

Harbord Public School

Annual Report



2016



2133

Introduction

The Annual Report for **2106** is provided to the community of **Harbord 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.

Craig Davis

Principal

Message from the Principal

Throughout this year Harbord Public School experienced a significant transformation. As 2016 comes to an end our new facilities are nearing completion and will be ready for students at the commencement of the 2017 academic year. Funding was made available for a major Capital Works program for Harbord Public School for an upgrade in order to:

- Construct 18 new classrooms and library facilities
- Reduce the number of relocatable classrooms
- Support contemporary teaching and learning practices

The educational principles developed by the school support teaching and learning using flexible learning spaces and classroom furniture that can be easily manipulated for specific lessons or activities. Staff reviewed current literature on the impact of contemporary teaching and built pedagogy. As a result, much of our thinking around flexible learning spaces was influenced by the research of physical space shaping teaching and learning. We were hopeful that a design that incorporated the use of flexible spaces would influence the way in which teachers and students interact and would better facilitate student creativity, encourage student engagement, support differentiation, collaboration and encourage greater communication among teachers and students. Prior to the design of the building a Project Reference Group (PRG) consisting of representatives from all stakeholder groups was formed. This group met fortnightly throughout 2015 and 2016 to discuss the brief and subsequent construction. One of the most important influences on the final design came from the results of a student survey. In this survey students identified three essential aspects they wanted to be considered in the design of the building;

1. natural light
2. comfortable and variable seating
3. space for independent or collaborative work

The project's architect, Ms Cathy Kubany, our project managers, Mr Pat Timmins and Ms Jessica O'Meara maintained their focus on incorporating these principles into our final design. The school would also like to acknowledge the exceptional commitment members of the PRG demonstrated for entire length of the project. Mr Brian O'Rourke, Mrs Lisa McKenzie and Mr Paul Kelly were our staff representatives on this working party throughout both the periods of pre-construction and construction. Their commitment and contribution is a reflection of their professionalism and commitment to supporting the needs of our students. As well as these members of staff the school is particularly indebted to our two parent representatives on the PRG, Mrs Alexandra Kirk and Mr Stuart Smith for their commitment, contribution to the delivery of a successful construction project. The school would also like to thank the staff, students and community for their resilience and adaptability as they responded to the various changes and challenges managed in providing this modern and contemporary facility.

School background

School vision statement

Our school's focus is to provide a learning environment which allows students to be self-regulated, guided, inspired and challenged. Harbord Public School is engaging with contemporary educational practice and flexible teaching and learning spaces. As a learning community we

- value the identity of our school by respecting the history and context of the local area
- have an open, connected school with opportunities for differentiated learning
- are student centred and promote a broad range of teaching methods and learning styles • are actively involved with the values and objectives of the Harbord Community
- look to the global community beyond for inspiration and insight

Our goal is to assist and support students to find the joy in learning, to build their skills and understanding and to make sense of their world. Our aim is to employ teaching practices to encourage and support students to be constructive, self-regulated learners who are confident and creative individuals, with the personal resources for future success and wellbeing. – **Ref: School Excellence Framework 2014.**

Vision

Our vision is to create an environment that supports contemporary educational practice, reflecting the collaborative nature of learning.

School context

The school is located in Sydney's northern beach suburb of Freshwater, about 17 kilometres from the Sydney GPO. The student population of 1152 children is supported by 63 teaching and 7 administration staff. The suburb of Freshwater encompasses a total land area of about 20 square kilometres, including waterways and areas of open space, mainly along the beachfront. The school is close to the Corella Street Reserve (park and natural bush land) to the east. Development in Freshwater is mainly residential with some medium to high density areas to the south and west of the school. The school has strong historical connections with the local community and businesses.. The school is recognised as one of the main providers of primary education for the children of the residents of the local community in Freshwater. In 2014 The NSW Government announced major Capital Works funding for Harbord Public School with the following aims:

- To construct new facilities to accommodate 18 new classrooms
- To remove a relocatable classrooms offsite
- To improve and renew library facilities
- To promote contemporary teaching and learning practice using flexible spaces. Harbord Public School has implemented a PBL (Positive Behaviour Engaging Learners) program. Our core values are: respect, responsibility and personal best. Our PBL rewards are incorporated into our wellbeing system to provide a consistency of approach.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Progress across the three domains has been consistent and reflects the work carried out by the school inline with the strategic directions. [Insert a narrative of the progress achieved across the domains of Learning, Teaching, and Leading. At Harbord Public School we have implemented the DoE planning and self-assessment cycle. This process has involved discussion with with students, staff and the school community. We reviewed our shared vision, context statement and strategic directions throughout the life of the plan to ensure that our school plan is on track. The school uses internal and external data to assess our progress.

