

Moonbi Public School

Annual Report



2016



2608

Introduction

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

Bonita Broughton

Principal

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School background

School vision statement

Our Vision Is that we are producing lifelong, responsible learners and that every member of our school community at Moonbi Public School is supported to achieve success and happiness.

School context

Moonbi Public School is a small school [PP5], located in a village on the New England Highway, to the north of Tamworth. It serves a small but diverse community.

Enrollment in 2016 is 54 split into 3 multigrade classes. The school's enrollment trend is gradually increasing and the school remains the first choice for local families. The mobility rate is usually moderate with about 6 new students enrolling in Years 1–6 and about the same leaving each year.

The school's ICSEA at 862 (ACARA website) shows a below average socio–educational spread with 75% in the lowest quartile and 0% in the highest quartile. Our school family occupation and education index(FOEI) is 140, which is relatively disadvantaged compared to other local small schools.

Our general NAPLAN performance is unremarkable with no significant trends. The school's NAPLAN numeracy performance lags the literacy performance. Literary performance is average with language (in particular, reading) but writing performance usually below average. Reading performance meets or exceeds the national average and our school benchmarks of RR8 for the end of Kindergarten, RR16 for the end of Year 1 and RR26 for the end of Year 2 are met by 80%+ of students. Grade variations in student performance are consistent with clusters of students with special needs, behavioural problems and welfare needs.

Aboriginal enrollments are 31% in 2016 and indigenous student performance varies from excellent to average on national testing, value added and attendance measures. An ATSI student representative group has recently been established and is actively working to celebrate and share their culture within our school.

The school has a sizeable proportion of students with moderate to high support needs. Learning support is catered for with Staff Learning Support Meetings held weekly to track targeted student progress and Learning Support Team Meetings including School Counsellor and parents are held once a term. A learning support officer is employed 3 mornings a week to support identified at–risk students.

Parents are generally very supportive. The rate of voluntary contribution is nil but the rate of purchase for Resource Packs and major excursions is high.

The school reputation in the community is reportedly “very good” and surveyed parents indicate a high promoter rate (70% in 2013).

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.

This year the staff of Moonbi Public School have thoroughly examined the elements of the School Excellence Framework and school plan to evaluate our current strengths and weakness in each domain. Several staff meetings and professional learning days were dedicated to registering our progress of school plan milestones, products and practices against the School Excellence Framework and ultimately review directions for 2017. As a staff, we rigorously discussed each of the elements in terms of evidence required and the implications for informing, monitoring and validating our journey towards excellence.

Learning: In the domain of learning, following staff reflection, we felt overall we were working well within sustaining and growing. across a range of learning elements with strong evidence of successful programs and interventions in the elements of Learning Culture, Wellbeing and Curriculum and Learning. Our reflection identified that in the elements of Assessment and Reporting and Student Performance Measures we are Delivering. During the evaluation process, we identified several directions for future planning, particularly engaging students in self-reflection of their own learning and to improve communication with parents about their child's learning progress.

Teaching: In the domain of teaching, following staff reflection, we felt overall we were working well within sustaining and growing. Our priorities have been to consolidate our progress in collaborative practice and learning and development, and to improve our professional standards and effective classroom practice. During reflection, although it was felt we were starting to excel in our data skills and use, there were some significant gaps that we need to focus on in 2017.

Leading: In the domain of Leading, our priorities have been a continued commitment to excel in leadership and we are at a sustaining and growing level with our school resources and management practices and processes. In the elements of School Planning, Implementation and Reporting we are Delivering and need to work towards building the capacity of our school community to use data and evidence for strategic school improvement. We are continuing to build the capabilities of staff to create a dynamic school learning culture.

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

Provide literacy & numeracy skills to empower 21st century learners

Purpose

To improve student achievement through the delivery of high-quality teaching and learning programs and equip students with the necessary literacy skills to be successful 21st century learners that think both creatively and critically, problem-solve and work collaboratively.

Students will be productive and ethical users of technology equipped with skills of the 21st Century learner.

