

Grafton Public School

Annual Report



2016



2060

Introduction

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

Will Randall

Principal

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Message from the Principal

Our school continues to build upon our culture of inclusivity, compassion, opportunity, respect and achievement. We believe in the holistic growth of the individual with our students' achievement encompassing all aspects of human growth through:

- the arts – music (band and choir), dance, drama, craft and artistic pursuits with paint, photography and line drawing;
- the physical pursuits of a healthy lifestyle incorporating the balance of healthy foods with exercise from our walking track through the bicycle track to athletics, swimming and cross country and our participation in sports including tennis (joint PSSA state champions), football, netball, hockey, basketball, bowls and cricket;
- academic excellence with three students being awarded certificates for achievement in the top 1% of Australian students and thirty two more for their achievement within the top 10% of Australian students with our school performing in the top three of the cohort of like schools in NAPLAN and our debating team being ranked second in the North Coast Region; and
- Cultural and wellbeing growth through the study of our local Bundjalung language, history and cultural practices; the implementation of our Positive Behaviour and Learning – Kelso's Choice program and our Values and Social Development Programs.

Our staff set high standards and expectations of ourselves as the teachers, coaches and mentors of our students creating a caring and supportive environment delivering high quality learning experiences, as well as having high expectations and standards of our students. We are a highly dedicated staff who work together to provide an inclusive environment where all students are nurtured and encouraged to achieve their personal best.

We motivate our students to learn and participate in the range of educational opportunities provided for them. Our school's success is under-pinned by three key elements: learning, teaching, and leading. These promote the quality teaching and learning programs that our students, staff and parents/carers value and appreciate.

Will Randall

Principal

School background

School vision statement

Preparing: academically, socially, culturally, emotionally, spiritually and physically, our future resilient global citizens equipped with the skills and knowledge that will allow them to be positive members and contributors.

School context

Grafton Public School is a large comprehensive split site regional primary school located on the lands of the Bundjalung people on the North Coast of NSW. We provide a strong, holistic and inclusive educational program for our local community and the people of the Clarence Valley with Special Education needs with six Special Education classes alongside our 25 mainstream classes, three of which are 'enrichment classes.' Seventeen percent of our student population proudly identify with their Aboriginal heritage. Our school is a strong partner and member of the Grafton Community of Schools; we also work closely with our Local Government and other support and cultural agencies across the Clarence Valley. Our school's caring and supportive environment sets high expectations of staff and students. We deploy "tough love" – a firm, fair and consistent discipline policy which our community supports. We value respectful relationships with open and honest communication.

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 GPS has not allowed people's differences to become their definitions. Respect and inclusivity are the drivers of the school's culture which is enriched through each student's self-awareness; his/her attitude, ability and ambition which is exhibited in his/her achievement. We have begun the journey of moving into students taking responsibility for their learning through goal setting; this ambitious process requires planning and strategic implementation supported with essential and adequate resourcing, from state and, in-turn, the school. At GPS we have kept our hand upon the wheel of the 'basics' – literacy and numeracy whilst keeping our focus upon the road ahead of student wellbeing and keeping sight in the rear-view mirror of the holistic development of student growth through providing a diversity of opportunities. In measuring our performance our judgment, based upon our evidence, locates our school operating in the Delivering stage bridging into the Sustaining and Growing stage for some of the elements within this domain.

The results of this process indicated that in the School Excellence Framework domain of Teaching GPS is following the international guidelines of the seven year planning for sustainability (Itch Theory): 'plan, implement and review cycle' to achieve sustained growth. Research shows that quality teaching practices tend to benefit students, regardless of their background, but that access to these effective strategies is unevenly distributed. The teacher characteristics that are harder to measure, but which can be vital to student learning include the ability to convey ideas in clear and convincing ways; to create effective learning environments for different types of students; to foster productive teacher-student relationships; to be enthusiastic and creative; and to work effectively with colleagues and parents. (OECD – 2010) We have begun adopting the practice of telling students clearly what the learning objectives are and what success looks like, modelling these, allowing students to practise them, and evaluating to what extent they have understood. We are establishing a pedagogical partnership with our students with each student expected to become an active, engaged learner. In measuring performance our judgment, based upon our evidence, locates our school operating in the Delivering stage bridging into the Sustaining and Growing stage for some of the elements within this domain.

