summary of progress

All staff wrote, reflected on and assessed their PDP goals. All Reading Recovery students exited above level 17 and Kindergarten literacy results were 97% of students reading above level 6 and 75% writing 40+ words. All syllabus documents implemented confidently. "Bump It Up" focus on Numeracy and Reading planned and initiated.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All staff develop and follow a flexible PDP with goals achieved by end of each year.	2016 goals discussed with teacher for reflection, in preparation for 2017. Teachers requiring Maintenance or Accreditation at Proficient level provided with explicit Professional Learning on Australian Professional Standards	QTSS– \$2 000
Inquiry based learning and assessment in Science and Technology, History and Geography	All staff have utilised the scope and sequences. A review of all have produced changes ready for 2017. Staff are well prepared and confident to teach all new syllabus documents after implementation and trials. Support given to staff from committee leaders when they trialled Geography. Links to History and Science and Technology established.	QTSS– \$2 000
Reading Recovery Observation Survey/ Early Intervention data	8 students successfully discontinued from Reading Recovery with one referral due to lack of concentration from student. The 2016 Reading Recovery teacher will be a Year One classroom teacher in 2017 to utilise the Early Intervention skills used in Reading Recovery to support "Bump It Up".	Reading Recovery staffing allocation
L3 data for Reading, Writing and Vocabulary	Kindergarten Literacy L3 results– 53% reading level 9 or above, 44% reading Levels 6–8 and 3% Levels 3–5. In Vocabulary, 75% can write 40+ words and 25% 6–39 words.	\$5 000
PLAN data growth for English and Maths	Data collected every 5 weeks and analysed to give direction to teaching and learning for all students.	
RAM funding \$6 000	Resources– physical and human– purchased to support Key Learning Areas.	\$6 000
Literacy and Numeracy– \$8 000 Professional Learning– \$10 000	L3, Focus On Reading programs, Scope and Sequence reviews written and presented to staff and stage planning and analysis utilised.	\$7 000
An increase from 20.3% of students achieving in the top 2 bands of NAPLAN Reading 2016 to 29% in 2017 with a target of 42% by 2019.	"Bump It Up" is in progress to achieve this goal.	

### Next Steps

As our "Bump It Up" Target in Reading is 29% for 2017, a change of Focus on Reading full implementation has been planned to begin in Term One for all staff with a revision of Module One followed by the remaining modules led by our Focus on Reading team under the experienced leadership of Janelle Chapman, Assistant Principal.

Reading Recovery will continue with a different trained teacher. However, Early Intervention will also be provided with the Reading Recovery funding to support more students. The 2016 Reading Recovery teacher will return to a Year One class to utilise skills in Reading to support "Bump It Up" focus in Stage One.

L3 continues with all Kindergarten teachers fully trained, support as required will continue in an unofficial capacity by a DoE expert.

With 8 Ways training in 2016, an expectation is that all programs demonstrate usage by all staff and students. Differentiation is also expected across all Key Learning Areas.

Scope and Sequences for each KLA will be ongoing after 2016 modifications. Collaborative planning with Executive leading stage teams to ensure differentiation and explicit English or Inquiry Based learning in History, Geography and Science and Technology.

PDPs will reflect flexible personal goals that will enable school and DoE milestones to be achieved.

### Strategic Direction 3

#### Wellbeing and Equity

#### Purpose

*To develop students to achieve their potential socially, emotionally and physically.*

