

Nundle Public School

Annual Report



2016



2781

Introduction

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

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Principal

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School background

School vision statement

Nundle Public School is an innovative and caring school with deep links to the local community. Our vision is to provide high quality opportunities to all students. We aim to offer a wide choice in curriculum and experience within a safe, happy and engaging learning environment.

As a school community, we aim to focus on preparedness for the next step in education. We foster the idea of lifelong learners in a 21st Century environment.

At the end of their schooling career, students from Nundle Public School will have high expectations of themselves through the clear directions they have developed in relation to their life long goals.

School context

Nundle Public School is a small rural school situated 60minutes south east of Tamworth.

The school runs a variety of programs providing opportunities for all students to achieve. As a school in a rural township, students take pride in their surroundings and local environment. Students engage with the local community through a variety of activities and participate in many community functions. School enrolments have steadily increased over the past 6 years due to the high quality of opportunities provided to students at Nundle Public School. The very active P&C raises substantial funds through the Great Nundle Dog Race to support the school. These funds support many of the activities in which students are involved.

As a school, we are focussed on providing a safe and happy environment for students that encourages learning and participation. With SLSOs working in 3 of the 4 classes, this provides students with additional support in their learning. Nundle Public School has a strong sporting and arts focus. All students are encouraged to participate in sporting events and cultural events.

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. Nundle Public School has analysed these results and have made a judgement that we are Delivering across all elements.

In the domain of Learning, students participated in highly engaging and academically significant learning opportunities. Students had opportunities to participate in highly engaging learning activities that took place both in the classroom and beyond the school gate. Nundle Public School is recognised within the community as being committed to strengthening and delivering on school learning priorities through the provision of high quality teaching and learning activities targeted at student need. Well developed policies and programs address and monitor student learning needs for example, the Multi Lit program for targeted students. Students who completed this program were able to rejoin the classroom and engage more effectively in learning during literacy.

All students are supported through the development of Personalised Learning Plans. Students and staff understand the behaviours and attitudes that make for positive learning and work rigorously to ensure all students are well cared for and supported in their learning. Through the implementation of a consistent, whole school approach to positive behaviour, future directions will support the development of stronger teacher-student relationships and supportive peer relationships.

Nundle Public School effectively supported the transition of all students through the use of subject focus days. These activities included Pre-School aged students working in peer groups on a variety of tasks specific to the focus area. Further transitions strategies included strong parent/school partnerships as well as a strong partnership

with our partner high school, Tamworth High School. A variety of focus days supported students in transitioning into their respective schools.

The communication of student achievement is seen as a high priority within our community. Nundle Public School uses a variety of data sources to assess and report on student achievement. This enables a clear reference of achievement whereby teachers know how students are performing and are able to report clearly on the progress against stage outcomes. PLAN data is used on a 5 weekly basis with staff meeting to have discussions to best support learning for these students. Future directions will see the establishment of more comprehensive systems to analyse student achievement to ensure all students are making progress against learning outcomes.

In the domain of Teaching, Nundle Public School has made an on-balance judgement that we are delivering across all teaching elements. All staff have worked towards developing a strong understanding of evidence based strategies, this includes the use of clear learning goals and differentiated success criteria. Teachers have participated in L3, Focus on Reading and TEN training. This has ensured staff have a strong understanding of how to use performance data to ensure student learning is reviewed and revised at their level of need. Future directions will see the continued use and refinement of Assessment for Learning strategies as a tool to keep students engaged, supported and focused. Staff regularly report back from Professional Learning as part of staff meetings to ensure all staff are exposed to regular opportunities to share knowledge and work collaboratively. The school has identified staff with interest and expertise in aspects of Literacy and Numeracy. These staff members have been trained as trainers in Targeting Early Numeracy Strategies and Focus on Reading and have used this knowledge to support other staff.

Teachers use internal and external data to develop a clear understanding of students' learning needs. OAR PAT test results are used to regularly monitor student learning progress and identify gaps in learning. Staff meetings are scheduled with the intention of analysing PLAN and SMART Data to support planning. Staff meetings are used to review the curriculum to revise teaching and learning programs. Processes for performance and development are in place, with each staff member completing a professional development plan which in consultation with the Principal, forms the basis for professional learning opportunities. Plans are carefully aligned with strategic directions of the school in addition to staff strengths and areas for development.