The results of this process indicated that in the School Excellence Framework domain of Leading GPS is developing the leader within all as well as promoting sustainability and growth. "Life isn't fair, but good teaching and good schools are the best means we have of overcoming disadvantage and opening doors of opportunity for young people." (S. Dinham) Through decisive leadership GPS has moved into utilising the curriculum areas of PE/H/PP and the Creative Arts as vehicles for student opportunity and releasing and realising staff creativity. This use of curriculum has infused a spirit of

collaboration and purposeful activity whilst developing the school culture. This sphere of operation has acted as: “The original mood–altering, non–fattening, wonder drug with common side effects including, but not limited to: ‘Happiness, increased memory and motor function, connection to others, movement of the feet and head, and the occasional persistence of catchy melodies’” being heard around the school. In measuring performance our judgment, based upon our evidence, locates GPS operating in the Delivering stage bridging into the Sustaining and Growing stage for some of the elements within this domain.

Effective, successful, good teachers (the terms are used interchangeably) display:• Knowledge and learning (as a lifelong activity);• Legitimate authority grounded in knowledge;• Ethics, in the sense of acting in the students’ greatest good;• Order, in the sense of clarity of purpose and exercise of authority and leadership;• Imagination, in the sense of an ability to help students ‘transcend their own lives’ (p. 68) and to play with ideas and knowledge;• Compassion, a profound concern and empathy;• Patience, entailing ‘fortitude, tolerance, and equanimity’ (p. 101);• Character – ‘drawing out of themselves the traits of character – the traits of their moral nature –that will accommodate and enhance their students’ learning’ (p. 108);• Pleasure – ‘It is difficult to imagine effective teachers who do not have an abiding fascination with their subjects, who do not love being among students, and who do not gain fulfilment from nourishing others’ minds and lives’ (p. 121).

Domain Validation panel comments:

Learning In the domain of Learning the school’s self–assessment is consistent with the evidence presented and is validated using the School Excellence Framework.

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;– Effective Classroom Practice the panel was unable to validate based on the evidence presented. *(We were disappointed with this comment as it referred to only one aspect within the element of Effective Classroom Practice. We registered our concerns with the DoE)*

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.

School determined next steps in the self–assessment process

1. The school will investigate what evidence it can collect in the future to demonstrate that the observation and feedback processes related to staff professional growth are having the desired impact.
2. The school will explore ways of effectively tracking student growth in years 3 to 6 and using this information to provide meaningful feedback to staff, students and parents.
3. The school will review the evidence it has that demonstrates its strong support for staff professional growth and aspirations..

Our self–assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

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

Strategic Direction 1

Growth: through Quality Teaching and Leadership

Purpose

Leaders use their 'greater school autonomy' focusing upon instructional leadership and supporting and resourcing quality teaching with all staff encouraged and enabled to seek leadership opportunities. All staff are encouraged and enabled to seek opportunities for leadership at all levels. Teachers and staff engaging in individual, team and shared professional learning enhancing student learning through explicit quality teaching measured against the Quality Teaching Matrix and aligned to the National Standards. The teacher is the biggest influence upon student achievement.

Overall summary of progress

The implementation of the new Performance Development Framework has led to staff engaging in a much deeper reflective process that is guiding their ongoing development, at an individual and collective level. Regular and effective monitoring and feedback processes are in place to discuss progress, provide support and to plan for growth. All staff engaged with the strategic planning process and routinely monitored, evaluated and reviewed their growth. The engagement of the school community, more generally in this process, is ensuring a strong, positive and strategic approach to the progress of the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
2016: Each teacher establishes his/her personal teaching growth targets. Each target will be meaningfully evaluated against the quality teaching matrix and the AITSL Teaching Standards;	All staff established their PDPs and had a minimum of two lesson observations with objective feedback for lesson development.	Non-Teaching Executive staff released staff to participate in lesson observations with pre and post meetings.
2016: Creating increased pedagogical preparation and delivery time focusing upon improved instruction and student engagement.	Manipulated the RFF, Assemblies and Sport timetables to allow staff to attend Professional Development meetings as well as more time to prepare quality literacy and numeracy lessons.	Extra RFF staffing.