Overall summary of progress

In 2016, we introduced our 'Great Writers Read' program to build on the success of our 2015 'Writers Boot Camp' project. Staff and student feedback along with student work samples indicated positive engagement and continued growth in student writing. Our 'Great Writers Read' program uses quality mentor texts to explicitly teach students the various literary elements and devices. Assessment for learning, of learning and as learning was integral to the success of the program and improving student direction, self-regulation and setting high expectations.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Improve literacy & numeracy skills to empower 21st-century learners</p> <ul style="list-style-type: none"> To achieve and sustain an increased proportion of students in Year 5 achieving expected growth in the national assessment program for reading and numeracy, and to reduce the gap in student writing achievement relative to reading. 	<p>Higher than expected growth was shown by a majority of Year 5 students in all strands of literacy and the school average growth was above the state average growth for numeracy.</p> <p>The proportion of students achieving expected growth increased from the 33% into 2015 to 66% in 2016.</p> <p>All students were assessed every 5 weeks and data entered on to PLAN.</p> <p>Students at risk of not achieving the progression were assigned extra learning support time.</p> <p>End of year reports demonstrated a deeper teacher knowledge of individual student progress.</p>	\$31941
<p>Develop 21st-century learners that think creatively and critically, and work collaboratively.</p> <ul style="list-style-type: none"> Teacher surveys reflect an increase in teacher confidence programming to cater for 21st century strategies. 	<p>All teachers participated in the online course 'Professional Learning in a Digital Age'. The course equipped teachers with the knowledge, skills and tools needed for personalised, professional learning in a digital age. The course explored the role of communication, critical thinking, collaboration and creativity.</p> <p>Key 21st century strategies are identifiable in all teaching programs.</p>	\$1,515
<p>Improve technology infrastructure to enable 21st-century learning</p> <ul style="list-style-type: none"> Staff, student and parent feedback reflect an increase satisfaction in the level of access and functionality of technology. 	<p>Staff and students feedback acknowledged the significant increase in technology and the equitable sharing however teachers indicated issues with connectivity.</p> <p>Parent forum feedback also felt technology infrastructure and programs were improving but still needs improving to meet the growing needs of the 21st century.</p>	\$794 \$5400 T4L

Next Steps

In 2017;

- The introduction of an instructional leader to work collaboratively with all teachers in implementing literacy and numeracy strategies, improve data analysis and improving consistent teacher judgement.
- Staff and students will work on enhancing the ability to give quality feedback, self-reflection and setting learning goals.
- To improve our data collection and analysis, the school will purchase a magnetic continuum board to be placed in the staffroom to encourage regular reviewing and encourage professional dialogue.
- Develop action plans for Bump–It–Up, Early Action for Success, Leading and Sustaining Learning, NAPLAN Follow –Up and Learning Support.

Strategic Direction 2

To improve all aspects of the School Wellbeing Landscape to enhance learning.

Purpose

To ensure student and staff wellbeing is enhanced by a positive school culture and effective wellbeing initiatives.

Create a positive learning community based on mutual trust and respect where all members feel valued and communication is open and honest.

To develop successful learners, confident, well-rounded, independent individuals with a strong sense of self.

Overall summary of progress

Progress towards the established targets was very strong in 2016. Moonbi PS is proud of our performance in the area of Student Wellbeing.

Our school operates an extensive kitchen and garden program, promoting healthy lifestyle choices with specific links to the curriculum. Students are engaged in cooking and gardening lessons weekly and they have been substantially involved in environmental and sustainability education.

As a KidsMatter school, our curriculum is underpinned by a firm commitment to student mental health and wellbeing. Emphasis is given to safe school learning, early intervention and support to maximise student's capacity to learn and achieve.

The Peer Support Virtues program included presentations to each group where the focus was building positive and healthy relationships through language and behaviour.

Students participated in events that provided opportunities, promoting respect and responsibility included Harmony Day, ANZAC Day, Lone Pine Commemoration, Remembrance Day services, NAIDOC and Sorry Day commemorations and Climb your own Mountain presentation.