In the domain of Leading, Nundle Public School has made an on-balance judgement that we are delivering across all elements. The school has a strong relationship with its community, ensuring there is a wide range of opportunities for members to engage in a diverse range of school-related activities. Participating in town events allows for students to engage in learning opportunities beyond the school gate, developing a strong sense of community pride and a willingness to give back. A large number of students and all teachers support community activities as volunteers. Future directions will focus on the development of student led decision making to create a sense of ownership for children.

The school's leadership strategy promotes succession planning through the use of distributed leadership that allows for all staff and students to develop leadership qualities and embrace opportunities to lead. A future direction will see the refinement of the Nundle Public School's student leadership group to allow for consolidation of leadership skills to develop and further exposure to learning activities to develop strong student leaders.

School resources and facilities are used in a strategic manner to best support our students and the wider school community. The school has established a partnership with various activities to ensure that our facilities are used both during the week and on some weekends. The number of learning spaces available to our students ensures that we use our facilities in a creative manner to support student learning. Future directions will see further research into how we can make learning spaces and technology more accessible to all students.

The principal openly reports to the community through monthly attendance and reports at P&C meetings, regular involvement in town activities and by ensuring all staff at school are approachable and responsive in the way we deal with both students and parents.

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

Student Preparedness

Purpose

Student preparedness – High expectations, students are prepared for the next step in their schooling career. Students are motivated to be independent learners by knowing what is needed of them to achieve their future goals.

Overall summary of progress

Students continue to be involved in a range of sporting, cultural and academic opportunities that are essential to building individual student confidence and capacity. Students across K–6 have participated in transition activities that have sought to give students exposure to all teaching staff, including preschool students in preparation for Kindergarten. This was exemplified by a successful start to high school for Year 7 and a successful start to school for Kindergarten students in 2017.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Personalised Learning <ul style="list-style-type: none">• By 2017, every student will have a personalised learning plan created as a result of planning and consultation with their classroom teacher. They will be able to articulate career aspirations and detail what learning skills are required for them to be a successful student.	All students within the school had PLPs designed and implemented, with a cycle to review these every 5 weeks. Students were engaged in the learning process. A focus on independent learning goals to develop independent learning skills will continue to be a focus.	Classroom Teacher was appointed to relieve classroom teachers as part of the 5 weekly cycle. <ul style="list-style-type: none">• Location (\$8 000.00)• English Budget (\$10 000.00)• Literacy and Numeracy (\$2 915.00)
Curriculum Differentiation <ul style="list-style-type: none">• By 2017, staff capacity will be increased to differentiate learning in Literacy and Numeracy in a way that engages all learners through participation in TEN training and Focus on Reading training. Students will demonstrate ownership of their learning. Teachers will be able to report to parents more confidently about student progress.• PLAN Data will demonstrate accurate placement of student achievement with programmed evidence of accommodations to meet learning gaps and enrichment to support high achievement.• Students will be provided the best opportunity possible to engage with new curriculums through staged classes.	Ongoing teacher professional learning has developed staff understanding of differentiation within mathematics. The in-school Focus on Reading trainer has delivered high quality professional learning to support the differentiation of literacy. Staff are planning and developing more effective literacy programs for a diverse range of student needs within their classrooms.	Beginning Teacher Funding was used to allow a classroom teacher to train as a TEN trainer and then supported team teaching and the combining of classes later in the year. <ul style="list-style-type: none">• Beginning Teacher Fund (\$4080.00)• \$36 927 from Socioeconomic funding,• \$25 704 from Location funding and \$8 000 from HSIE will be combined to support the appointment of an additional temporary staff member. 0.2 of the staffing entitlement will also be used to cover additional teaching load.• Socio-economic background (\$36927.00)• Location (\$25704.00)• HSIE (\$8000.00)

Next Steps

Building student capacity in a 21st Century Learning environment by updating resources and building staff expertise in delivering learning opportunities that are reflective of 21st Century Learning Environment to engage students in developing creative and critical thinking, problem solving and technological skills.

Research and develop of strategies to support the mastery of independent learning skills and developing within students, an understanding of how they learn. Developing self-management and self-regulation skills to strengthen student learning environments, and students intrinsic levels of motivation.

Developing student relationships including conflict resolution and resilience within students and staff through the implementation of teacher led peer support activities that focus on social and emotional development. This will be supported by developing student wellbeing policies with strong relationships at the forefront of all procedures and processes.

Continue the pursuit of high academic achievement for students by using evidence based teaching strategies that have demonstrated positive impact on student learning. Compliment this through the restructuring of the Personalised Learning Plan for all students to encompass appropriate goal setting linked to learning outcomes.