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

Learning

Purpose

Our purpose is to

- **apply** information about individual student's capabilities and needs to plan effectively to support learning
- **develop** an integrated approach to quality teaching, curriculum planning, delivery and assessment
- **encourage** our students to develop the necessary skills to make informed decisions about their learning
- **assist** our students to successfully demonstrate their knowledge and learning through the elements of Communication, Collaboration, Critical thinking and Creativity
- **develop** and **implement** Positive Behaviour for Learning (PBL) strategies with staff, students, parents and carers
- **monitor** the effectiveness of PBL strategies and record and review school data

Overall summary of progress

Throughout 2016 the school implemented several support programs that addressed the needs of identified students. Staff demonstrated their understanding that student engagement and learning are related and developing learning programs which included differentiation.. The school provided professional learning around the use of evidence– based teaching practices and innovative educational delivery. The school applied assessment data to monitor student progress and to identify gaps in student learning to inform planning for individuals as well as for groups of students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
• Teachers demonstrate evidence of professional growth against the Australian Teaching Standards.	• Teachers develop professional development plans measuring growth towards achieving identified standards.	Teachers undertake training in coaching strategies.
• Teaching programs and practices demonstrate an understanding of pedagogical practices required by contemporary learners.	• Quality differentiated learning experiences for all students K–6 are collaboratively planned, explicitly taught and assessed using consistent teacher judgement.	Teachers provide opportunities for shared learning.

Next Steps

As a result of the annual review our next steps will be;

- ongoing assessment of our progress towards achieving our strategic directions
- to identify the extent to which we have achieved the learning goals for contemporary learning
- to identify how effectively we have responded to external circumstances that have changed since we developed the plan with the completion of the major capital works
- to determine whether we need to revise our implementation of the plan for 2017
- to assess the ongoing suitability of our strategic plan.

Strategic Direction 2

Teaching

Purpose

Our purpose is to

- **facilitate** collaborative techniques to support staff to evaluate the effectiveness of their teaching practices
- **use** whole school student assessment data to identify student achievement and areas for development
- **develop** mutually agreeable and sustainable systems for effective feedback to sustain quality teaching practice
- **support** staff to structure flexible learning spaces that support the elements of contemporary teaching practice

Overall summary of progress

A summary of our progress included our increased ability to:

- facilitate collaborative techniques to support staff to evaluate the effectiveness of their teaching practices
- use whole school student assessment data to identify student achievement and areas for development
- develop mutually agreeable and sustainable systems for effective feedback to sustain quality teaching practice
- support staff to structure flexible learning spaces that support the elements of contemporary teaching practice

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• Quality teaching is reflected through differentiated learning and classroom practice in the use of a variety of high quality assessment practices.	All teachers have a record of two lessons coded using the QTF that shows growth across the three domains	Use of assessment to provide evidence of best practice
<ul style="list-style-type: none">• Consistent growth in performance in literacy and numeracy as measured by NAPLAN and consistent teacher judgement.	Teaching programs incorporate project based learning and differentiation.	Use of literacy and numeracy funding to support students
<ul style="list-style-type: none">• Targeted Professional Learning to enhance teaching and practice across all KLA's.	Teachers have engaged in peer teaching opportunities throughout the year.	1: Use of evidence to support teaching strategies 2: Use of explicit criteria /rubrics – WALT 3: Regular fp: Collegial teaching practice

Next Steps

Staff recognise that teaching opportunities should be engaging that the best teaching strategies are evidence-based we will use instructional leadership to;

- to work Individually and collaboratively on evaluating the effectiveness of teaching practices
- to effectively assess student engagement, learning growth and outcomes
- to take shared responsibility for student improvement
- to contribute to a transparent learning culture through the observation of each teaching practice
- enable students to demonstrate their knowledge and learning through communication, collaboration, critical thinking and creativity.

Strategic Direction 3

Leading

Purpose

Our purpose is to

- **foster** a school-wide culture of high expectations and a shared sense of responsibility for student engagement by recognising all teachers as authentic leaders
- **maintain** the school plan as being at the centre of continuous improvement efforts in line with the school's vision and strategic directions
- **use** resources strategically to achieve improved student outcomes

Overall summary of progress

Our progress in this area had limited success and will require additional time and resources but the school was moving forward in being able to;

- foster a school-wide culture of high expectations and a shared sense of responsibility for student engagement by recognising all teachers as authentic leaders
- maintain the school plan as being at the centre of continuous improvement efforts in line with the school's vision and strategic directions
- use resources strategically to achieve improved student outcomes

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
• Teachers, as leaders, identify their impact on school and classroom conditions and their influence student learning.	Personal reflection as part of Personal Development Plans Baseline data collected from student, parent and teacher Tell Them From Me surveys.	Professional learning to support improvement measures.
• Reporting against milestones to identify professional learning, budgeting and resourcing (human and material) needs and achievements.	Staff review progress against milestones each term.	Milestones confirmed.
• Teachers can clearly identify the broader landscape of leadership	Professional learning focus on The Wellbeing Framework and inclusion of whole school programs	Staff are supported through local schools network for leadership opportunities.