Next Steps

1. Maintain our Quality Teaching development, with a focus upon clinical teaching, by completing the FoR literacy training program – Phase 1, by the end of Term 2 2017 and continue the L3 training for those who have moved into the Stage 1 and Early Stage 1 Teams.
2. Maintain and refine quality feedback communication and team relationships.

Strategic Direction 2

Powerful Experiences – High Expectations: Enhancing student effort and delivering quality student achievement.

Purpose

Improving educational outcomes for students is central to everything we do as this will best position students to become global citizens living happy, fulfilling and productive lives.

Overall summary of progress

Student engagement and growth is evident with 90% of our students displaying self-motivation and application. Of the remaining 10% home environments and/or school attendance rates have a significant bearing upon the students engagement and achievement. We are making steady and positive inroads with our teaching practices in literacy and numeracy. Our external results against like schools in literacy and numeracy continue to place our students in the top quarter of schools. We are maintaining our growth towards state averages.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
– 100% of Year 1 to Year 6 students will track their own development, in consultation with their class teacher, against the PLAN Literacy and Numeracy continuum utilising the PLAN software to identify their next growth target.	Kinder to Year 4 achieved this outcome with years five and six being aware of the PLAN columns of growth.	Nil Required.
All students will engage in the L3 Literacy Program (Kinder to Y2) or Focus on Reading (FoR) comprehension strategies (Y3 to Y6) to improve their reading.	The L3 teaching and learning program has achieved required benchmarks for 85% of our students. Our FoR Program has taken longer than anticipated with 58% of our Years three to six students gaining deeper insights into inferential comprehension processes and procedural thinking.	Teacher release days to complete course presentation and implementation requirements.

Next Steps

1. Review our use of resource appropriation to the 'point of need' when allocating students to the Reading Recovery, Wambinya, MiniLit and MultiLit programs.
2. Update our mathematics program and teaching methodology, with a focus upon students attaining number facts and working with and manipulating number as their key point of growth. (evidenced against student progress upon our One Minute Maths testing results.)

Strategic Direction 3

Simply Sustainable: Delivering Wellbeing, Communication and Opportunity.

Purpose

Promoting and nurturing a culture of excellence by providing supportive, challenging and engaging learning experiences in partnership with our parents/carers and local community in order for our students to become active, informed citizens.

Overall summary of progress

We have been pleased with the engagement of our Indigenous students. There are 38% who have recognised learning difficulties and of which 9% have identified mild to moderate learning delays. There is a group who are not engaged which mainly stems from the home support.

Our student behaviour, overall, is pleasing. We have a diverse cohort of students whose life experiences and backgrounds are varied and for some, challenging. Our community is supportive of our 'Tough Love' Student Welfare approach which provides alternative restorative practices allowing students to feel heard with a fair outcome. Our values education programs continue to displaying a positive impact.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of Indigenous students are working in or at their age appropriate cluster expectation (measured against the PLAN continuum) in literacy and numeracy.	This is an aspirational target. To date 68% of our Indigenous students, K–Y6, are at or above their cohort cluster expectation in Literacy and 56% in Numeracy. We keep setting high goals, working with our students to be stronger, smarter and proud at achieving academic progress equal to or better than others.	Ram socio-economic funding providing Literacy and Numeracy support as well as Aboriginal funding where ASLSOs work with our Indigenous students, lifting expectations and engaging students to achieve and be proud.
85% of our students on Green Level – displaying positive behaviour. (measured against entries on Sentral)	This year 82% of our students maintained green level. Certain clusters of students exhibited challenging behaviours which earned them detention through to suspensions. Thirteen students were repeat offenders at yellow and/or purple level.	The school counsellor and the non-teaching and teaching executive staff were deployed to deal with student behaviour. A nil cost budget item.

Next Steps

1. 92 % of Indigenous students are working at or above their age appropriate cluster expectation (measured against the PLAN continuum) in literacy and numeracy.
2. 87% of our students on Green Level – displaying positive behaviour. (measured against entries on Sentral)