Strategic Direction 2

Staff Capacity

Purpose

Staff capacity – Build staff capacity through continual quality professional learning experiences. Sharing these experiences through regular in school professional learning sessions is key. Encouraging staff to continue and improve upon their qualifications translates to more quality learning experiences for students.

Overall summary of progress

Staff capacity has continued to focus on the development teacher expertise in the field of Literacy and Numeracy. Beginning teachers funding has been used to support a staff member to become a trainer in Targeting Early Numeracy Strategies, while another staff member is now a Trainer in Focus on Reading. These staff members have led training initiatives for all staff within the school. Multilit and Minilit training has developed staff skills in supporting targeted to students who need additional support. This has enabled all students an opportunity to access the curriculum in other key learning areas.

Staff have become more adept with the consistent use of data for the purpose of analysing and identifying student progress. Student achievements have been entered into PLAN on a 5 weekly basis with staff receiving training in its effective use. Further support has enabled staff to evaluate and prepare appropriate learning opportunities to support students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Visible Learning for Teachers and Students <ul style="list-style-type: none">Through Assessment for and of Learning, students develop their capacity to evaluate their own performance against identified success criteria, with staff collecting evidence of achievement to inform future learning plans. Teaching programs offer anecdotal records of student achievement/ and adjustments to learning that has occurred as a result of the assessment.Students K–6 tracked on PLAN with the support of the Instructional Leader to develop a greater awareness of student achievement. PLAN is linked to curriculum documents to build greater understanding of Syllabus expectations. Established data wall encourages deep discussions and informed planning evident in teacher programs.	<p>The appointment of an Instructional Leader on 0.4FTE has strongly influenced the restructuring of Nundle Public School's approach to the incorporation of Visible Learning Strategies in 2017. Staff have improved in the use of Learning Goals and success criteria, with learning goals being incorporated into all numeracy sessions and some literacy sessions. Teaching programs reflect the use of some strategies to identify student achievement and anecdotal records show adjustments to learning that has occurred following assessment.</p> <p>Students are being tracked on PLAN as part of a 5 weekly learning cycle. A data wall is yet to be established, however we aim to have this complete by the end of Term 1 2017.</p>	<p>\$3 000 – Professional Learning focus on Visible learning strategies.</p> <p>\$2 000 – Dedicated to Professional Development in the use of L3 and ACER online testing to support planning and teaching for a diverse range of learners.</p>
Quality Professional Learning – Staff Feedback <ul style="list-style-type: none">Trained staff deliver high quality Literacy and Numeracy programs reflected by achievement in Standardized tests and on PLAN Data.	<p>Students have completed the ACER tests for Literacy and Numeracy. A new assessment schedule has been developed with these additional tests being included. More time is needed to identify opportunities for staff to collaboratively analyse and plan as a result of this assessment strategy.</p>	<p>\$6 000 Beginning Teacher Funding for teacher to be trained as a FoR trainer. Included course costs and purchasing of Resources to support delivery of the training to staff at Nundle.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Evaluation of TPL takes place regularly with opportunities to provide feedback in a variety of ways made available. Feedback shows evidence of highly engaging Professional Learning activities and a desire for continuous development and capacity for change.	Students have completed the ACER tests for Literacy and Numeracy. A new assessment schedule has been developed with these additional tests being included. More time is needed to identify opportunities for staff to collaboratively analyse and plan as a result of this assessment strategy.	<ul style="list-style-type: none">• Support for beginning teachers (\$6000.00)

Next Steps

Minilit and Multilit to be employed with students through in class support strategies. Some modifications to existing program are required to boost student engagement and participation in Stage 3 students. Work with staff to develop game based learning opportunities employing mini lit and multilit methodologies.

Develop awareness of Emotional Intelligence and trauma informed strategies as a means for teaching students about the importance of strong relationships and self-management. Develop wellbeing strategies and policies with these approaches as a consideration.

Continue to improve differentiation to support diverse levels of learning and abilities within each classroom.

Incorporate a theoretical base to support the practical understanding of Visible Learning strategies such as those demonstrated by Dylan William.

Strategic Direction 3

Enhancing already strong school to community relationships

Purpose

Enhancing relationships – Continually building on community links and support for students through a school wide focus on equity, wellbeing and learning. Establishing new links with community groups through student participation in events and community participation within the school.

