

Corrimal Public School

Annual Report



2016



1661

Introduction

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

2016 was a slightly disrupted year for Corrimal Public School, as I took up a corporate role with the Department of Education for most of Term 2 until the end of 2016. During this time, Mrs Amanda Giles was Relieving Principal of Corrimal Public School. With the 2015–2017 School Plan well under way and the 2016 School Milestones written, Mrs Giles and the staff at Corrimal Public School did a wonderful job in ensuring our school achieved the goals set for the year.

With a highly successful 2016, Corrimal Public School is now well placed to continue moving forward in 2017.

Tim Fisher

Principal

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School background

School vision statement

Corrimal Public School is committed to Quality Education. We believe that all children can succeed. We will provide a motivating, caring, learning environment that caters for the needs of all students where they can access the curriculum at their individual level and achieve to their full potential.

Students will be provided with opportunities to develop the knowledge, skills and attitudes necessary to become lifelong learners, empowered to manage change and succeed in all that life offers them. At Corrimal Public School we work together to achieve our goals.

Corrimal Public School Belief Statement:

- We believe all children can learn and succeed.
- We believe in respecting and promoting diversity.
- We believe in continuous improvement.
- We believe that positive relationships are a foundation of success.
- We believe in excellence.

We believe Corrimal Public School is teaching today's students the skills to succeed in tomorrow's world.

School context

Corrimal Public School is a small school located in the northern suburbs of Wollongong. The school has a diverse student population, with many nationalities coming together to make the unique school environment of Corrimal (7.7% Aboriginal and 18.5% English as a Second Language). There are currently 179 students in eight K–6 mainstream classes. This is a significant increase in numbers and reflects the changing status of the Corrimal Community, whereby older residents are moving out and younger families are moving into the area.

Corrimal Public School is extremely proud of its social and academic reputation built upon very supportive and caring relationships between children, parents, staff and the wider community. Our happy, vibrant, family school culture of Corrimal Public School is built upon our School Values of Respect, Safety and Learning and our school motto of "Working Together." Corrimal Public School is a small school making a big difference.

In 2014, Corrimal Public School implemented Australian Syllabus documents: English, Mathematics, Science and History. 2015 and beyond is about revising, reviewing and modifying, with the aim of always moving forward in a positive direction.

Professional development for teachers is a major focus. This will be developed, driven and implemented by utilising the new Performance and Development Framework and the new Australian Standards for Teachers and Principals.

Corrimal Public School has strong links with its local Community of Schools (CoS) and will continue to share and develop student and teacher knowledge and skills within the Corrimal CoS.

Corrimal Public School is committed to being a pillar of the community. We actively seek to engage our students into their community and encourage the community to be part of Corrimal Public School.

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 the School Excellence Framework domain of Learning we are delivering in the element of Assessment and Reporting and Sustaining and Growing in the elements of Learning Culture, Wellbeing, Curriculum and Learning and Student Performance Measures.

In the School Excellence Framework domain of Teaching we are delivering in the element of Data Use and Skills and Sustaining and Growing in the elements of Effective Classroom Practice, Collaborative Practice, Learning and Development and Professional Standards.

In the School Excellence Framework domain of Leading we are delivering in the elements of School Resources and Management Practices and Processes. and Sustaining and Growing in the areas of Leadership and School Planning, Implementation and Reporting.

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.

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

Quality Teaching and Learning

Purpose

To enable teachers to be active, fearless and collaborative facilitators through creating an engaged community of learners.

To ensure the continued alignment of our school's core business – quality teaching and learning occurring in every classroom, every day.

To expand and increase teacher capacity and leadership capability in line with the Australian Principal Standards, Australian Standards for Teachers and the Performance and Development Framework.

Overall summary of progress

During 2016, Corrimal Public School provided teachers with a range of quality professional learning opportunities to empower them to be active, fearless and collaborative leaders. Teachers reviewed the Quality Teaching Framework and a new programming feedback proforma was developed to ensure the Quality Teaching elements were embedded in teachers programs and in the feedback provided. Differentiation of student learning was also made explicit.

Supervisors worked with staff to develop their Performance and Development Plans setting clear goals. These were monitored throughout the year and time was allocated for all staff to meet with the Principal to discuss the progress of their goals. Observation lessons were also completed with constructive feedback provided.

A consistent whole school approach to the development of student ILPs, PLPs and PLAN tracking was implemented. Time was allocated to ensure student plans were monitored and regularly updated. PLAN data was also regularly updated and used to direct future teaching.