Student leadership opportunities were extended to Years 5 and 6 and leadership in major school events by our Indigenous students both encouraged student initiative and connection to our Indigenous history and culture.

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">Data evidence of a reduction in negative behaviours as measured by teachers, parents and student feedback.	<p>Suspension rates have dropped from 4 in 2015 compared to 0 suspensions in 2016.</p> <p>Teachers felt student behaviour in general had improved towards the end of 2016 but a continued strong focus on student self-regulation and self-direction was still needed.</p> <p>Parent feedback was that we had developed a close-knit cooperative student group where students feel safe and incidents of bullying were low.</p>	\$3179 RAM Funding
<ul style="list-style-type: none">Records of attendance of parents and carers at school events.Positive feedback through focus groups, surveys and anecdotal evidence that a tangible sense of welcoming inclusion pervades our school community.	<p>The following 5 whole school events were identified as measures of parent/carers engagement.</p> <p>2016 Event and Attendance Data</p> <p>a) Annual Academic Assembly = 30 families b) Remembrance Services = 57 families c) Showcase Evening = 28 families d) NAIDOC celebrations = 8 families e) P&C AGM= 12</p>	\$3000

Next Steps

Whilst still continuing to consolidate strengthened parental engagement, enhanced wellbeing and more productive partnerships, our directions for 2017 are now centred on translating our improved learning culture into improved student outcomes. Ongoing feedback processes with the community will continue to be a focus and will include the ongoing implementation and analysis of Tell Them From Me surveys for parents, students and staff. Our evolving online social media presence and multifaceted approach to communication will play an integral role in engaging parents and our wider community in celebrating and showcasing learning at our school. The school website will include links to any survey mediums and there will be opportunities for parents to provide feedback via short, online polls using Google docs on various topics as well as focus groups. We will explore the use of digital two-way communication mediums including the use of Class Dojo, See Saw, Facebook and School Stream to further support student connectedness to school and celebrate student learning.

Strategic Direction 3

To foster sustainable and strong partnerships to improve educational outcomes.

Purpose

To build inclusive, collaborative teams and school networks, through quality community partnerships which contribute to students' engagement, learning and wellbeing as a central focus.

Engage parents and the wider community as partners in the educational process through school-based initiatives and activities.

To focus on encouraging and promoting participation, recognition, quality and timely feedback and evaluation between students, staff, parents, carers and the wider community.

Overall summary of progress

Moonbi has made great progress in 2016 engaging the COMMUNITY through strengthening our partnerships with families, invigorating community support, and increasing the opportunities for student gain achievement and success.

Community partnership highlights in 2016 include;

- Completion of the Lone Pine Anzac Memorial Garden and in addition to our formal school and community ANZAC Day service, students conducted and orchestrated a 'Battle of Lone Pine Commemorative Service' and a Remembrance Day Commemorative Service. Local dignitaries in attendance were highly appreciative and made glowing references to the students' display of respect and quality of presentation.
- Our parent and community volunteers made a significant impact towards improving student outcomes in 2016 and were all invited to and recognised for their valuable contributions to the school and student wellbeing, at our 2016 Education Week Special Assembly and further recognition was given at several end of year Special Assemblies.
- Staff and students participated in and organised several 'Giving Back' projects in 2016 including Daniel Morcombe Day, Footy Colours Day and Share the Dignity #it'sinthebag. In the 3 years students have proudly raised over \$5000 so far for the fight cancer foundation. This is an amazing effort for a small school.
- Our "Ready to Fly" transition to school program was once again highly successful. The program continues to build a solid foundation for an ongoing relationship between parents, students and the school community, but also ensured a smooth transition into the first days of school for our Kindergarten students.
- The formation of an ATSI Committee in 2015 and an ATSI Student Representative Committee in 2016 has given our indigenous a strong platform to build confidence, leadership skills and share their culture with our broader school community.