Next Steps

The school will undertake to;

- encourage leaders to develop leadership in others
- building teams and to work cooperatively to achieve school goals and build capacity. (Developing self and others— (AITSL 2011, p. 9)
- support students to demonstrate their understanding and knowledge of leadership by respectful and thoughtful communication
- support colleagues through peer coaching techniques and leadership to provide feedback for quality teaching practice.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Personal acknowledgement of Country adopted for School Assemblies	\$3000 for support
English language proficiency	Program evaluation identifying student progress	\$6000 for support
Low level adjustment for disability	Student progress in various programs assessed	\$25000 LAST, Reading Recovery and Mini/ Multi Lit support staff
Socio-economic background	Level of support for individual students	\$13000
Support for beginning teachers	Beginning teacher and mentor survey results	\$16000 Mentor and Beginning Teachers

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	556	574	585	589
Girls	526	542	555	553

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.1	95.9	95.6	95.7
1	94.9	95.8	95.1	94.3
2	95.3	95.3	95.1	95.6
3	95.1	95.1	95.2	94.5
4	95.7	94.2	94.9	94.6
5	94.7	95.1	94.2	93.5
6	94.6	94.9	94.3	93.6
All Years	95.2	95.2	94.9	94.5
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

Encouraging regular attendance is a core school responsibility. Following an absence from school parents are asked to provide the school with a verbal or written explanation for the absence.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	6
Classroom Teacher(s)	41.73
Teacher of Reading Recovery	0.63
Learning and Support Teacher(s)	0.8
Teacher Librarian	1.6
Teacher of ESL	0.4
School Counsellor	1
School Administration & Support Staff	6.67
Other Positions	0

*Full Time Equivalent

Our school has one member of staff that identifies as being of Aboriginal descent.

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	13

Professional learning and teacher accreditation

All staff members received training in the Wellbeing Framework for Schools and school wellbeing protocols, the Quality Teaching Framework, and use of Google Apps for Education (including Google Classroom). Mandatory training in the provision of first aid, emergency care, response to anaphylactic shock, child protection and Disability Standards in Education also occurred.

Professional learning and teacher accreditation sixteen teachers have attained accreditation at the proficient level and are now in their maintenance phase. Three beginning teachers have successfully completed their accreditation process for proficient level. Harbord Public school hosted information sessions for interested NBLA teachers to develop their awareness of the accreditation process for proficient, highly accomplished and lead career stages. Substantial teacher professional learning was delivered to school staff in 2016.

- Learning and Support Teachers
- Reading Recovery in the Classroom
- Supporting Students' reading and writing in the K–2 classroom
- Launching Libraries into the 21st Century
- PLAN and the Literacy Continuum
- PLAN and the Numeracy Continuum
- SyllabusPlus course for History K–101
- Introducing the new History Syllabus
- Implementing the K–6 History Syllabus
- Visual Arts Workshop
- Becoming a globally connected educator
- Excellence in LEARNING Maths Assessment
- Thinking in ways that are imaginative, creative, interpretive & critical through drama.
- Activating student voice as a driver for deep, personalised learning and whole school change
- Online training: Autism Spectrum1\$0Hearing Impaired Students in the Regular Classroom
- Excellence in LEADING Introduction to Higher Levels of Accreditation
- Accreditation at Highly Accomplished and Lead–Continuing the Journey
- Maintenance of Accreditation at Proficient
- Accreditation at Highly Accomplished and Lead
- Professional growth through classroom observation
- Professional learning and teacher accreditation

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

Financial information

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

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

Income	\$
Balance brought forward	592 131.48
Global funds	671 104.37
Tied funds	319 728.91
School & community sources	644 103.75
Interest	9 719.71
Trust receipts	90 563.15
Canteen	0.00
Total income	0.00
Expenditure	
Teaching & learning	
Key learning areas	184 419.87
Excursions	170 935.95
Extracurricular dissections	182 328.74
Library	6 206.72
Training & development	0.00
Tied funds	225 974.09
Short term relief	180 523.88
Administration & office	147 214.14
School-operated canteen	0.00
Utilities	70 884.28
Maintenance	68 940.81
Trust accounts	82 181.42
Capital programs	0.00
Total expenditure	0.00
Balance carried forward	0.00

The information provided in the financial summary includes reporting from 1 December 2015 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	1 290 669.70
(2a) Appropriation	1 164 956.91
(2b) Sale of Goods and Services	30.00
(2c) Grants and Contributions	123 111.31
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	2 571.48
Expenses	-617 808.56
Recurrent Expenses	-617 808.56
(3a) Employee Related	-351 174.42
(3b) Operating Expenses	-266 634.14
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	672 861.14
Balance Carried Forward	672 861.14

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

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

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

The school has an executive finance committee. The committee meets twice per term as part of the regular executive meeting. All budgets are monitored by the finance committee and submitted to the appropriate budget coordinator and principal for approval.

- the school retained funds in order to complete outstanding items remaining from the major capital works program. This included the replacement and re-installation of interactive whiteboards, additional furniture, technology and shelving.