Key Initiatives	Impact achieved this year	Resources (annual)
Low level adjustment for disability	We have assigned students to classes based upon their abilities, needs and the teachers working on the grade. This has allowed us to group students with teachers who have certain dispositions that suit the personalities of certain students. It has also allowed us to focus Student Learning Support Officers (SLSO) in those rooms which have a cluster of students with challenging learning needs. This allocation has given the students security as well as the teacher much needed support to run the adjusted learning programs for these students. Our Learning Support Team have been instrumental in aligning students with classes and teachers.	RAM Funding – Low level adjustment for disability was used to purchase Student Learning Support Officer time to assist class teachers with those students with learning adjustments. This was designed by the LaST team along with the AP Special Education. The funding was reviewed each semester or when new needs arose. (Refer to GPS AFS for exact amounts – available from the school office.)
Socio-economic background	These funds were allocated on against a priority schedule: Student Literacy and Numeracy opportunities; Student Social and Physical opportunities; Student equity – allowing all the opportunity to attend visiting performers through to attending excursions (as long as the student met our STAR code of behaviour.) Community interaction; and Learning resources. No funds were allocated for Relief teachers to replace teachers on leave nor were any utilised to cover any budget over-runs in the area of utilities.	RAM Funding – Socio-Economic background was used to purchase: Specialist Teacher time, Para Professional time and Student Learning Support Officer time to assist class teachers with those students with learning adjustments. Funds were also expended assisting students attending: Visiting Performers through to excursions. A small amount of the funds were used to purchase equipment required for classroom learning and playground social and physical development e.g. the bike track. The funding appropriation was designed by the executive team in consultation with the staff and SRC. The school's Finance Team oversaw the expenditure of the funds. The total funding was reviewed each term with specific dissections each fortnight or when new needs arose. (Refer to GPS AFS for exact amounts – available from the school

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	357	335	350	348
Girls	320	308	314	333

Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.4	94.4	94.4	91.9
1	94.3	91.5	93.1	91.8
2	93.3	93.9	93.2	93.6
3	93.8	93.5	93.1	92.4
4	91.1	94.4	92.3	93
5	94.4	92.9	94	93.3
6	93.2	94.8	94	93.3
All Years	93.5	93.6	93.4	92.7
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

We have a number of families who have found school attendance challenging which has skewed our attendance data downwards. We have followed policy and alerted our Home School Liaison Officer. Two families were issued with court attendance notices.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	28.78
Teacher of Reading Recovery	1.03
Learning and Support Teacher(s)	1.7
Teacher Librarian	1.2
School Counsellor	1
School Administration & Support Staff	10.66
Other Positions	1

*Full Time Equivalent

Grafton Public School has three Aboriginal teachers, one Aboriginal Student Learning Support Officer and 2.4 temporary Aboriginal Education Workers. Grafton Public School enjoys a close relationship with our local GPS Aboriginal Community and our Grafton District Aboriginal Educational Consultative Group.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	8

Professional learning and teacher accreditation

We have 39 % of our staff: full time, temporary full time, temporary and site specific casuals registered with the Institute of Teachers. Two are working towards finalising their initial accreditation and three are now into their second term of accreditation. We have a number of staff who are also working towards attaining their Masters of Education. Professional Learning has been varied from within school L3 and FoR training, through mandatory site specific training in CPR and Anaphylaxis to online training in First Aide, Child Protection and other mandatory courses. We have also had staff attending specific courses related to their areas of expertise including our School Counsellor, Librarian, Executive staff and teaching staff. Courses have included: Road Safety Education; Bike Skills Training; Mental Health Breakthroughs; Libraries in the

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

Financial information

This summary financial information covers funds for operating costs to 30th November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	268 631.00
Global funds	424 513.00
Tied funds	925 744.00
School & community sources	142 146.00
Interest	6 624.00
Trust receipts	36 354.00
Canteen	0.00
Total income	1 804 012.00
Expenditure	
Teaching & learning	
Key learning areas	22 441.00
Excursions	77 912.00
Extracurricular dissections	57 499.00
Library	0.00
Training & development	0.00
Tied funds	922 293.00
Short term relief	197 985.00
Administration & office	91 481.00
School-operated canteen	0.00
Utilities	63 447.00
Maintenance	78 527.00
Trust accounts	31 663.00
Capital programs	18 441.00
Total expenditure	1 561 689.00
Balance carried forward	242 323.00