A STEM focus was also initiated through the Corrimal Community of Schools. We have implemented an enrichment coding program, Stage 2 and 3 CoS STEM challenges and students have utilised the 'green screen' technique across a variety of Key Learning Areas. These programs have been enthusiastically embraced by all students involved.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
To improve student outcomes in Literacy and Numeracy by 10% based on the median NAPLAN results 2012 – 2014 in comparison to the median NAPLAN results 2015–2017.	Whole-school procedure set in place to refine and then implement IEPs and PLPs, including meetings with student, parent/carer, classroom teacher and facilitator. All plans are now tracked on school Sentral database for future reference and tracking.	\$2000
All teachers positively engaging in teacher observations, feedback and reflection resulting in Quality Teaching being obvious in every classroom.	<p>A positive culture was fostered amongst colleagues through teacher observations, feedback and reflection. All teachers developed their PDP within their stage, discussed with their supervisor and then with the principal. Employment of curriculum experts to lead staff in implementing best practice within each class, every day.</p> <p>Staff review the Quality Teaching Framework with support and guidance for teachers when using the model. They then implemented their new found knowledge into their class program which was then reinforced by a revised feedback sheet that now has the Quality Teaching Framework as a strong element.</p> <p>Supervisors worked with staff towards their 2016 Performance and Development Plan (PDP),</p>	\$6000

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All teachers positively engaging in teacher observations, feedback and reflection resulting in Quality Teaching being obvious in every classroom.	including targeted and meaningful professional development for all staff members no matter their experience or expertise.	

Next Steps

The next steps required for 2017 to ensure Strategic Direction 1 is successfully implemented include;

- Continue to use the new programming proforma with the Quality Teaching Framework and differentiation processes clearly identified.
- PLAN data to be deeply analysed and used to place students on a newly developed data wall.
- A teacher will be released off class 2 days per week to assist with the analysis of PLAN data with a focus on moving students from the middle to the top.
- Collaborative programming planning days to be introduced to design literacy programs based on PLAN data targets, with clear learning goals and explicit success criteria established.
- ILPs and PLPs will continue to be implemented, monitored and regularly revised.
- Continue to develop, revise and update PDPs, scheduling time to reflect on teacher's achievement of their goals with their supervisor and the Principal.
- Further extend our STEM initiative through our RFF program to be known as the 'Corrimal Creative Hour', continue the enrichment coding groups and the Corrimal CoS STEM programs.

Strategic Direction 2

Australian Curriculum

Purpose

Through the implementation of all Australian Syllabus Documents, Corrimal Public School will provide a learning environment that has high expectations and adds value to all students' literacy and numeracy levels.

Through the dynamic and engaging curriculum, students will develop the skills required for future success. Students will be encouraged to become resourceful and resilient lifelong learners through knowledgeable, passionate staff who embrace the Australian Curriculum as an opportunity to review best practice via meaningful professional development.

Overall summary of progress

In 2016, teachers have had ongoing professional development in literacy and numeracy and have provided learning environments which have high expectations.

Teachers have had professional learning in Visible Learning, L3, TOWN, Quality Teaching, the Literacy and Numeracy continuum and analysing PLAN data.

Evidenced based collaborative planning has supported the development of dynamic and engaging teaching and learning programs based on data.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
80% of students reflect improved Literacy and Numeracy results through school based formative assessments (Hattie 0.4).	Implementation and professional development for all staff in the Language, Learning and Literacy (L3) program (K–2), Targeted Early Numeracy (K–2), Taking off With Numeracy (3–6 CoS Initiative) programs in line the Australian Curriculum. Resources purchased and teacher professional learning provided to build staff skills in planning and development of literacy and numeracy programs.	\$25000
School achieves state expected growth in Literacy and Numeracy between Year 3 and Year 5 in NAPLAN.	Stage 2 and Stage 3 teachers improved their understanding and implementation of the TOWN (Taking Off With Numeracy) initiative through peer observations and ongoing TPL (Teacher Professional Learning) throughout the year. All staff engaged in professional learning for the English syllabus with a focus on Objective C and E, Australian Literature, Programming with the Quality Teaching Framework and Objective and dot point tracking. Supervisors supported teachers, through a culture of continual self reflection and refinement of current practice to write quality multi-modal programs based on the Australian Curriculum.	\$8300

Next Steps

The next steps required for 2017 to ensure Strategic Direction 2 is successfully implemented include;

- Teachers new to Early Stage 1 (ES1) and Stage 1 (S1) to be trained in L3 as well as Ongoing Professional Learning for continuing ES1 and S1 teachers.
- ES1 and S1 teachers to be trained in Targeted Early Numeracy (TEN).

- Stage 2 (S2) and Stage 3 (S3) teachers to continue to work with Taking Off With Numeracy (TOWN) facilitator.
- Stages to continue to work collaboratively to planning engaging programs embedded with the Quality Teaching Framework and the NSW Australian Curriculum.
- Supervisors to continue to provide formal written feedback to teachers on their teaching and learning programs using the updated programming feedback proforma.
- Formative assessment strategies to continue to be embedded in teaching and learning programs.

Strategic Direction 3

Engagement, Leadership and Voice

Purpose

To create a school community that operates in a collaborative and sustainable manner that embeds a system of values and a culture of success.