Financial summary equity funding

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

	2016 Actual (\$)
Base Total	6 675 670.66
Base Per Capita	61 299.43
Base Location	0.00
Other Base	6 614 371.24
Equity Total	206 600.31
Equity Aboriginal	2 666.94
Equity Socio economic	14 196.28
Equity Language	58 733.39
Equity Disability	131 003.70
Targeted Total	71 440.00
Other Total	168 051.03
Grand Total	7 121 762.01

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

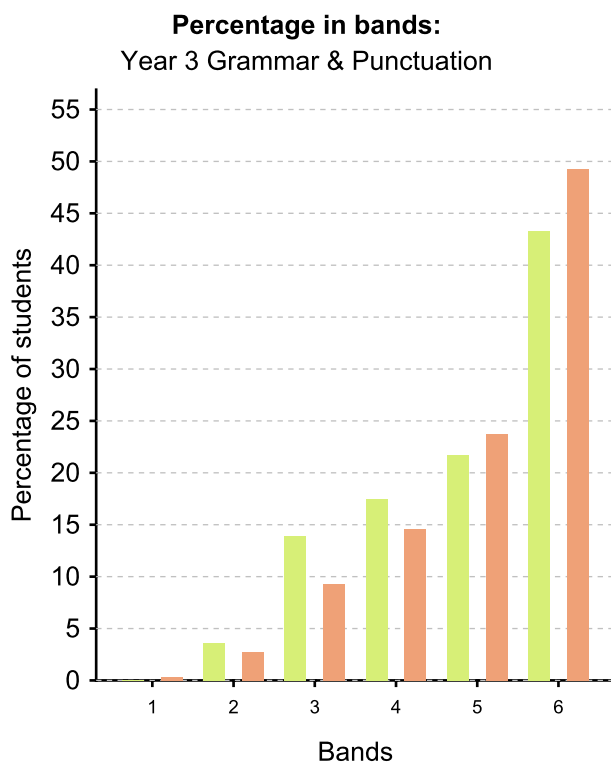
NAPLAN

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.

- In Year 3 grammar and punctuation scores indicated 43.3% (84 students out of 194) achieved a result in the top band while 21.6% (42 students) achieved band 5 and 17.5% (34 students) achieved band 4. This equates to 82.4% of students (160 in total) being placed in the top 3 bands.
- In Year 3 reading scores indicated 45.6% (88 students out of 194) achieved a result in the top band while 24.9% (48 students) achieved band 5 and 16.6% (32 students) achieved band 4. This equates to 87% of students (168 in total) being placed in the top 3 bands.
- In Year 3 spelling scores indicated 26.8% (52 students out of 194) achieved a result in the top band while 39.2% (76 students) achieved band 5 and 24.7% (48 students) achieved band 4. This

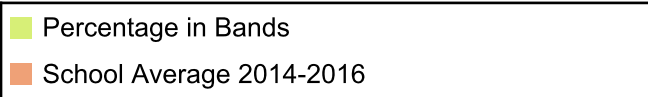
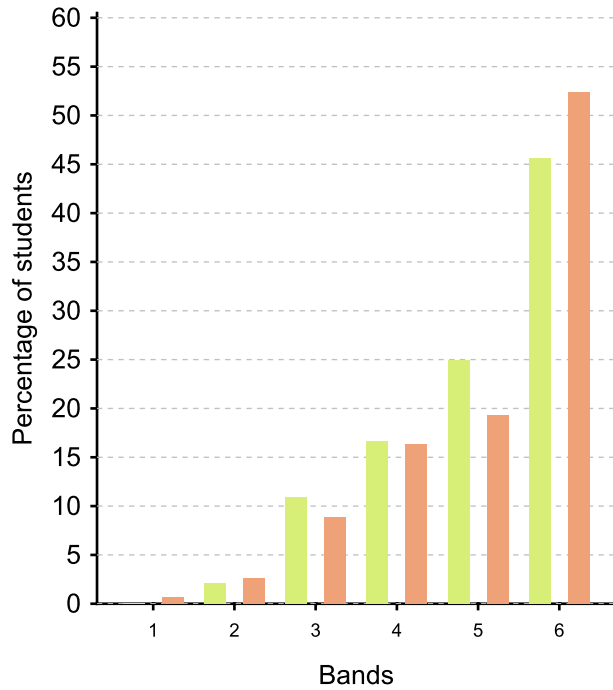
equates to 90.7% of students (166 in total) being placed in the top 3 bands.