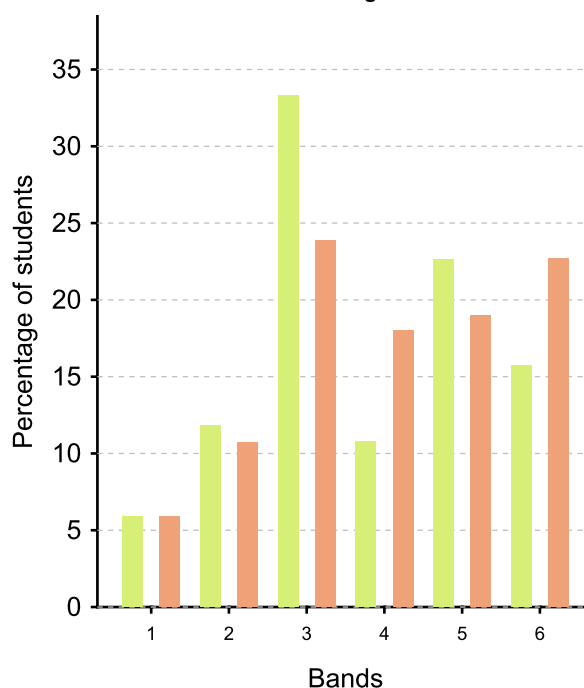
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

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

Our Year 3 Literacy results were at the lower end of our anticipated range. We were still ranked above similar schools on the national 'My School' website comparison yet, we expect better of our students. Many students found the testing format challenging, as it is our practice to only do the test preparation materials sent out prior to this test. After analysing the data we identified student groups points and points of need that required development in Reading, Writing and Spelling. We will be addressing these through our literacy intervention programs with the desired outcome of improved results, especially in inferential comprehension.

Our Year 5 Literacy result were pleasing. We were especially pleased with our writing results as teachers had focused upon quality literature and endeavouring to have students demonstrate these techniques within their own writing. We rated above similar schools on the My School website and equalled the National Average in writing; again, pleasing!

Percentage in bands:
Year 3 Reading

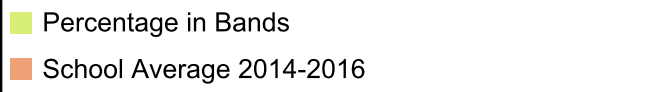
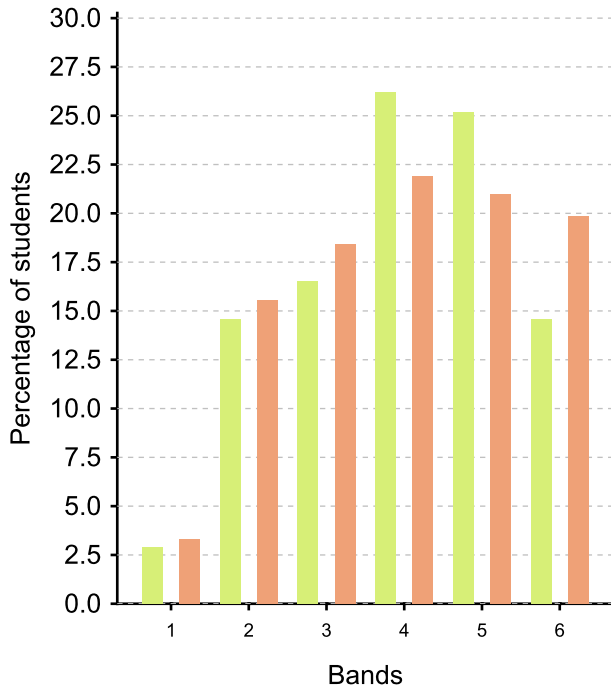


Percentage in Bands
School Average 2014-2016

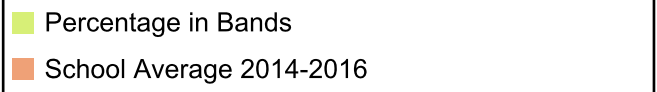
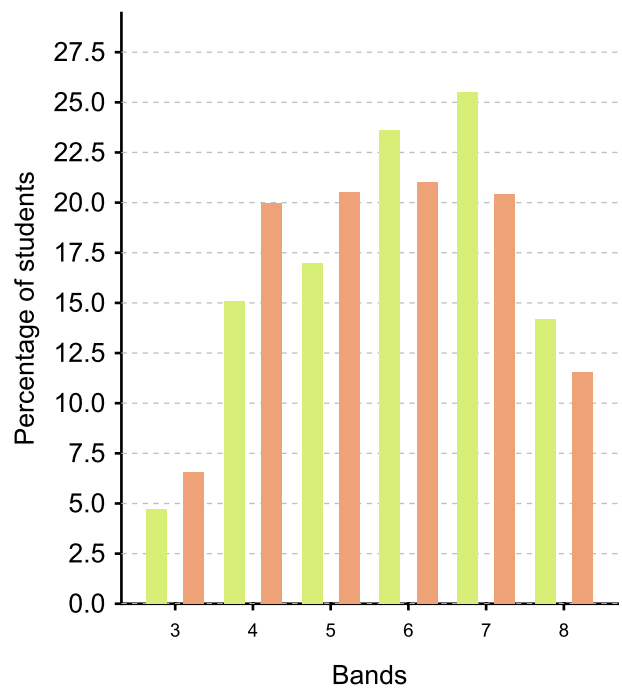
School performance