To ensure that our shared values of Respect, Safety and Learning, continue to expand through the delivery of inclusive school programs which enhance student, staff and parental expectations and achievement in a community that fosters the love of learning.

Overall summary of progress

In 2016, Corrimal Public School has continued to foster and create a school community that operates in a collaborative and sustainable manner. It was extremely evident from the parent survey responses that our parents highly value the dedication and approachability of our hard working teachers with 95% of parents indicating their strong support of our teachers.

Improving the sharing of student achievement and learning success with our community was a target this year. The school website was utilised by teachers to celebrate student achievements, classroom learning and whole school events. The Skoolbag App was also trialled to share student learning.

Using formative assessment data to personalise the learning of all students has also had a positive impact on student learning this year. Through our 'Visible Learning' project, teachers have begun to develop an understanding of the pedagogy behind making learning visible to students. They are setting clear learning goals with explicit success criteria and have realised the effect immediate and specific feedback has on student achievement.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
To improve parent participation in our school-home partnerships by 20%. An increase of parents attending P&C meetings will result in more parents having input into school decision-making.	We have imbedded several whole school community initiatives to build and strengthen upon these relationships, such as once a semester working bees, Mother's Day and Father's Day breakfasts and increased communication on our school website and via our very own Corrimal Public School App. Discussed and received feedback on trialling a new time for the P&C meeting for 2016, with the inclusion of child care whilst the meeting is on, which has proven to be highly successful. Students have been provided with further opportunities to engage in community events and have a larger say in local activities and projects.	\$2000
100% of teachers are using formative assessment data to personalise the learning for all of their students.	Teachers have begun training in and now use Hattie formative assessment and effect size (0.4). They are becoming competent in data analysis and their classrooms reflect major influences that have been identified as the most powerful tools for learning.	\$3500

Next Steps

The next steps required for 2017 to ensure Strategic Direction 3 is successfully implemented include;

- Continue to strengthen the existing positive relationships within our school community through the hosting of community events.

- Classroom teachers continue to update the school website every term to inform parents of the teaching and learning that is occurring in each class. Identify new ways to share student learning with the community.
- Continue to develop partnerships with the Corrimal Community of Schools, local preschools, Corrimal RSL, Corrimal Chamber of Commerce, The Smith Family and the University of Wollongong to further enhance our existing connections.
- Continue with the change of time for our P & C meetings and fund the care for the children of parents attending through a professional fitness company.
- Continue the implementation of our 'Visible Learning' project through professional learning opportunities, to enhance the teachers understanding of formative assessment strategies.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Students displayed increasing engagement to their learning, culture and identity. This was reflected through a stronger emphasis on PLP reflection and refinement.</p> <p>An SLSO was employed to support the engagement of Aboriginal students.</p> <p>Two students received Northern Illawarra Aboriginal Education Consultative Group 'Deadly Encouragement' Awards. Two students also received Inspire Succeed Excel Aboriginal Education Achievement Awards.</p> <p>Students from Corrimal Public School participated in the Corrimal Reconciliation Walk and NAIDOC week was celebrated with a performance by an Aboriginal performer; Lucas Proudfoot with all students having the opportunity to participate in NAIDOC activities.</p>	\$7758
English language proficiency	<p>An EAL/D teacher was employed for 1 day a week to work with selected students.</p> <p>Resources were purchased to improve the teaching of our EAL/D students.</p>	\$15683
Low level adjustment for disability	<p>A Learning and Support Teacher (LaST) was employed for two days per week to work with students who needed additional support through extension and remediation. A STEM extension class for Stages 2 and 3 was initiated focusing on coding. Data was collected for all students with Individual Learning Plans. Evidence of achievement of individual learning goals and/ or progression on literacy and numeracy continuums was regularly reviewed. An School Learning Support Officer (SLSO) was employed for ten hours per week to work with students requiring additional support.</p>	\$50346
Socio-economic background	<p>There was an increase in the number of family and community members engaging in school programs. iPads and laptops were purchased to further enhance inquiry based learning and STEM initiatives implemented. The Skoolbag App was utilised to communicate with parents and trialled as a tool for sharing student work samples and achievements. The school website was used as a tool to share student successes.</p> <p>Additional funds were used to support students from a low socio-economic background to attend school initiatives, as well as to support the purchase of uniforms where necessary. A breakfast program was introduced with success and will continue in 2017.</p>	\$16628

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	77	84	79	82
Girls	70	70	93	102

Corrimal Public School had 184 students enrolled in 2016. Enrolments have continued to demonstrate growth over the past three years with further anticipated growth in the coming years due to small student numbers in Stage 3 in comparison to large student numbers in Early Stage 1.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	97.6	95.5	93.8	92.9
1	96.4	96.8	93.2	91.4
2	95	95.8	96	93.5
3	93.2	94.7	95.5	93.2
4	93.7	92.5	92.6	96.1
5	95.5	94.8	91.9	93.8
6	94.6	94	94.9	90.8
All Years	95.3	95	94.1	93.1
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