- In Year 3 for writing scores indicated 15.5% (30 students out of 194) achieved a result in the top band while 51.5% (100 students) achieved band 5 and 26.3% (51 students) achieved band 4. This equates to 82.4% of students (181 in total) being placed in the top 3 bands.
- In Year 5 grammar and punctuation scores indicated 46.3% (69 students out of 149) achieved a result in the top band while 22.8% (34 students) achieved band 7 and 18.8% (28 students) achieved band 6. This equates to 87.9% of students (131 in total) being placed in the top 3 bands.
- In Year 5 reading scores indicated 32.9% (49 students out of 149) achieved a result in the top band while 30.2% (45 students) achieved band 7 and 21.5% (32 students) achieved band 6. This equates to 84.6% of students (126 in total) being placed in the top 3 bands.
- In Year 5 spelling scores indicated 21.5% (32 students out of 149) achieved a result in the top band while 30.9% (46 students) achieved band 7 and 32.9% (49 students) achieved band 6. This equates to 85.3% of students (127 in total) being placed in the top 3 bands.
- In Year 5 for writing scores indicated 12.8% (19 students out of 149) achieved a result in the top band while 14.8% (22 students) achieved band 5 and 45.6% (68 students) achieved band 4. This equates to 73.2% of students (109 in total) being placed in the top 3 bands.

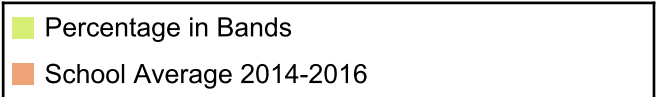
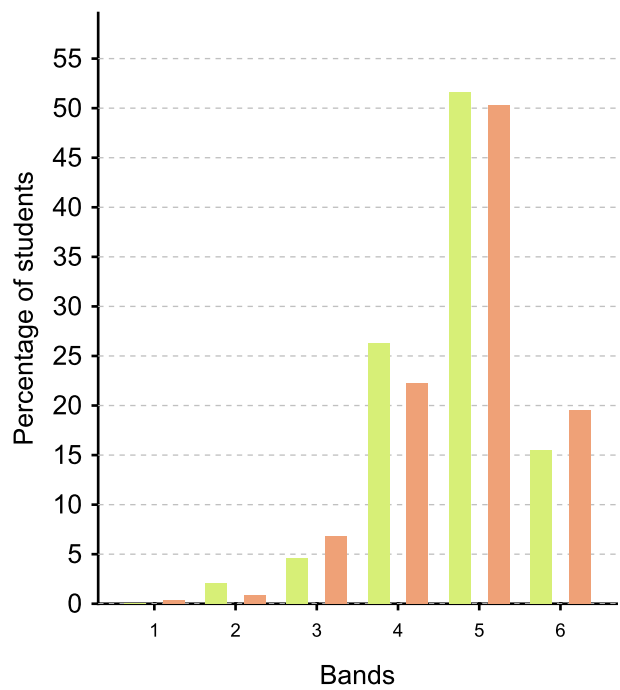


Percentage in Bands
School Average 2014-2016

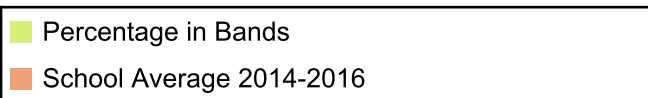
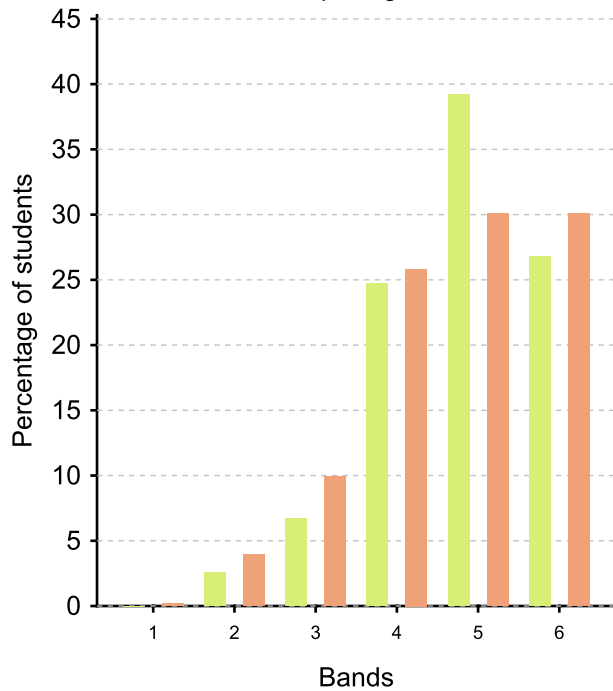
Percentage in bands:
Year 3 Reading