#### Overall summary of progress

Our Wellbeing policy, Fundamental movement skills, Wellbeing programs, YCDI and LaST programs, incorporating SLSO support, have all contributed to the overall wellbeing of students and staff. Last programs and the Learning and Support Team have supported students emotional, social, physical and academic needs.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
TTFM survey data	TTFM surveys have been collated. Detailed analysis is reported on under Parent/caregiver, student, teacher satisfaction on pages 16–17.	The teacher librarian oversaw the online surveys for Years 4–6 students during Library time.
Fundamental Movement Skills checklist	A checklist was used by our RFF teachers to monitor progress. This checklist was used to write student reports on progress of skills achieved.	The RFF staffing and Live Life Well was used to support students Fundamental Movement Skills
Planning Room and Playground referrals and ebs4Central data	All Assistant Principals kept detailed records of referrals and planning room attendees. Students were supported with positive behaviour, SLSO support on the playground and self reflection when referred to Assistant Principals. Referrals to the Learning and Support Team were followed up and all students supported in the best way possible at Brisbania.	SLSOs \$57 260
SBAR–funding including Low Level Disability and Funding Support  Learning and Support– Flexible Funding\$38 003– SLSOs  Integration Funding Support– \$ –56 960– SLSOs  Reading Recovery/ Learning and Support Teacher allocation= FTE \$101 574	The teachers have utilised SLSO support in the classroom and playground throughout the year to support academic, emotional and social needs of students.	Learning and Support– Flexible Funding  \$20 820– SLSOs  Integration Funding Support  \$36 440– SLSOs  Live Life Well Grant– \$2 000
LaST minutes and follow up	All Learning and Support Team referrals have been addressed and staff updated at stage, staff or Exec meetings or in person or via text or email regarding students needing monitoring or support. by the LaST, Counsellor and/or Principal.	
Resilience of students via survey results and reduced behaviour referrals	The YCDI, Rock and Water and Seasons for Growth programs have explicitly taught students resilience from K–6. As part of the Wellbeing Policy, more detailed initial support, referrals and follow up have been established with the change in Executive and direction of Wellbeing..	

## Next Steps

Full implementation of Brisbania's Wellbeing Policy will start in 2017. A new referral form will be introduced with a referral book for each Stage Supervisor with use of LMBR by Executive to record more serious incidents.

Our LaST Teacher will also teach Reading Recovery and Early Intervention to support our equity programs and assist with Bump It Up by supporting our struggling students to also reach their potential.

You Can Do It will continue with large keys to be located in the COLA and Shaw St entry to support the students with their 5 Keys to Success. The revised YCDI scope and sequence will be used by all staff. New staff will be given an overview of the program from the YCDI committee or stage supervisor. Teachers and students use consistent language.

A Student Leadership team of 6 has been established with Year 6 students. This team will support school initiatives and represent the school at special events. Further leadership opportunities will be available to students who nominated for the team.

Executive supervision of School Learning and Support Officers will be carefully monitored for maximum flexible support in class for "Bump It Up" support and playground for targeted students through social skills programs.

Class teachers who have RFF during Literacy and Numeracy sessions will be required to teach Fundamental Movement Skills.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>Plan written for 2017</p> <p>NAIDOC Celebrations involve all students with Aboriginal students assisting on day.</p> <p>PLPs written to students' interests and needs with parental / carer input.</p> <p>Tjudibaring Local AECG initiated achievement awards in November with students and an Aboriginal teacher nominated</p>	<p>Aboriginal RAM Funding</p> <p>\$5 366</p>
<b>English language proficiency</b>	<p>Targeted Kindergarten student achieving at same level as peers in Reading and Vocabulary and showing confidence in use of English.</p>	<p>EAL RAM allocation</p> <p>\$5 816</p>
<b>Low level adjustment for disability</b>	<p>SLSO support and data from playground and class intervention shows effective use of funds to support students academically, emotionally and socially.</p>	<p>RAM allocation</p> <p>\$20 820</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>Executive have used QTSS funds to support Strategic directions with Scope and Sequences written, Wellbeing Policy written, PDP observations and reviews, Inquiry Based KLA focus, assistance for Reading and Maths in Stage One and Two and in- class mentoring.</p>	<p>QTSS staffing allocation</p>
<b>Socio-economic background</b>	<p>L3 taught in Kindergarten with strategies implemented K-2.</p> <p>YCDI and FoR taught K-6</p>	<p>RAM allocation</p> <p>\$20 801</p>
<b>Support for beginning teachers</b>	<p>All targeted teachers supported to meet needs.</p>	<p>GTIL allocation</p> <p>\$5 413</p>
<b>Community Partnerships</b>	<p>Focus Groups run to give direction to parent needs and workshops.</p> <p>Maths workshop</p> <p>Wellbeing Policy written</p> <p>Transition to school visits to preschools.</p> <p>Time to support Kindy 2017 team in preparation for transition programs</p> <p>Website updated</p>	<p>Community Partnership allocation</p> <p>\$7 814</p>