Overall summary of progress

Nundle Public went through significant change in 2016 with the Principal, earning a promotion to a new Principal appointment. Subsequently, there were 2 changes to the school leadership as a result of this. The school adjusted well to these changes by still ensuring that strong partnerships existed within the community. The community has strong relationships with the school, through much valued and public support of a range of community activities. These include the Go for Gold Festival, Great Nundle Dog Race, Out of Hours Care and CWA Art Show and Picnics. Students were given opportunities to display leadership and a sense of community pride by supporting in-school community events such as Grandparents Day.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Collaborative Community Involvement and Communication <ul style="list-style-type: none">• A regular group of volunteers work with students to support their learning about Nundle and themselves. Developing a regular opportunity for students to connect with community members and organisations to support the delivery of a variety of projects.• An increased range of parent/school communication channels including termly surveys, Facebook, school app and P&C feedback meetings, compliment the open door policy for parent collaboration in school priorities. Termly survey responses have risen to 80% returns term 3 providing additional support for the consultation process for the next triennium of planning.	Parents and community members are very willing to support the school in a variety of ways. Usually, this support is linked to key events in Nundle where support is reciprocal. The majority of students are very involved with community events, however further opportunities for students to give back to the community need to be developed.	–
Community Connections <ul style="list-style-type: none">• The school establishes a working relationship with the Tamworth Conservatorium of Music to develop a high quality music program, supporting the development of students musically.• Staff supported to take up an instrument and participate in lessons with a view to incorporating their expertise into classroom teaching of music	The music program caters for a range of students within the school. Some staff have taken up new instruments, demonstrating life long learning to younger students. Music lessons have not been greatly impacted in the classroom as a result of the lessons. Students involved in music have demonstrated strong awareness of learning skills and improved confidence through the variety of opportunities to perform.	\$3000 to support DSE focus and Professional learning for staff. <ul style="list-style-type: none">• Professional Learning (\$3000.00)

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
while also modelling life-long learning.	The music program caters for a range of students within the school. Some staff have taken up new instruments, demonstrating life long learning to younger students. Music lessons have not been greatly impacted in the classroom as a result of the lessons. Students involved in music have demonstrated strong awareness of learning skills and improved confidence through the variety of opportunities to perform.	
Improved Mindset & Social and Emotional Connections <ul style="list-style-type: none"> • Students have developed an understanding of growth mindset and through the use of Langford tools, demonstrate the understanding of skills of collaborative and considerate learners. • Students and staff demonstrate a strong understanding of social and emotional awareness in all dealings. Student to student relationships and student to teacher relationships are enhanced to support the learning of all students. 	This improvement measure is a target for 2017.	—

Next Steps

The school will review the means in which it seeks parent feedback to ensure we have input from a wide cross section of the community.

The Principal will remain accessible to the community through involvement in a wide variety of community committees and events. Developing opportunities and facilities to allow suggestions to be collected, collated to and responded to will ensure students and the community are involved in the learning partnership.

Increase involvement with the community of schools, in particular focusing on developing partnerships with nearby small schools in a broader range of subject and professional learning opportunities.

Develop opportunities for students and staff to learn about emotional intelligence. Review student wellbeing strategies to support Emotional Intelligence learning opportunities, develop an understanding of trauma informed strategies to deal with behaviours.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	In 2016, a staff member was employed to implement the MiniLit program for targeted students. This staff member also released classroom teachers to work with Aboriginal students to maintain Personalised Learning Plans. Plans were established with focused literacy and numeracy goals for students. Improved literacy amongst indigenous students was to be achieved using this.	\$15500
Low level adjustment for disability	In 2016, Low level adjustment for disability funding was combined with the Socio-economic funding to support an additional classroom teacher. This teacher was employed as a strategy to ensure classes were maintained as staged classes. This strategy ensured smaller class sizes and more individualised learning opportunities.	\$24500
Socio-economic background	In 2016, Socioeconomic background funding was used to support the addition of an additional classroom teacher to allow staged classes to operate.	\$45500

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	27	37	43	38
Girls	31	31	30	24

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.2	94	94.7	91.6
1	92.7	93.4	84.3	93.6
2	94.9	90.8	93.1	91.1
3	94.3	95.4	86.6	95.5
4	95.1	93.4	92.2	92.7
5	95.2	91.5	92.7	93.3
6	94.4	94.4	93.6	92.4
All Years	94.6	93.2	90.7	92.9
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 is monitored on a regular basis and non-attendance is dealt with promptly in a personable way. Rural isolation has had an impact on attendance rates for some families. We endeavour to contact families of students on the days that they are away as a means for checking in. These check-ins serve as a service to keep communication lines open, making the school a welcoming and friendly place to be. Correspondence is sent out on a fortnightly basis for families who do not notify the school of reasons for absence in writing. Overall, attendance has improved markedly from 2015 however, some long absences during term 3 and 4 has impacted on overall

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	1.39
Other Positions	0.13

*Full Time Equivalent

Nundle Public School does not have any staff who identify 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	0

Professional learning and teacher accreditation

Staff have been involved in a variety of Professional Learning Opportunities through 2016. \$6, 416 was combined with the Beginning Teacher allocation to support deeper learning opportunities for staff to become experts in their fields.