Although our transition programs were highly successful, our review of our inter-school linkages shows that we still needs to strengthen ties between Pre-school, local small schools and feeder High Schools.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Feedback reflect high satisfaction amongst teachers, parents and students in the achievement of educational outcomes and provision of a quality learning environment.	The feedback received in 2016 was very positive and encouraging, such as this feedback from our end of year Sports Presentation assembly. <ul style="list-style-type: none">• "It was nice to have the children introduce themselves and thank the guests for coming."• "The sports presentation today was organized very well and the children's behavior was excellent."• "I really like this way of splitting up so its not as long."• " Today was great. Thanks to all who make the sporting program so good!"• "I thought that the afternoon worked well."• "The whole thing was very well organised and children's 'running of the show' great to see – their confidence and ability is improving all the time."• "The musical interval – magical!"	\$9118 Project 1 Community Partnerships \$543 Project 2 School Networks

Next Steps

In 2017;

1. Increased focus on the ongoing development of interschool linkages.
2. Continued development of ATSI initiatives.
3. Create more opportunities for parents, students and community into future planning.

Key Initiatives	Impact achieved this year	Resources (annual)
Low level adjustment for disability	We at present employ a teacher 1d/wk and one support officer 3 half days per week. Funds are used to support students who are in need of extra support but do not qualify for extra funding.	\$7396 additional funds from our Socio–Economic funds are used to help support programs.
Quality Teaching, Successful Students (QTSS)	Moonbi Public School has a strong collaborative ethos and practices which allow for classroom teachers and executive to work closely together to improve teaching and learning programs. The staff participated in peer review of literacy lessons, lesson observations and extensive termly review of class programs.	Staff allocation of 0.044 FTE
Socio–economic background	<p>Funding was used primarily to support literacy and numeracy development for students across the school. This included the employment of a literacy teacher to support writing. Students benefited from this targeted support and this is reflected in the overwhelmingly positive student feedback and in our Year 3 NAPLAN results.</p> <p>Other uses–</p> <ul style="list-style-type: none"> • Student assistance • Wellbeing initiatives • Educational resources including faculty resources • .Additional teacher to provide relief for teachers to work collaboratively on programming and assessment. • Professional learning for teachers 	\$37,958
Bump It Up	<p>Executive staff have undertaken professional learning to help support and lead consultation with staff to develop action plans.</p> <p>Data walls and data collection systems have been developed and refined.</p>	\$2731 Literacy & Numeracy

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	27	22	27	28
Girls	24	27	30	26

Moonbi Public School has an enrolment of 54 students. The Population is made up of 31% Aboriginal and 2% Languages other than English. On the Index of Community Socio-Educational Advantage, 71% of our students are in the bottom quartile and 25% are in the bottom of the middle quarters.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.4	93.1	92.7	91
1	96.1	96	92.1	95.5
2	92.3	95.7	96.9	95.4
3	96.6	95.4	92.8	95.9
4	95.3	95	91.5	91.8
5	93.7	95.1	93.1	90.6
6	95.2	94.4	95.2	91.4
All Years	95.1	95.1	93.7	92.8
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

Attendance was closely monitored to address any patterns of non-attendance and to reduce the attendance gap in-line with state percentages. The following strategies were implemented in 2016:

- Students were encouraged to attend daily and families were contacted with absence information.

- Students with patterns of non-attendance were monitored by the school learning support team.

- Class teachers and executive staff liaise with parents of students with frequent partial absences about the importance of whole day attendance.

- The importance of whole day attendance was reported in newsletters articles throughout the year.

- Executive staff contact parents by letter and HSLO referrals are made when student attendance is of concern.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	2.29
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.17
School Administration & Support Staff	1.51
Other Positions	0.12

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on the Aboriginal composition of their workforce.