## Student information

### Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	214	213	225	229
Girls	195	207	210	229

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.2	94.8	95.3	94.2
1	95.8	94.7	94.5	93.1
2	95.7	95.2	94	93.3
3	94.7	95	95.1	94.1
4	94.7	93.7	94.6	93.5
5	94	94.9	94	93.2
6	95.7	94.4	94.1	93.9
All Years	95.3	94.7	94.5	93.6
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

Parent/carers are contacted when student absences have not been explained. Absences are monitored and followed up. Referrals are made to Home School Liaison Officer if school intervention does not improve attendance.

### Class sizes

Class	Total
KT	20
KK	20
KC	20
K/1P	22
1/2NF	21
1D	22
1C	22
2T	22
2J	22
3M	30
3D	31
3/4K	30
4H	28
4/5WA	29
5/6S	29
5/6N	28
5/6H	29
5/6B	29

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	4
Classroom Teacher(s)	15.56
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	0.6
Teacher Librarian	1
School Administration & Support Staff	3.38
Other Positions	0.16

\*Full Time Equivalent

Brisbania PS has two staff members who identify as Aboriginal. Both are female teachers.

### Workforce retention

Mrs Nicole Heazlewood has gained a promotion as

Deputy Principal from 2017 at The Entrance PS. Miss Lisa Babbage has been asked to relieve as Assistant Principal for 2017 at Terrigal PS. Miss Stephanie Pagan and Mrs Mitzi Self have gained their permanency, after temporary teaching engagements, at Brisbania PS to begin in 2017.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	74
Postgraduate degree	26

### Professional learning and teacher accreditation

Two teachers were accredited at proficient teacher. Professional learning was undertaken on LMBR, External Validation, "Bump It Up", Primary Executive Leadership, Work Health and Safety, Reading, NAPLAN analysis, Focus on Reading, Technology, Robotics, Coding, Drama, EPAC, Child Protection, Anaphylaxis, CPR, Wellbeing Policy, Scope and sequences, Induction, Geography– inquiry based learning, Library for 21st Century, 8 Ways Aboriginal Pedagogy, Reading Recovery, Learning and Support, English as an Additional Language, Central Coast Aboriginal Education programs including writing indicators for Aboriginal Education Matrix, Fundamental Movement Skills, Writing a personalised Acknowledgement to Country and Aboriginal Leadership.

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

### Financial summary

The information provided in the financial summary includes reporting from 1 January to 31 December 2016.

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	231 683.96
<b>Revenue</b>	3 307 106.75
(2a) Appropriation	3 135 323.99
(2b) Sale of Goods and Services	3 691.39
(2c) Grants and Contributions	164 275.47
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	3 815.90
<b>Expenses</b>	-3 186 521.98
Recurrent Expenses	-3 186 521.98
(3a) Employee Related	-2 954 685.10
(3b) Operating Expenses	-231 836.88
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	120 584.77
<b>Balance Carried Forward</b>	352 268.73

Careful financial management supports students and programs throughout the year. Students and staff will be supported with remaining funds through both physical and human resources to support school programs as identified in the School and Bump It Up plans.

### Financial summary equity funding

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

	2016 <b>Actual</b> (\$)
<b>Base Total</b>	2 850 833.52
Base Per Capita	23 357.40
Base Location	0.00
Other Base	2 827 476.12
<b>Equity Total</b>	126 480.54
Equity Aboriginal	5 366.38
Equity Socio economic	20 801.49
Equity Language	5 816.80
Equity Disability	94 495.88
<b>Targeted Total</b>	47 317.62
<b>Other Total</b>	72 640.30
<b>Grand Total</b>	3 097 271.99

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.