- TEN Trainer – One staff member completed the trainer training for Targeting Early Numeracy Strategies (TENS) program.
- TEN Training – Our TENS trainer facilitated professional learning for the Stage 1 teacher to develop proficiency in the teaching of Mathematics.
- Focus on Reading – Our staff trainer facilitated Professional Learning Opportunities for all staff to commence the process of Focus on Reading Training for all staff.
- L3 Training – 2 staff members working with students in Early Stage 1 and Stage 1 have completed the 1st year of L3K and L3S1 respectively.
- A number of additional professional learning opportunities have occurred for staff throughout 2016. For these activities, staff have been

required to report back to staff meetings about the training at the earliest possible opportunity.

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

Financial information

This summary financial information covers funds for operating costs to <insert date> and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	162 842.93
Global funds	120 412.06
Tied funds	188 515.75
School & community sources	67 639.88
Interest	3 780.09
Trust receipts	18 901.18
Canteen	0.00
Total income	562 091.89
Expenditure	
Teaching & learning	
Key learning areas	13 749.21
Excursions	13 297.66
Extracurricular dissections	41 282.38
Library	638.37
Training & development	1 211.60
Tied funds	225 439.26
Short term relief	5 485.36
Administration & office	34 668.81
School-operated canteen	0.00
Utilities	16 042.74
Maintenance	4 036.16
Trust accounts	109 372.67
Capital programs	0.00
Total expenditure	465 224.22
Balance carried forward	96 867.67

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.

A focus on individual performances in NAPLAN literacy have showed some excellent results in Year 5. The scores in Reading, Writing and Grammar & Punctuation are well above NSW DoE mean scores. When compared to similar schools, our Year 5 literacy results are well above other schools in all literacy elements except spelling. 80% of Year 5 students achieved greater than expected growth in Reading and Grammar. The nature of our results is strongly impacted by the cohort of students. Subsequently, we place a large emphasis on monitoring individual student achievement and on student growth between Year 3 and Year 5.

Year 5 results in Numeracy have again resulted in positive levels of achievement for Nundle Public School. 70% of students achieved greater than expected growth in Numeracy. Analysis of Year 3 data in Numeracy has identified a marked difference in achievement between the strands of data, measurement, space and geometry (43% of Students in Band 4 and 14.3% in Band 5) and that of number, patterns and algebra (28.6% in Band 5 & 14.3% in Band 4). Analysis has identified a need to look at the number, patterns and algebra strands.

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

Parent/caregiver, student, teacher satisfaction

Each year, schools are required to seek the opinions of parents, students and teachers about the school. Their responses are collected and responded to as appropriate. Furthermore, parent meetings are opportunities to seek feedback on school satisfaction. On the whole, the students, parents and caregivers have indicated a high level of satisfaction with the school. Areas for development have been identified through this process and have been set down as improvement measures for 2017.

Policy requirements

Aboriginal education

Nundle Public has almost 23% of students identifying as Aboriginal. There is a strong emphasis on academic achievement and most Aboriginal students are achieving at levels at or above non-Aboriginal students. All students are supported through the development of Personalised Learning Plan. The whole school PLP process also involves the students developing an awareness of career pathways. Cultural understanding is incorporated across all key learning areas to ensure the whole school is developing an awareness of the traditional custodians of the land. The implementation of the Aboriginal Education Policy and the acknowledgement of country for all school assemblies and on special occasions is valued. The school looks forward to reviving some traditionally popular and meaningful events such as NAIDOC in 2017.

Multicultural and anti-racism education

Through teaching and learning programs, Nundle Public School has focused on the concept of multiculturalism within our society. Through the selection of high quality texts, promotion of stimulating discussions, students develop an awareness of other cultures. Students are encouraged to embrace our multicultural society through participation in rich discussions through debating, multi-cultural days and as part of community events.