Corrimal Public School traditionally has student attendance rates that sit above the State DoE average. 2016 is the first time in a number of years that this number dropped below the state average. While not significant, data will be reviewed and strategies put in place to ensure attendance rates continue to be in line, or above state average.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	4
Classroom Teacher(s)	7.31
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.4
School Administration & Support Staff	1.92
Other Positions	5.06

*Full Time Equivalent

In 2016 Corrimal Public School had 0 Indigenous members of staff.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	76
Postgraduate degree	24

Professional learning and teacher accreditation

Teacher professional learning is informed by the school targets and the individual Professional Development Plans of staff, with reference to the Strategic Plans for the Department of Education and is available to all staff. The funds allocated to this area are for course fees and for providing relief for staff members from their regular duties in order for them to attend the specialised training courses. In 2015, members of staff participated in a range of professional learning opportunities including weekly staff meetings, extended staff meetings, in class support as well as teacher observation studies. The focus was on literacy, numeracy, the new K–10 English and Mathematics Curriculum, TOWN, mandatory DoE training on CPR, Child Protection, Asthma and Anaphylaxis. Teachers also undertook courses externally in Language, Literacy and Learning (L3) training throughout the year. All teachers undertook workshops as part of the Corrimal Community of Schools. These included a whole day session on Primary Connections to support

the Science curriculum as well as an afternoon Technology workshop targeting student engagement and connectedness. Executive members and aspiring school leaders participated in local network meetings and leadership courses.

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

Financial summary

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

	2016 Actual (\$)
Opening Balance	179 135.47
Revenue	2 535 534.19
(2a) Appropriation	2 484 775.66
(2b) Sale of Goods and Services	-345.46
(2c) Grants and Contributions	49 563.50
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	1 540.49
Expenses	-2 527 593.55
Recurrent Expenses	-2 527 593.55
(3a) Employee Related	-2 313 468.27
(3b) Operating Expenses	-214 125.28
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	7 940.64
Balance Carried Forward	187 076.11

	2016 Actual (\$)
Base Total	1 487 533.55
Base Per Capita	9 428.76
Base Location	0.00
Other Base	1 478 104.80
Equity Total	87 967.23
Equity Aboriginal	10 148.16
Equity Socio economic	13 999.10
Equity Language	15 682.55
Equity Disability	48 137.42
Targeted Total	4 905.91
Other Total	811 774.49
Grand Total	2 392 181.19

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.