Data from 2014 NAPLAN was used to identify Brisbania PS as a "Bump It Up" School.

2016 data shows that in Year 3 Reading, Brisbania is 3% lower than state at 49% in the top two bands whereas in Year 5 we are 19% lower and 12% lower for Year 7. For writing, we are 3% higher than state in Year 3, 11% lower in Year 5 and 8% in Year 7. In Spelling, 10% lower in Year 3, 8% in Year 5 and 16% in Year 7. In Grammar and Punctuation, 4% lower than state, Year 5 19% lower and Year 7 18% lower. In Numeracy, we are equal to state in Year 3 but lower in Year 5 and Year 7 by 14% and 23% respectively.

In scaled growth, 41.9% of Year 5 students showed greater than expected growth. In trend data, Brisbania was 480.6 compared to the Department of Education schools' 494.3 in Reading, 457.7 compared to 471.6 in Writing, 472.7 compared to 495.8 in Spelling, 471.8 compared to 504.7 in Grammar and Punctuation and 480.2 to 493.2 in Numeracy.

Although the focus for "Bump It Up" is Reading and Numeracy, our focus will also include writing, grammar and punctuation and spelling through revised scope

and sequences linked to syllabus and SMART data areas for improvement, explicit teaching, regular analysis of PLAN data and stage assessments.

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.

## Parent/caregiver, student, teacher satisfaction

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

Students in Years 4 to 6 and teachers and parents were asked to complete *Tell Them From Me* surveys regarding Brisbania PS.

66% of teachers, 13 parents and 93% of students completed the survey.

Teachers were asked questions related to Focus on Learning the first from the Eight Drivers of Student Learning.

In **leadership**, 86% work with school leaders to create a safe and orderly school environment, 80% had school leaders supporting them during stressful times and 83% had school leaders taking the time to observe their teaching. Providing guidance for monitoring student progress and helping improve teaching are focus areas and will be achieved through our "Bump It Up" strategy.

89% of teachers talk with other teachers about strategies that increase student engagement, while 86% discuss learning problems of particular students. 82% of teachers **collaborate** with others in developing common cross-curricular or common learning opportunities, sharing lesson plans and other materials while 83% discuss assessment strategies with other teachers.

In **learning culture**, 91% set high expectations for student learning and 86% discuss learning goals for the lesson. An increase in teachers talking to students about the barriers to their learning would assist learning.

In using **data informs practice**, 88% of teachers use assessments to help them understand where students are having difficulty, with 78% regularly using data from formal assessment tasks to decide whether a concept should be taught another way. 82% of students receive feedback on their work that brings them closer to achieving goals, 87% of teachers try to link new concepts to previously mastered skills and knowledge and 81% state their students are very clear about what they are expected to learn in **teaching strategies**.

Students receiving written feedback on their work at least once a week will be a focus in 2017.

82% of students have opportunities to use computers or other interactive technology for describing relationships among ideas or concepts. **Technology** is our lowest driver with only 50% stating students use computers or other interactive technology to track progress towards their goals. 78% assist students using computers or other interactive technology to undertake research.

94% of teachers establish clear expectations for classroom behaviour with 86% making an effort to include students with special learning needs in class activities in the area of **inclusive school**. Individual education plans will be used as a priority to set goals for students with special learning needs.

In the area of **Parent involvement**, 85% of teachers work with parents to help solve problems interfering with their child's progress and 80% answered that parents understand the expectations for students in my class. 77% reported that parents are regularly informed about their child's progress, this could be increased with calls weekly to parents ensuring all parents are rung throughout term.

Additionally, Four Dimensions of Classroom and School practices are surveyed. In **challenging and visible goals**, 94% establish clear expectations for classroom behaviour. With 91%, setting high expectations for student learning, 86% discussing learning goals for lessons. Identifying a challenging learning goal relevant to the use of interactive technology and providing examples of work that would receive a given grade could be areas of focus.

In **Planned learning opportunities**, 81% indicated students become fully engaged in their child's learning and teachers in our school share their lesson plans and other materials with me. An area for improvement is school leaders helping them to create new learning opportunities and students have opportunities to use computers or other interactive technology to analyse, organise and present subject matter.