NAPLAN

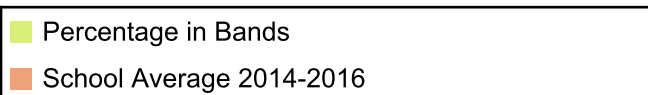
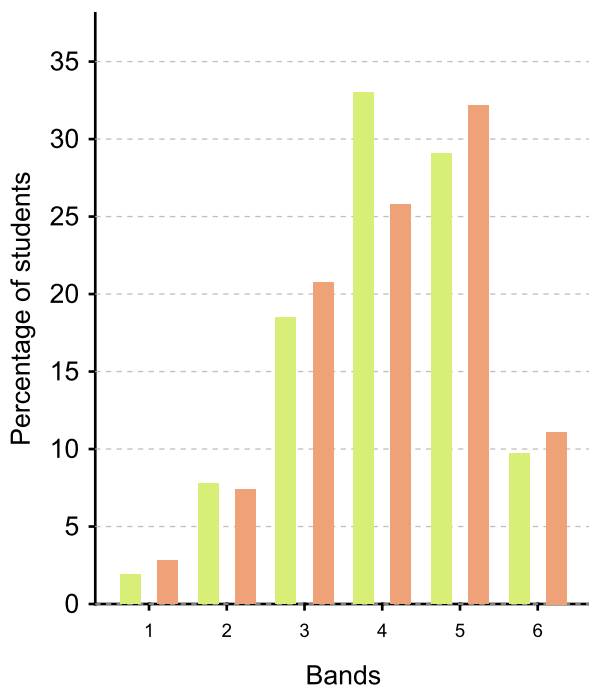
Percentage in bands:
Year 3 Spelling



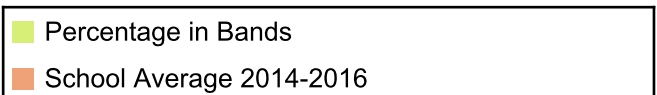
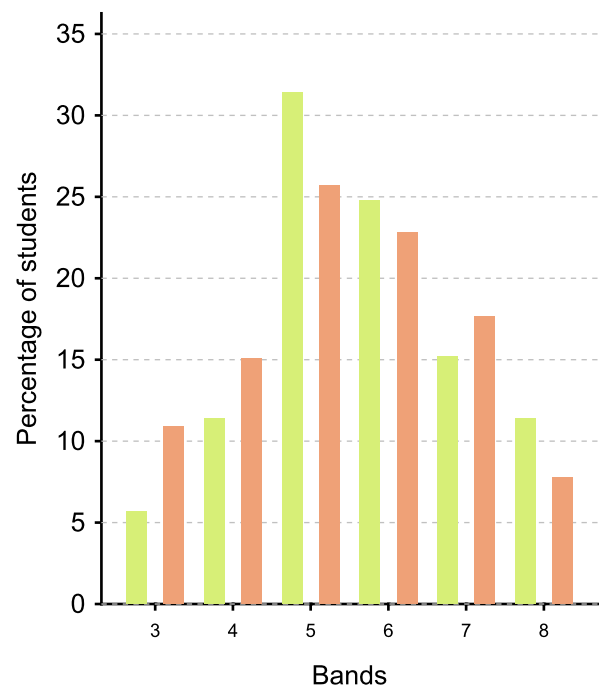
Percentage in bands:
Year 5 Reading