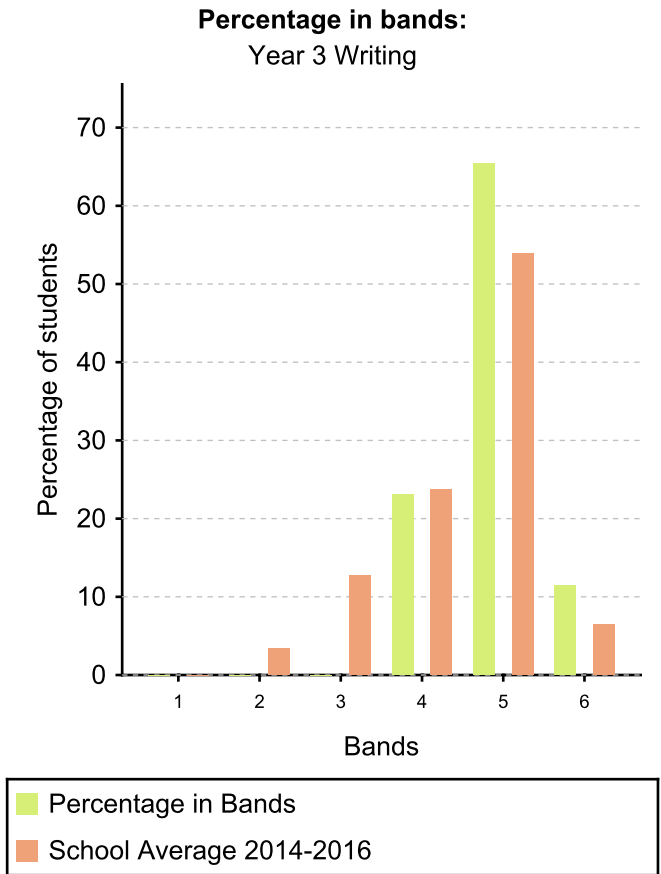
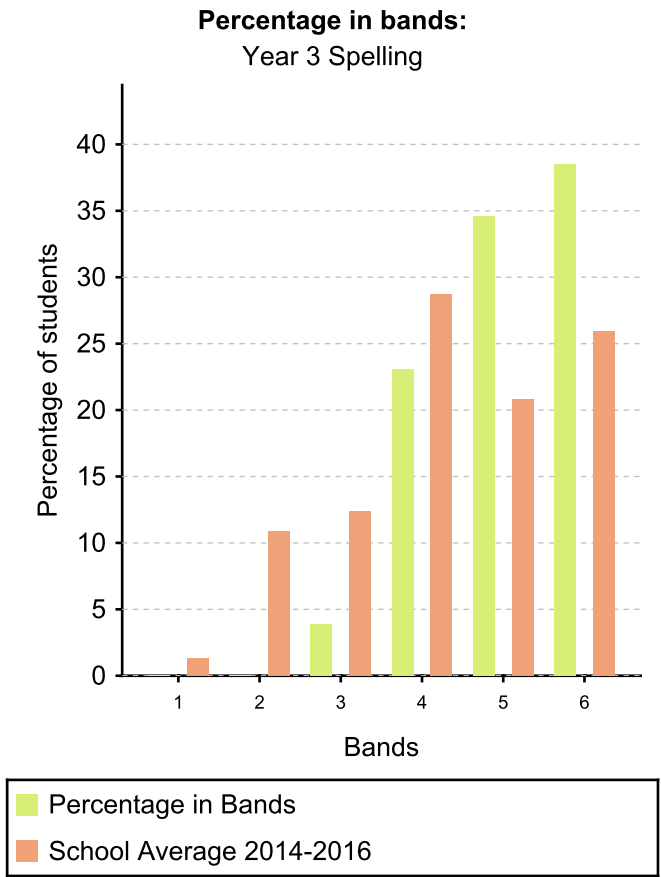
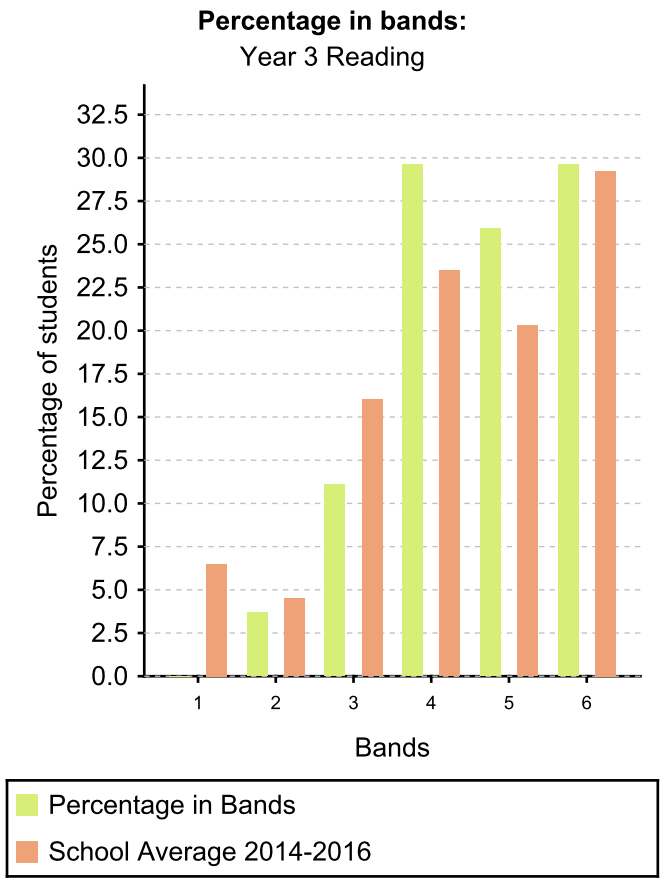
Financial summary equity funding