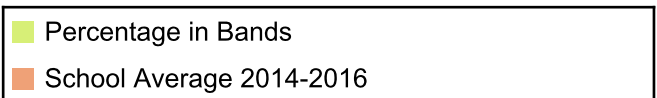
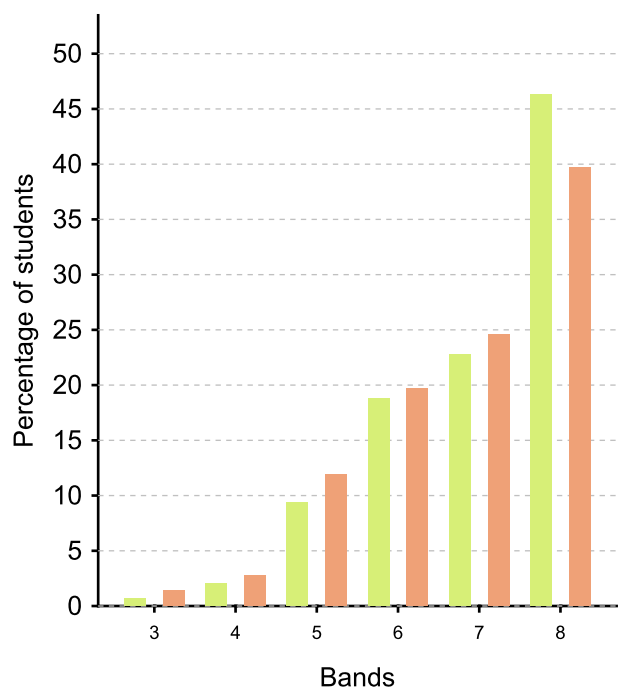
Percentage in bands:
Year 3 Writing



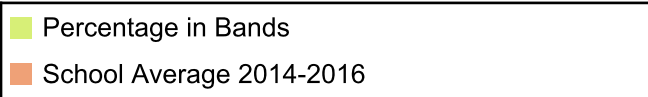
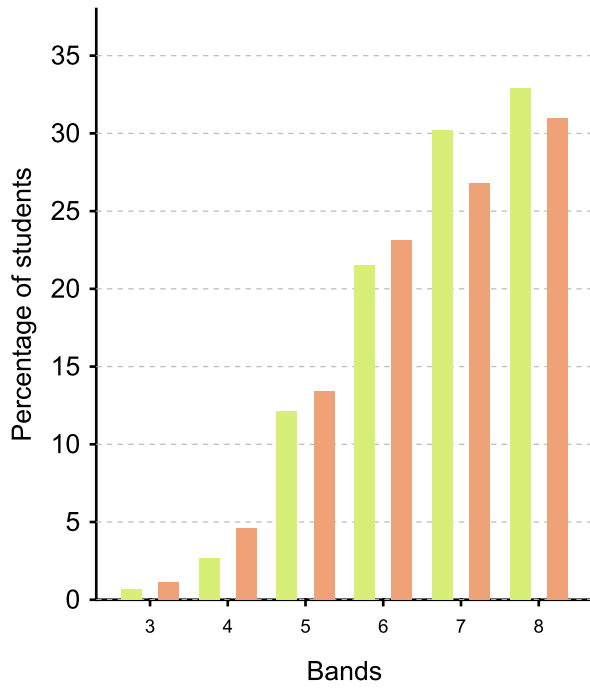
Percentage in bands:
Year 3 Spelling



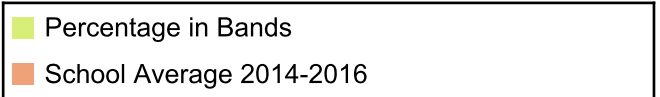
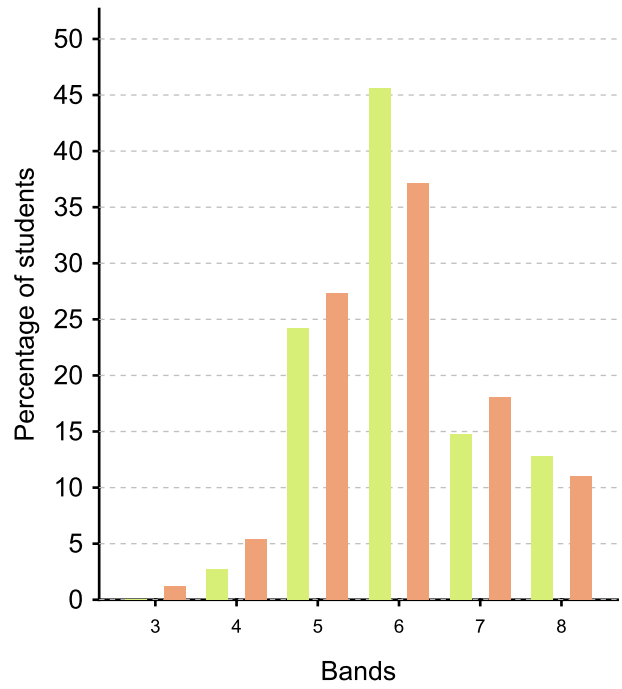
Percentage in bands:
Year 5 Grammar & Punctuation