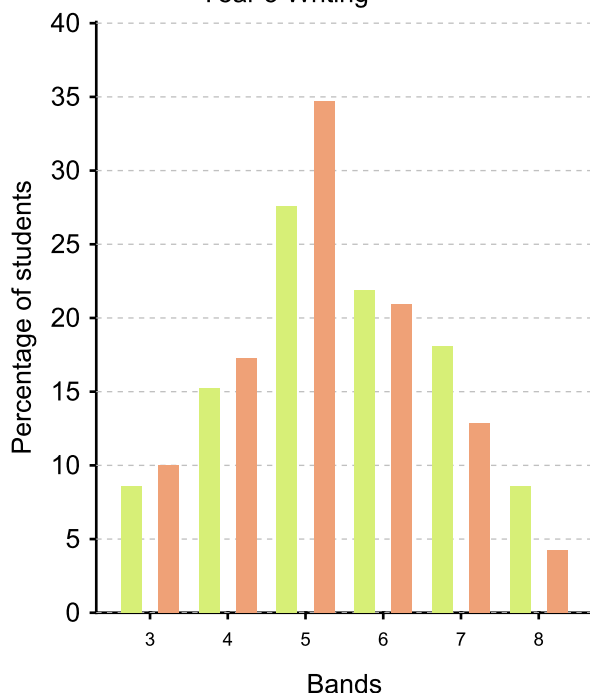
Percentage in bands:
Year 3 Writing



Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Writing

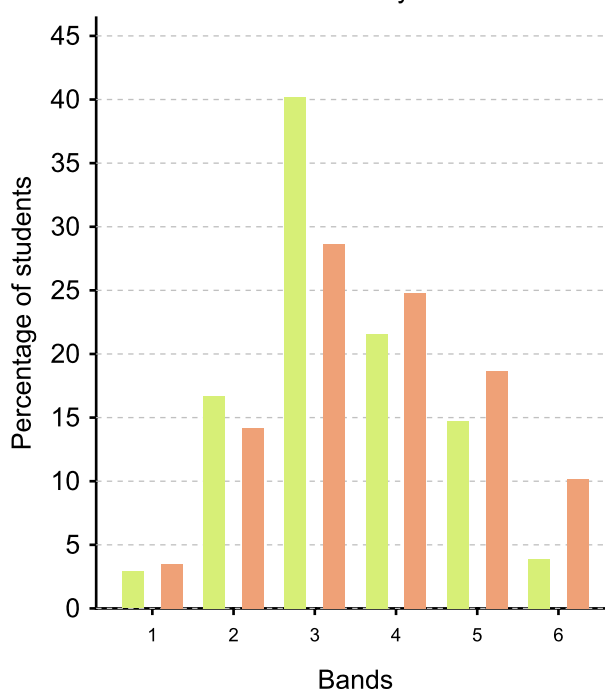


Percentage in Bands
School Average 2014-2016

Our Year 3 Numeracy results were at the lower end of our anticipated range. We were still ranked above similar schools on the national 'My School' website comparison yet, we expect better of our students. Many students found the testing format challenging, as it is our practice to only do the test preparation materials sent out prior to this test.

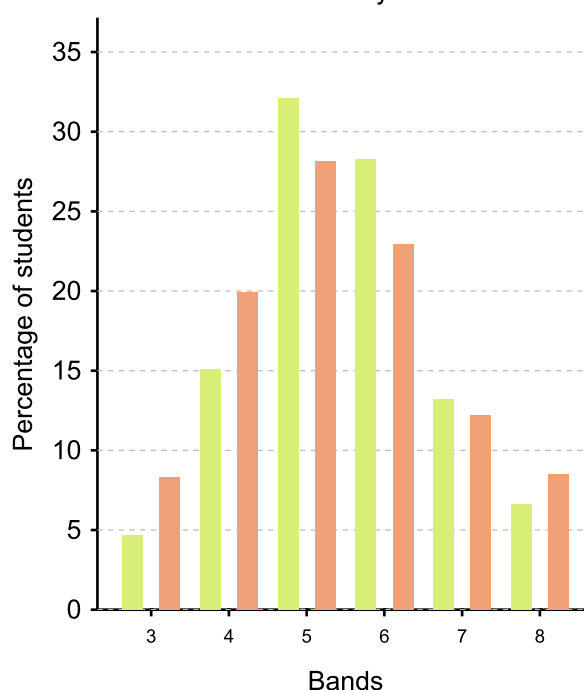
Our Year 5 Numeracy results indicated that we are on track with our targeted areas of Number and Manipulating Number. These aspects of Numeracy have filtered into the other aspects of Space and Measurement, giving our students greater confidence in their ability to apply maths to real world situations. We also scored above similar schools on the National 'My School' website and just below meeting the national average. Instant recall of number facts is an area for further development.