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

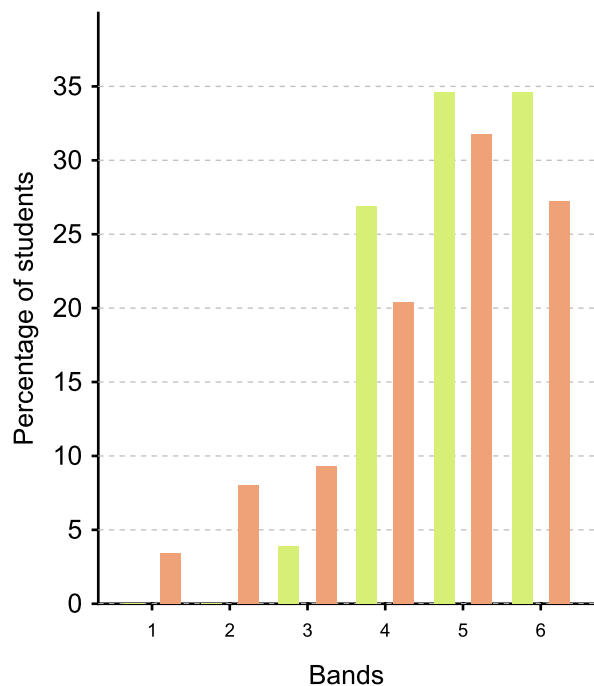
School performance

NAPLAN

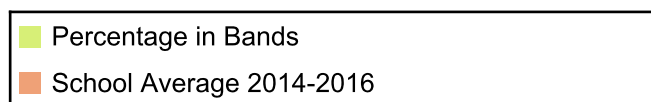
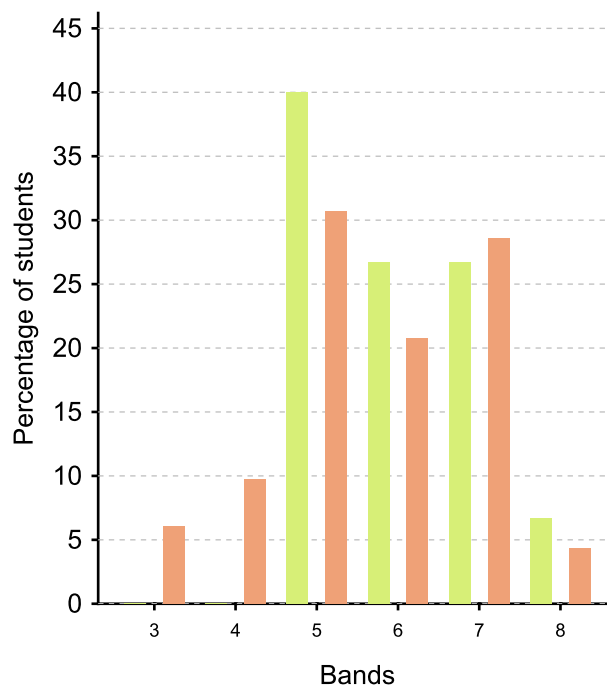
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



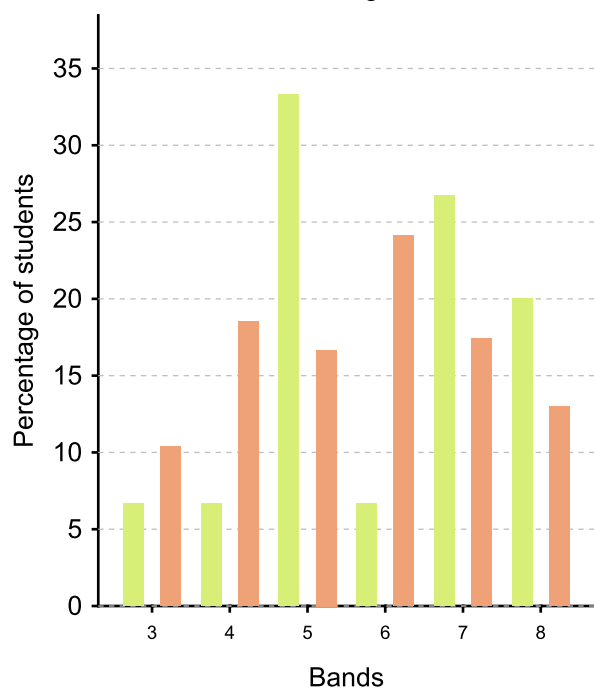
Percentage in bands:
Year 3 Grammar & Punctuation



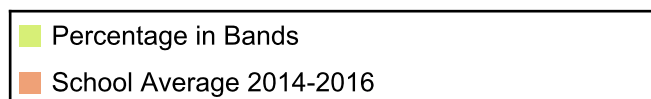
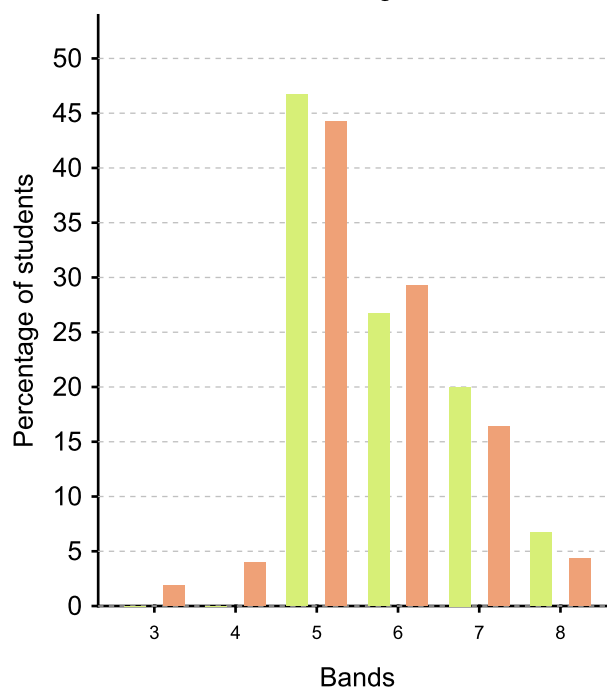
Percentage in bands:
Year 5 Spelling