84% are regularly available to give feedback and monitor progress of individual students. Written feedback on work could be a goal in 2017 for **Quality Feedback** improvement.

89% of teachers talk to other teachers about strategies that increase student engagement and 88% know that their assessments help them understand where students are having difficulty. Teachers discuss ways of seeking help that will increase learning will be a focus area in 2017 as a strategy to **overcoming obstacles to learning**.

37.5% of teachers strongly disagree or disagree that they would consider teaching in a more rural or remote part of NSW.

Of the teachers who responded– 8 teachers had taught at Brisbania for 6 or more years. 92.9% have taught for 6 or more years. 64.7% are permanent full time, 11.8%

permanent part time and 23.5% temporary part time.

47.1% of teachers are conditionally or provisionally accredited from staff who are required to be accredited. This will change when all staff who were teaching prior to 2004 need to be accredited from 2018.

93.8% agreed or strongly agreed that school leaders at Brisbania are leading improvement and change and 93.2% clearly communicate their strategic vision and values.

A 10 point scale is used to measure seven perspectives for fostering relations between the school and the community from parents in the areas of Parents feel welcome; Parents are informed; Parents Support Learning at Home; School Supports Learning; School supports Positive Behaviour; Safety at School and Inclusive School. 13 parents responded to the online survey with equal students in K–2 and 3–6 between the parents.

59% of parents feel welcome at Brisbania with 81% responding that written information from the school is in clear, plain language and they feel well informed. 72% of parents responded that reports on their child's progress were written in terms they understood. 47% of parents indicated they attended meetings more than three times with 40% involved in school committees and 54% talking to a teacher 3 times or more.

In regard to voluntary work at school, 28% assisted in the classroom each week. 45% assisted with school sport once or twice a year and 37% assisted in the canteen once or twice a term.

75% of talk with their child about feelings towards other children at school. 70% ask about challenges at school and take an interest in school assignments. 68% talk about how important schoolwork is.

Students spend up to 30 minutes per day on homework, with parents assisting them.

75% of parents believe teachers expect their child to work hard, with 72% responding that teachers have high expectations for their child to succeed and 71% for teachers showing an interest in their child's learning and expecting homework to be done on time.

83% responded that their child is clear about the rules for school behaviour and 82% feel teachers expect their child to pay attention in class.

80% of parents responded that their child feels safe at school with only 50% believing the school helps prevent bullying.

Informal meetings were the most useful communication type with 55% followed by formal interviews.

Social media and newsletters were the most popular type of communication to find out school news.

100% of parents have aspirations for their child to finish Year 12, with 74% for their child to attend University and 47% for TAFE.

All responded that the school had sought input into development or review of school policies. 26.7% stated the school was able to access specialist assistance for their child when needed, compared to 6.7% who said it wasn't.

A goal for 2017 will be to increase responses from all participants and to increase percentages to improve school culture, teaching and learning at Brisbania PS.

## Policy requirements

### Aboriginal education

8 ways training for all staff in June was a targeted approach to ensuring all programs provide Quality Teaching using the 8 Ways and all students have an understanding of the symbols and strategies across KLAS.

Support for an Aboriginal student struggling with both learning and behaviour was a major focus in 2016.

All Aboriginal students had PLPs that were monitored and reported on in their reports.

Celebrations of achievements throughout the year were planned and coordinated by Ms Simpson. 3 Aboriginal students and one non Aboriginal student were chosen to dance for NAISDA at The Central Coast Dance Festival. Tjudibaring Local AECG initiated an award evening with Ms Simpson and 6 students nominated for awards.

Our NAIDOC Celebration provided a day of tasting bush tucker, weaving, dancing, stories, understanding the Acknowledgement to Country, Song Lines and art.

The school was presented with a donation, from a past family, of a didgeridoo that has been displayed proudly in the foyer with the students' weaving from our NAIDOC Celebration..

Brisbania PS entered pieces of art in the Reconciliation Art Exhibition.