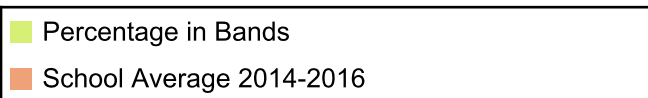
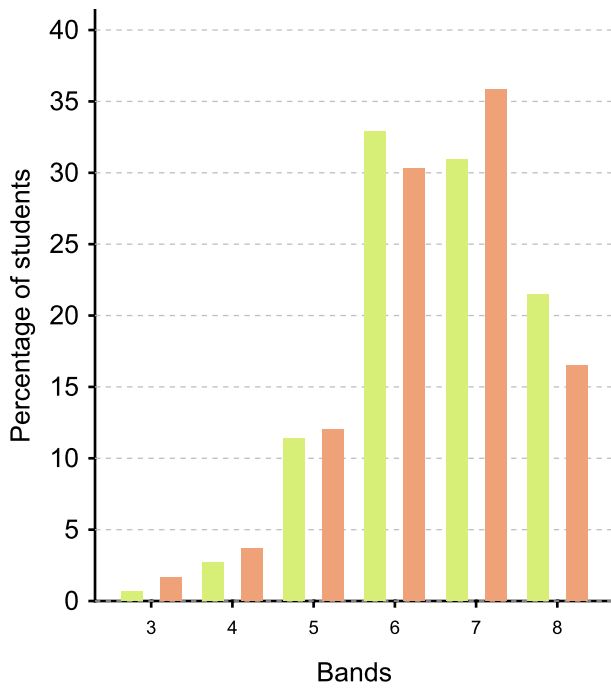
Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing

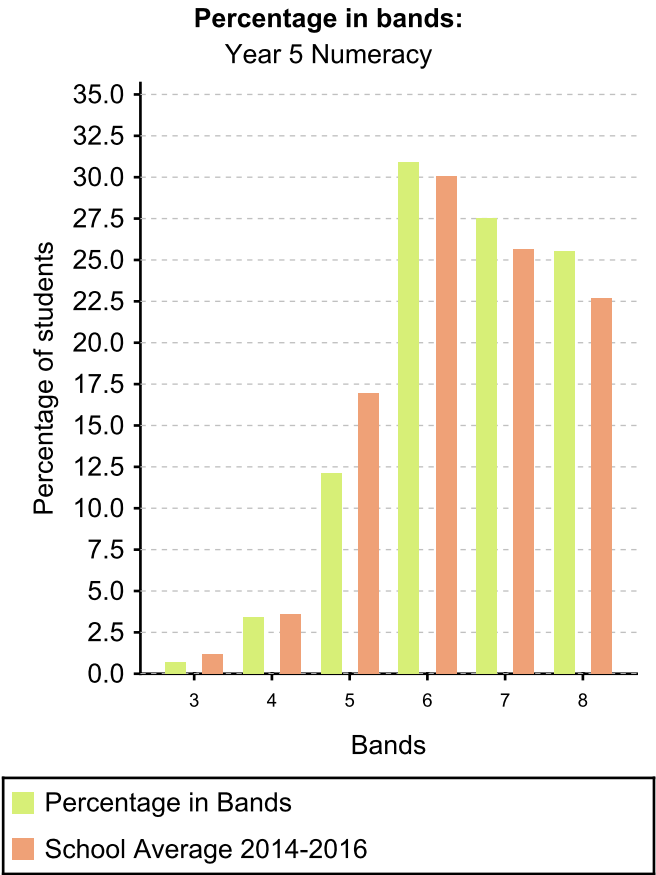
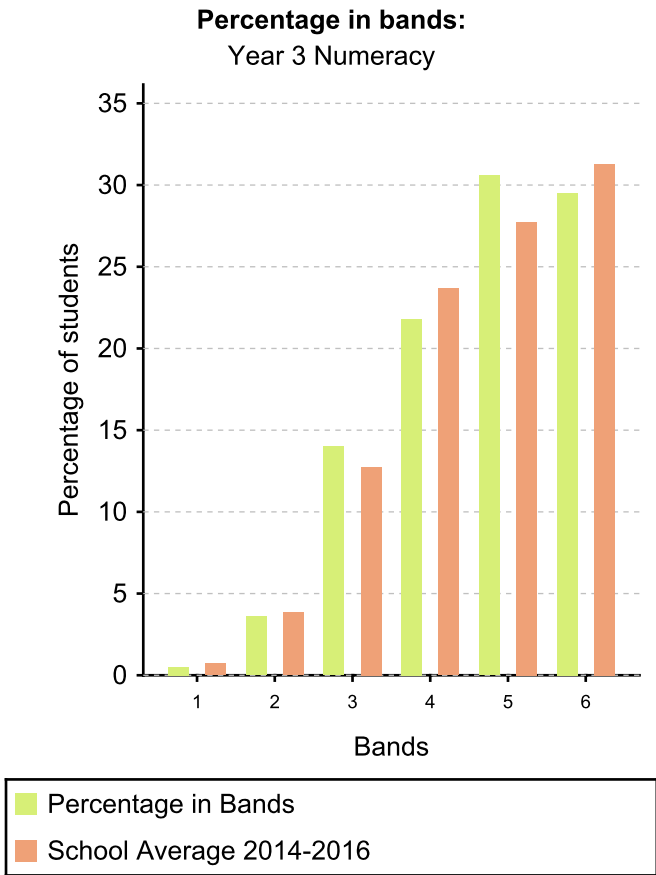


Percentage in bands:
Year 5 Spelling



In the National Assessment Program numeracy includes the areas of data., measurement, Space and Geometry. Numeracy also includes number, patterns and algebra.