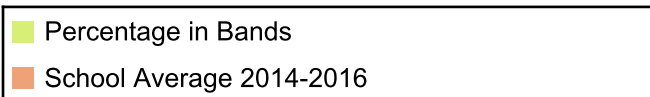
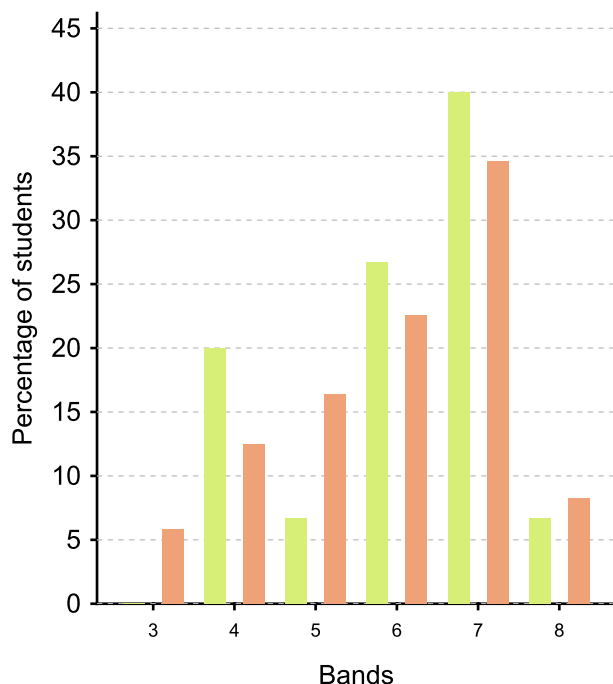
Percentage in bands:
Year 5 Reading



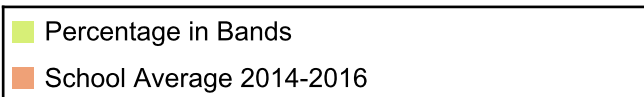
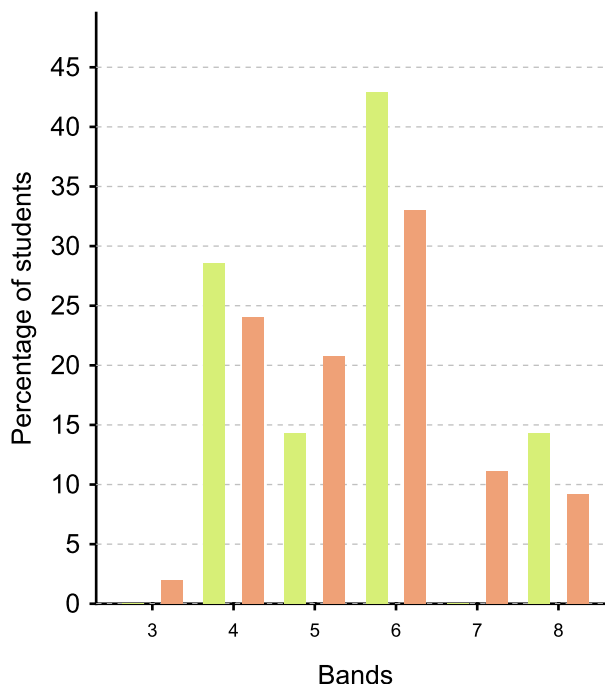
Percentage in bands:
Year 5 Writing



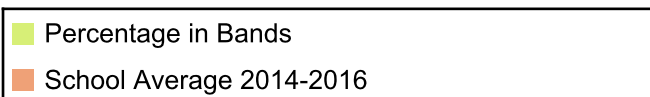
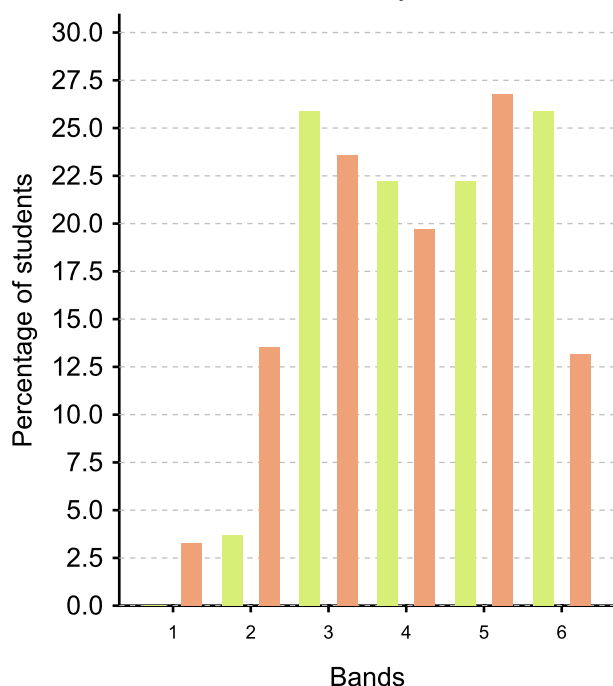
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Numeracy



Percentage in bands:
Year 3 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.>

Parent/caregiver, student, teacher satisfaction

Parents, carers, students and teachers of Corrimal Public School are invited to become active members in our school community and encouraged to provide constructive feedback on school practices and procedures through a variety of avenues. These include; P & C Meetings, Parent Forum Sessions, surveys and parent workshops. Through these forums and using assessment tools eg; School Assessment Tool Reflection Matrix, parents, students and teachers feel valued as they are contributing to the decision making processes within the school.