Aboriginal student numbers increased with new enrolments.

### Multicultural and anti-racism education

Multicultural Education is integrated across Key Learning Areas. Students are presented with inclusive teaching practices which recognise and value the backgrounds and cultures of students. Tolerant attitudes towards cultures, religions and world views are always promoted. Brisbania PS continued to promote multicultural education in 2016 through a range of initiatives including Harmony Day, and the Stage 2 Asian Literacy Unit and ensuing Asian Explosion luncheon.

An ARCO is on staff to support with anti-racism, although Brisbania is very accepting and respectful of

all cultures, however, in the first half of 2016, there was an incident with two Year five children calling another Year five child a racially unacceptable name. The two boys were spoken to about the seriousness of the matter and spent time with the ARCO. No other incident was raised at school but one of the offenders referred to the child's skin colour, in an out of school context involving an online computer game.

### Other school programs

#### WELLBEING

At the beginning of 2016, the school community was surveyed to ascertain their understanding of wellbeing at Brisbania PS in relation to students, staff and parents. The parents indicated that the students felt confident, safe and happy in the school environment and that the introduction of the You Can Do It! program had been well received. However, parents were unsure of the current Welfare System and wanted further information, especially in regard to bullying and consequences of behaviour. A new school Wellbeing policy was written in line with DoE policies and procedures. It was presented to staff and the school community for evaluation and feedback. Trial implementation occurred during Terms 3 and 4. All stakeholders were educated in the policy implementation through meetings, newsletters and classroom programs.

A You Can Do It! scope and sequence was developed for trial implementation in classes in 2016. Weekly stage meetings were held where common language and resources were shared for upcoming lessons. Each classroom, the office area and library displays the 5 YCDI keys to school success and the emotional thermometer.

#### JUNKYARD ORCHESTRA

This year, Stage 2 participated again in the Junkyard Orchestra School Challenge, a joint initiative with Erina Fair, the Central Coast Symphony Orchestra and the Central Coast Conservatorium of Music. The importance of sustainability was at the forefront of the project with Years 3 and 4 students creating and decorating instruments using only recycled materials. They performed their composition at Erina Fair during Term 3 and Education Week as well as at the school fete and Assembly of Excellence. They were greatly applauded for their efforts.

#### ENVIRONMENT

A school vegetable and herb garden was established in 2014. Stage 2 students care for the garden each week and supply the school canteen with the harvested produce. To keep the garden strong and healthy, our composting bins and new worm farm from Gosford Council are kept active with the students' Crunch and Sip leftovers and shredded paper from our office. Bunnings at West Gosford donated plants, manure and fertilizer for our garden this year, which was gratefully received.

## VISUAL ARTS

We have had a wide diversity of visual arts activities and opportunities this year. Stage 3 worked with local artist, Holly Eva, to produce artworks using mixed media. One of our SLSOs, who is an artist, also taught Stage 3 in a variety of art styles, including pottery. An enrichment art group was held during Terms 2, 3 and 4, where students produced a series of artworks based on native plants and experimented with nuno felting. During NAIDOC celebrations, students were taught by local Indigenous people how to weave natural fibres. Artworks from K–6 were displayed at Erina Fair during Education Week and at Erina High School for the ELC Creative and Performing Arts sessions. Every student prepared an artwork which was displayed at our school fete. Parents were able to purchase their child's artwork, with monies raised going to our P & C to be used for school resources.

## DANCE

We had two dance groups this year that performed at Central Coast Dance Festival, Erina Fair for Education Week, School Fete, Assembly of Excellence and Erina Learning Community Creative Arts Festival. Students were of mixed groups from Stages 2 and 3.

Four students were chosen from many Central Coast schools to be part of the NAISDA group to perform at the Annual Central Coast Dance Festival. The students all performed beautifully and learnt some very important cultural beliefs. Aboriginal perspectives implemented throughout creative arts programs this year included Contemporary dance, utilising Aboriginal instruments and creating artworks.