14 percent of staff identify as Aboriginal or Torres Strait Islander 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	

Professional learning and teacher accreditation

Moonbi Public School invests heavily in professional learning and sharing professional learning opportunities equitably across permanent, temporary and casual staff. Professional learning experiences included training focused on:

- Mandatory Department training;
- Literacy; English concepts,
- Leadership and Mentoring;
- New NSW K–10 Geography Syllabus
- 21st Century Learning Framework
- Speech Therapy
- Student WellBeing– KidsMatter

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

Financial information

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

Income	\$
Balance brought forward	27 458.75
Global funds	71 772.48
Tied funds	81 252.47
School & community sources	17 771.44
Interest	840.90
Trust receipts	3 713.40
Canteen	0.00
Total income	202 809.44
Expenditure	
Teaching & learning	
Key learning areas	5 933.94
Excursions	11 853.93
Extracurricular dissections	18 480.29
Library	1 177.48
Training & development	1 357.73
Tied funds	79 815.14
Short term relief	12 047.97
Administration & office	25 663.84
School-operated canteen	0.00
Utilities	11 674.97
Maintenance	9 669.97
Trust accounts	3 512.21
Capital programs	0.00
Total expenditure	181 187.47
Balance carried forward	21 621.97

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.

Privacy protocols prevent reporting on student cohorts less than 10. All parents /carers have been given reports outlining their child's achievements & had opportunities to discuss these reports with the classroom teacher.

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.

Premier's Priorities: Improving education results

The proportion of Year 5 students in the top two bands has increased for reading, grammar, spelling and numeracy. The proportion of Year 3 students in the top two bands has increased for writing, however, the proportion decreased for reading and numeracy.

State Priorities: Better services – Improving Aboriginal education outcomes for students

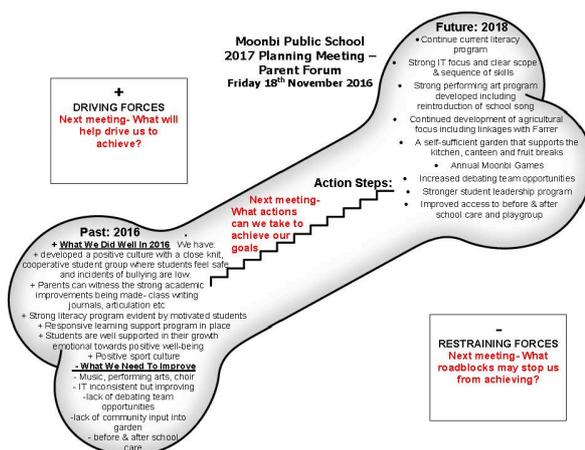
Year 5 Aboriginal students at Moonbi demonstrated above 'expected growth' in reading, grammar and punctuation. The school average in Year 5 Reading 498.9 was very close to the State average for all students 502.9 and significantly above the NSW DoE 435.6.

Year 3 results overall were disappointing, however, students average results 379.5 in writing were above state average 378.8, highlighting the success of our current writing focus.

Parent/caregiver, student, teacher satisfaction

In the parent forum held at the end of 2016, parents felt that we had developed a close-knit cooperative student group where students feel safe and incidents of bullying were low. Parents also felt they could witness strong academic improvements from whole class writing journals and student articulation. Parents felt that the motivation of students reflected the strength of our literacy programs and that we had a responsive learning support program in place. Our other strengths were our positive sporting culture and that students were well supported in their emotional growth towards positive wellbeing.

The forum also highlighted the need to improve opportunities in the creative and performing arts. Although parents felt that our technology infrastructure and programs were improving, a lot of work still needs to be done to ensure students are ready for the 21st century. Encouraging community volunteers in the kitchen garden and obtaining Before and After School Care were the two other areas that needed further investigation



Policy requirements

Aboriginal education

Aboriginal perspectives are reflected, where appropriate, across all Key Learning Areas (KLAs) with the aim of fostering a supportive learning environment. At Moonbi Public School, we are committed to the education of all students about Aboriginal history, culture and current Aboriginal Australia. Moonbi PS continues to seek the support and involvement of the families of Aboriginal students with in all aspects of school life. We welcome parent and family participation on any level to enhance the learning outcomes of Aboriginal students.