The School Assessment Tool Reflection Matrix was used to reflect, assess and evaluate current family and community engagement practices and to evaluate their progress when implementing strategies to strengthen engagement. This was conducted through a Parent Community Forum, Student Focus Groups and Staff Forum. This tool enabled the school to gain an insight into our strengths and provide future directions for our school in relation to how to better support community involvement at Corrimal Public School. Parents and students feel their responses are valued and practices and processes within our schools are responsive to school community feedback. This is evident in our change of times for P & C meetings, Parent Interview

times, and changes in the Maths Parent Workshop agenda. Both parents and students feel very welcomed in our school, and all members of staff are very visible and accessible.

A staff satisfaction survey was undertaken in Terms 1 and 4. The results of this survey indicated staff feel valued and their professional goals are supported.

Communication practices in place are supported and utilised by our families and parents and students feel they have 'voice' in our community and are listened to. Feedback from parents indicated that they would like the chance to give feedback on the school through a variety of forms of media. Parents were invited to participate in the Tell Them From Me Survey in Terms 1 and 3 as well as a written Parent Survey in Term 3. The results of these surveys were very positive and indicate there are many aspects of our school parents are extremely happy with.

Changing the time of our P & C meetings and providing care for the students of the families at the meetings has proven to be most successful. We have nearly doubled our average attendance at our P & C meetings, so we will continue with the new time next year. This year we have also had an increase in the number of community members attending our community events including; Sporting carnivals, Mother's and Father's Day breakfasts, NAIDOC activities, Book Week, Education Week open day, our parent community forum and parent workshops in Mathematics and Visible Learning.

Policy requirements

Aboriginal education

In 2016, we have continued to recognise the need to embed Aboriginal perspectives across all Key Learning Areas through our scope and sequences, which are aligned to the English, History and Geography syllabus units.

We acknowledged Reconciliation week by participating in the Reconciliation Walk with our community of schools and local community, and attended the Reconciliation ceremony. This was a wonderful event to recognise Aboriginal culture and heritage.

As a school community we celebrated NAIDOC week with a fantastic performance by an Aboriginal performer; Lucas Proudfoot. This was thoroughly enjoyed by students, teachers and parents. Students also participated in a variety of activities including singing, dancing, painting and drumming and came to school dressed in red, black and yellow.

We value the importance of providing equitable educational outcomes for our Aboriginal students. To ensure this, we have held meetings with all of our Aboriginal students and their families, their teacher and the PLP facilitator, to develop their Personal Learning Pathways through their Personal Learning Plan.

Minutes were documented from these meetings and recorded on our Sentral database. These are utilised by the classroom teacher to set specific learning goals for students and reviewed each term.

We also celebrated the success of our Aboriginal students, through the nomination of specific students for the following special awards.

Northern Illawarra Aboriginal Education Consultative Group 'Deadly Encouragement' Awards:

- * Year 2 female student – Consistent application in Literacy and excellence in Visual Arts.

- * Year 6 female student – Outstanding improvement in attendance.

Inspire, Succeed, Excel Aboriginal Education Excellence Awards:

- * Yr 5 male student – Sporting Excellence

- * Yr 6 male student – Leadership, Citizenship and Community Service.

We also acknowledge and value the importance of Aboriginal culture at our weekly and significant assemblies through our national anthem. The version we sing incorporates a more indigenous aspect to the accompaniment. This year, our Acknowledgement of Country has also been conducted by two of our Aboriginal and Torres Strait Islander students. This has proven to be a positive experience for these students as it has enabled them to feel proud of their culture and heritage.

Multicultural and anti-racism education

Multicultural perspectives have also been embedded in our school scope and sequences which align to the English, History and Geography syllabus units. These have also been supported by the purchase of new resources to accompany the teaching and learning in the classroom.

This year our K–6 school Public Speaking competition had a Multicultural theme where all students presented a formal speech to their peers based on topics involving family stories, bringing people together through the Olympics, personal identities and words can hurt.

Following our school competition, two students from Stage 2 and Stage 3 entered the Multicultural Public Speaking Competition.

A school Anti–Racism contact officer also continued in her role through 2016 to respond to any race–related issues.