## DRAMA

Stage 3 students were given the opportunity to be involved with a Drama Enrichment Group in Term 3 – this was a 5 week program with a focus on Readers Theatre and Theatre Sports. In Term 4, 14 Stage 3 students attended the Central Coast Drama Festival at Niagara Park Youth Club where they participated in a 3 day drama workshop followed by a public performance.

## MUSIC

Students at Brisbania PS have lots of different opportunities to show their musical flair. 2016 was no exception, our Choir (consisting of 30 students from Stage 1 to Stage 3) performed throughout the year at the following events: Assembly of Excellence, WIEL Dinner, Education Week at Erina Fair, School Fete, ELC Creative Arts Festival, Saratoga Shops – Christmas Carols and Davistown Retirement Village.

Drumming Circle – Stage 3 students were involved in drumming earlier in the year. Approximately 20 students performed at Assembly of Excellence in Term 2.

## SPORT

2016, again, proved to be a most successful and enjoyable one for the students of Brisbania. Our

Southern Central Coast Zone sets a benchmark within the area, with the professional, dedicated staff from all schools ensuring that students are afforded opportunities to showcase their sporting talents, display and experience sportsmanship, and simply be involved. Most importantly, PSSA sport allows children from a wide range of sporting abilities and backgrounds to enjoy the pleasure and pride of representing their school. The zone's annual ball-games carnival was once more a highlight of this, with student participation a major focus. Over 120 of our students were able to enjoy a fun day while developing fundamental movement skills as well as learning what it means to be working together as a team.

During the year, students represented the school in a wide range of sports. Teams competed in the NSWPSA knockout competitions in boys and girls softball and soccer. Our girl's netball team and boys cricket team also took part in the state knockout. 2016 saw the school further its focus on both League Tag and Oztag, with a large number of students involved outside of school in local teams. Teams from both Stage 2 and 3 competed in the Central Coast Oztag Gala Day with Stage 3 taking on the League Tag carnival.

Again, a huge vote of thanks must go to both staff and parents, who acted in coaching roles. Further appreciation is also extended to our dedicated band of parents who assist with transport and bring wonderful support for the children in their endeavours.

2016 realised a number of outstanding personal achievements of which each of the students should be exceptionally proud. Of particular note this year was Baylee, one of our senior students, who was named Southern Central Coast PSSA Girls Athletics Champion along with the 'Athlete of the Meet' award. She went on to represent our zone at the Sydney North Carnival, winning the long jump. Baylee continued on to the NSWPSA carnival where she finished a creditable 6th place. A wonderful effort.

Students, in all stages, are involved in weekly sport activities. These sessions enhance the development of fundamental movement skills and provide opportunities to develop individual game skills in a variety of games and sports. In addition to this, students took part in activities presented through 'Sports in Schools' which also hone in on fundamental skill development. These skills have been specifically targeted in the school's RFF timetabling, with experienced staff designated to deliver comprehensive programs to raise the overall ability of children at the school. In so doing, we are providing them with a set of skills and abilities that they can build upon, refine and carry through their lives

Children in Stages 2 and 3 participate in group fitness activities twice weekly. These activities are student led and again, target a wide range of fundamental movement skills. This program forms the basis of student participation in the Premier's Sporting Challenge.

The overriding aim of all sporting opportunities provided to the children of the school is to foster enjoyment and

fun through physical activity. In so doing, students are exposed to benefits that will influence their entire lives. A significant component of each child's involvement in these activities is the reinforcement of the notion of fair play, socialisation and sportsmanship.

School carnivals were conducted in Swimming, Athletics and Cross Country with the K-2 children enjoying a very successful Athletics carnival of their own in a picturesque location. The following are the results of these carnivals:— Swimming: Koala; Cross Country: Kangaroo and Koala and Athletics: Kangaroo

The overall champion house for 2016 was tied between Koala and Kangaroo.

A plan for 2017 is for the students to also recognise and use the local Indigenous language names for their various houses.

Our carnivals continue to be enthusiastically supported by parents, friends and relatives who create a supportive atmosphere which is appreciated by both staff and students.