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2014-2016

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

This year we had one of our larger Year 5 cohorts complete the NAPLAN test, 106 students of which 16 proudly identified with Aboriginal heritage.

Premier's Priorities: Improving education results. Our Year 5 cohort outscored the NSW DoE Means in three of the four areas tested in Literacy and were 2 points below the NSW DoE averaged scaled Growth Score. This was our largest cohort in the past five years and the results indicated in reading we had 22.5% in the top quartile of students across the state with 67.5% making greater than or equal to expected growth; and in writing, unfortunately there was no comparison data available yet we were three points above state on the mean data. Our Year 5 Numeracy data still had our school well above our Similar School Groups yet behind the DoE Mean. We had 51% of our students greater than or equal to expected growth. Number fact recall is a point of need which has been identified through our NAPLAN analysis.

State Priorities: Better services – Improving Aboriginal education outcomes. This year we had 16 students who identified as Aboriginal sat the Year 5 NAPLAN exam. In Literacy and Numeracy they outscored the Similar School Group and the NSE DoE (Aboriginal) Means significantly in Reading and Grammar and Punctuation and soundly in all other aspects of NAPLAN. Six of our students scored in the top two reading bands and nine in the middle bands. This displayed a positive growth movement. In Numeracy we had three students in the top two bands and eleven in the middle bands. Again, displaying forward positive growth. Having our ASLSOs working in classrooms has been a positive for the students confidence as well as instilling an, 'I can do it. Stronger and Smarter' attitude.

Parent/caregiver, student, teacher satisfaction

Parents: "Happy with the way the school is going and what the teachers are doing. My kids are happy and look forward to being at school." "The communication is quick and efficient, always keeping us informed of events, student achievements and when necessary their naughty behaviour." "Thanks, you're doing a good job." "My kids are happy, so I'm happy."

Students: "Yeah, I like the playground and the different places you can play." "There is so much you can be involved in, like band, dance, choir, gardening, dinosaur club, kilometre run – its awesome!" "Sometimes there's bullying but the teachers get right onto it." "We love the trucks and toys at lunch time."

Teachers: "A great group of people to work with, committed to pupils and their best outcomes." "Everyone supports each other and tries to get the best out of our kids." "It's a team that has targets and we work together to achieve our goals."

Our school is seen by the local community as being a positive and happy place to be. It is also seen as providing many opportunities for our students to develop their talents as well as their skills. To most, we

are the 'quiet achiever.' as our advertising is by word of mouth and through positives across the social media.

Policy requirements

Aboriginal education

As stated in earlier sections of this report we have a strong connectivity with our local aboriginal people, the Bundjalung tribe. We have four locally approved Aboriginal Studies units of work that our students complete across the K–Y6 grades which begin connecting us to the local and then national history and cultural practices. We have a very strong participation in our NAIDOC, Sorry and Harmony day activities and practice Aboriginal education 24/7, 365 days of the year. We are strong believers in bring all together for the greater good, being respectful and inclusive as well as working towards bridging the gaps. Opportunity and encouragement assist with this along with our Aboriginal teaching staff and Aboriginal Student Learning Support Officers. We are strong supporters of our Local AECG.

Multicultural and anti-racism education

Inclusivity is one of our schools four pillars of growth. We embrace our heritage and celebrate multicultural events at school as well as study units of work using a multicultural lens promoting anti-racism and community harmony, intercultural understanding and positive relationships between students from all cultural backgrounds. We have addresses the educational needs of specific groups of our students from language backgrounds other than English and/or who have parents or carers who speak a language other than English at home. We have provided intensive English language support and places for religious practices. Our teaching and learning programs are culturally inclusive reflecting respect for diversity and building intercultural understanding. The role of the ARCO is promoted to staff, students and parents and timely and professional responses are made to complaints about racism.

We encourage all to be accepting of one another and in assemblies address issues of inclusivity and explore concepts around power relations, notions of identity, and cultural complexity as part of our Wellbeing lessons.