- In Year 3 numeracy scores indicated 29.5% (57 students out of 193) achieved a result in the top band while 30.6% (41 students) achieved band 5 and 21.8.% (46 students) achieved band 4. This equates to 81.9% of students (144 in total) being placed in the top 3 bands.
- In Year 5 numeracy scores indicated 25.5% (38 students out of 149) achieved a result in the top band while 27.5% (41 students) achieved band 7 and 30.9.% (46 students) achieved band 6. This equates to 83.9% of students (125 in total) being placed in the top 3 bands.



<Use this text box to comment on mandatory reporting requirements in accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands>

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Parent/caregiver, student, teacher satisfaction

In 2016 opinions were sought about the behavioural support systems operating within the school. A Self-Assessment Survey (SAS) was utilised to enable staff to examine the current status and need across four behaviour support systems; School Wide, Non-Classroom, Classroom and Individual Student. The survey provided and promoted action planning, internal decision making, assessment over time, gauging staff awareness of school routines and validation for the implementation team.

Extensive data analysis of the Self-Assessment Survey enabled the implementation team to identify problem behaviours, replacement behaviours and target settings and to develop expectations,assisted by the development of continuums of corrective interventions and positive feedback .Students from all classes were surveyed as to what their expectations of positive behaviour looked like for learning environments and whole school activities . Using this data, the Positive Behaviour for Learning (PBL) team collated the responses which were then sorted according to our key values of Respect, Responsibility

and Personal Best. Our PBL statements for classroom, playground, assemblies, lines, canteen and toilets as well as an overall value statement, 'The Harbord Way' were then devised using consistent expectations and language. Explicit lessons were devised for K–6 classes to teach the expectations for all settings.

SAS Survey Results

Priority Areas for Improvement:

- Training activities for students are developed, modified and conducted based on school data.
- Patterns of problem behaviours are reported to teams and staff for active decision making regularly
- The school team has access to on-going training and support
- Distinctions between executive vs. classroom managed problem behaviours are clear.
- School-wide PBL team has a budget for teaching students, on-going rewards and annual staff planning.

Priority Areas for Improvement:

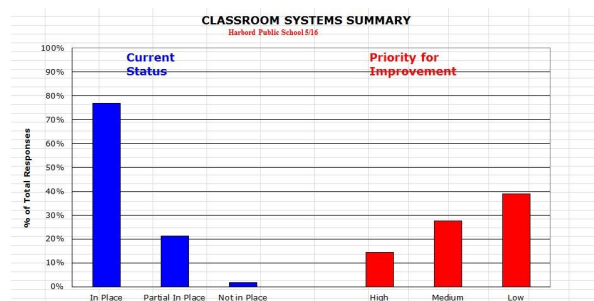
- Teachers have regular opportunities for access to assistance and recommendations (observation, instruction and coaching).
- Problem behaviours receive consistent consequences.
- Transitions between instructional and non-instructional activities are efficient and orderly.

Priority Areas for Improvement:

- Staff receive regular opportunities for developing and improving active supervision skills.
- Status of student behaviour and management practices are evaluated quarterly from data.
- Physical features are modified to limit unsupervised settings, unclear traffic patterns and inappropriate access to and exit from school grounds.

Priority Areas for Improvement:

- School includes formal opportunities for families to receive training on behavioural support/positive parenting strategies.
- Local resources are used to conduct functional assessment-based behaviour support planning
- Behaviour is monitored and feedback provided regularly to the learning and support team and relevant staff.



Policy requirements

Aboriginal education

With our new building construction ready to commence in 2016 the school held a "smoking" ceremony to pay respects and to acknowledge the Desert Dreaming Mural painted on the wall of the original A Block which was to be demolished. This mural was painted by artist, Pauline Nakamarra Woods who was commissioned by the school in 1997. Staff have been exposed to mandatory Aboriginal cultural education through professional learning. This year the staff participated in professional learning to develop an awareness of the Ochre Report (April 2013) and its significance: Opportunity, Choice, Healing, Reconciliation and Empowerment as well as the relevant targets in the Closing the Gap policy, which aim to halve the gap for our Indigenous students in reading, writing and numeracy achievement by 2018. As part of the healing process, staff participated in a 'Dadirri', a contemplative and reflective indigenous practice based on deep listening, awareness and respect.

Multicultural and anti-racism education

In order to develop the knowledge, skills and attitudes that will allow our students to fully participate in a culturally diverse society, the school has maintained a focus on multicultural education in all areas of the curriculum by providing a multicultural perspective in units of work.

The school does not tolerate racism in any form and has an Anti-Racism Contact Officer (ARCO) who is trained to deal with issues related to racism.

Playground behaviour records and teacher observations and assessments show that the student behaviour demonstrates tolerance and respect for