Yaama, yaamanday. Hello and welcome. Over the last few years our identifying indigenous student numbers have increased, and as a school, we recognise the need to plan and prioritise sharing cultural education and experience with the school and the community. It has been a very eventful year for our ATSI students and committee. In our committee we have 14 students, 4 staff members and some community representatives. This year with the dedication of some of our staff and community members, we have had great support and involvement which has enabled us to get the committee up and running. We have achieved quite a bit throughout the year and have been able to tick some things off our long wish list.

In term 1 the student committee ran a chocolate wheel at the Easter Bunny Bazaar. With lots of prizes and loads of fun they raised \$146. With these funds we are concentrating on purchasing more Indigenous resources for the school. On the 29th March, the whole school had the pleasure of joining Blackville, Spring Ridge and Premer at Walhallow Public School for their 'Celebration of Respect' day. We were told 'we were the BIG school!' The school dance groups 'Song Birds' performed two dances. The girls' dance was a story about the 'Brolga and Snake' and the boys' dance was about the 'Water Hole'. These dances were choreographed by the students. Lunch was then served to the students, staff and helpers. We had tasty kangaroo stew, a mild curried kangaroo and some delicious damper. Then came the fun. The activities the students got to experience included traditional games, boomerang throwing, making Johnny cakes, learning about Aboriginal artifacts, listening to Dreamtime stories, drawing and reading symbols in the sand and learning a song in the Gamilaraay language.

Term 2 Mr Bob Faulkner joined us in our commemoration of Reconciliation Week with the message 'Our History, Our Story, Our Future!' As our local Elder, we would like to thank Mr Bob Faulkner for his ongoing involvement with our school.

Term 3 was our turn to host NAIDOC week for our school, community members and their families. To everyone that came and shared our day we thank you. I'm sure you all enjoyed it as much as we did. Mr Len Waters opened with a traditional smoking ceremony while Mr Mark Atkins played the didgeridoo. What an experience and an amazing opportunity for the students to take part in that. We had rotation groups in which the

students had the chance to do some cooking, learning traditional dance, decorating boomerangs, face painting and hearing traditional stories. McCarthy Catholic College's dance group 'Deadly Xpressions' performed a memorable dance number. Mr Waters also got the group to do an impromptu dance based on one of the Dreamtime stories which were enjoyed by all. We now have an amazing mural of the Rainbow Serpent on the Rosella's classroom wall. Thank you to Anita Bullock and Aunty Pearl for drawing the outline of this so all the students could do their own dot paintings within the serpent. Our future plans involve extending the mural around the building. Also during Term 3, we had our 'Taste of Moonbi' week. Mr Len Waters has been working with our committee to plan a Bush Tucker Garden. It will be behind the Anne Knee Library. We have the Totem Poles ready for painting and a list of native bush tucker plants we can use to create a gathering place within the garden.

Term 4 was going to be the 'breaking ground' for the Bush Tucker Garden but has had to be postponed due to unforeseen circumstances. We look forward to opening this meeting place next year. Our aim for our school committee will be to continue with our school wide recognition and incorporation of our Aboriginal and Torres Strait Islander culture.

The ATSI Committee would like to thank everyone for all their ongoing support and commitment throughout the year. This report was written by Hermarni Madden Year 5, ATSI Student Committee President

Multicultural and anti-racism education

Moonbi Public School once again participated in the CWA International Day. This year Mongolia was the country of study. Students studied the language and culture of during Term 2 as part of our Languages other than English program. Students 2-6 students were also able to present their projects, which were very well done. During LOTE students were also able to spend a term studying the language and culture of Kamilaroi/Gamilaraay, Auslan, Brazil and the Olympic Games. .

The school has an Anti-Racism Contact Officer in place to monitor school policies, procedures and practices. The school's Anti-Racism Contact Officer is available to liaise with students, staff, parents and school community members who wish to make a complaint regarding racism. There were no reported incidents of racism by individual students in 2016

Multicultural Education and perspectives are integrated into all class programs.

We have zero tolerance for bullying in our school, anti-bullying and discipline procedures are in place for any form of racist behaviour.