

Picton Public School

Annual Report



2016



2867

Introduction

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

Lyn Fraser, Principal

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Message from the Principal

Picton Public School continues to offer a broad range of academic, cultural and sporting opportunities for our students to ensure success for all students to promote life long learning. We take pride in what we offer our learning community. Our focus for 2016 has been sustained throughout the year and continuous improvement of our teaching and learning goals throughout K–6 has been implemented.

Our staff have worked conscientiously when evaluating the School Excellence Framework to set new targets and directions for 2017 based on whole school focus areas.

Our school reflects a philosophy of real inclusion for all students and we are proud of our three support classes and the respect for each other shown by our students.

Our Safe, Respectful Learner motto is integral to our school and promoted by all stakeholders and is enacted by our wonderful students. They live it each day and are supported by our excellent parent community.

2016 has been a wonderful year where our students have shown outstanding behaviour, learning achievements and school citizenship. Our staff actively support students across all endeavours.

Our P&C continue to support our school in an outstanding manner through consultation, decision making, surveys, fundraising and ongoing leadership with our P&C Executive Team led by our President Lauren Manning. They actively support our School Plan and work together for the benefit of all students. I congratulate them on a very valuable and successful year.

Message from the school community

P&C President's Report

This year has been a positive one for Picton Public School's P&C Association. As a team, we have worked closely with Ms Fraser (Principal) and all staff to support our school and our children's education.

A few of our highlights from 2016 include some new initiatives in fundraising that have proved to be extremely successful such as our Art Auction held in Term 3 and our Spring Plant Sale held in Term 4. These two new events alone raised approximately \$8 600 between them. These accomplishments were only made possible due to the enthusiasm and commitment of our school community.

This year our team has expanded to over 30 financial members. Each of our members has contributed to our team and school's successes. They have brought with them a positive 'can do' attitude along with fresh and innovative new ideas. We look forward to working together again next year.

Even though our town has been through a difficult year, we have had willing and generous support from our local businesses. They have supplied us with donations to assist in our fundraising, which is always greatly appreciated. The P&C team's accomplishments have only been made possible due to the consistent support of the teachers, staff and wider school community. Due to this team effort we have enjoyed many successes.

As a team, we are already planning and proposing new initiatives for 2017. If 2016 is anything to go by, it will be an exciting and rewarding time.

Next year, we are looking forward to welcoming our new members making our P&C an even stronger and more effective team in support of our school and its community.

Lauren Manning

Message from the students

I like being a Student Leader because it gives me more opportunity to help out around the school and spend time with some nice people. Lily

The things that I most enjoyed about being a Student Leader is that I am looked up to by younger students as a role model, and I also enjoy going to other schools to participate in activities, saying speeches, cake stalls and other fun and enjoyable events. Mitch, Vice Captain

I enjoy being a school leader because I loved speaking in front of all the children and parents at Combined Assemblies and important events. I also enjoyed talking and meeting parents and families that I hadn't known before I took the job. It is a real privilege to be the School Captain for 2016. Riley, School Captain

I like being a student leader because it gives me opportunities that other people don't normally get. you get to help out at cake stalls and other fun stuff. It's fun to do the activities and seeing all the smiling faces. It's nice to think that kids in the lower grades are looking up to you as a role model. It's fun to run the 3-6 Assembly. I like to be a Student Leader because I'm with a great group of people. Adeline, Vice Captain

I like being a Student Leader because it gives me more of an opportunity to help others. You get to help out at cake stalls, be a role model to others, support others, say speeches at an assembly and it's really fun to work with an excellent group of students. Kendall

I like being a student leader because it gives me the opportunity to help others and the teachers. I also like to speak in front of people at assemblies. Running activities in the playground is another thing I like about being a Student Leader. Emily

2017 Student Leadership Team Members

School background

School vision statement

At Picton Public School, we believe by working in partnership with parents and the school community in a strategic, enthusiastic and purposeful way that we will inspire the development of engaged, confident, creative and innovative individuals who feel a strong sense of belonging to their school.

We encourage students to reflect the following characteristics of:

- Respectfulness and developing positive and connected relationships.
- Building positive problem solving strategies and resilience for now and the future.
- Independence as a learner, focusing on achieving personal success.

Our goal is to develop an inclusive, caring, differentiated and successful learning environment for students. The ultimate goal is to promote lifelong learning where students can take their place in the wider community as happy, independent and successful citizens.

School context

Picton Public School is located in a changing rural/urban interface (on the south western edge of Sydney) serving a varied socio-economic context.

There are approximately 460 students with a small percentage of students from different nationalities (4%) and with approximately 23 Aboriginal students(5%).

There is a strong and traditional sense of community with parents who have very high expectations of excellence, for their children across academic, cultural and sporting programs. Parents work in a genuine partnership with the school and actively support and are involved in their child's learning. This strong parental commitment to supporting their children is reflected by an active P& C which supports the school plan and participates in ongoing consultative processes.

We have a highly experienced staff with continuity of tenure and staff who have strong ties to the community. The school plays an important role in our local community and is a focal point for public education.

Inclusion is a strength of our school with three support classes implemented.

Picton Public School reflects a calm, settled and focused learning environment for students with very strong parent involvement across a wide diversity of curriculum opportunities.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework. 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.

"The School Excellence Framework Identifies fourteen elements which define the core business of excellent schools."

In 2016 as part of our staff meetings and school development evenings all staff undertook a rigorous process of evaluation of the fourteen elements in the School Excellence Framework (SEF).

This process of evaluation ensures a sustained focus on ongoing professional development across our school. The focus has been on collection of evidence, analysis of data and measurement of impact on teaching and learning to ensure the best learning outcomes and for students underpinned by the new Australian Curriculum. This drives teaching professional learning and resourcing in school planning.

The results of this process and evidence from our SEF indicates the following in our three domains:

Learning:

- We are excelling in learning culture, student wellbeing, curriculum and learning.
- In Assessment and Reporting we are sustaining and growing and need to develop more school wide practices for assessment and reporting and standardise transparent student performance measures.

Teaching:

- We are excelling in professional standards and driving teaching professional learning.
- We are sustaining and growing in other areas such as evidence based teaching strategies and this is a future focus area.

Leadership:

In this area we identified as excelling:

- Professional learning is aligned clearly to the school plan with active staff engagement.
- Sustained and measurable whole school improvement is transparent, relevant, realistic and articulated.
- School vision and strategic directions are clearly evident.
- Resources are strategically used to improve student outcomes and our P&C work closely with our school with implementation of the school plan to ensure its success and transparency.

All school staff participated in our school development days and evenings.

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

Quality Teaching

Purpose

To develop, support and sustain quality teaching across Key Learning Areas which is based on quality educational delivery of high standard programs using shared professional practices. This will result in students who are highly literate, numerate, creative and confident through a challenging, engaging and inclusive curriculum.

Overall summary of progress

All staff have positively engaged in ongoing and focused professional learning with the Australian Curriculum.

Clear, consistent and sustained learning expectations have been articulated K–6 to ensure successful learning for students across all stage teams.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>NAPLAN: To increase the number of students achieving in the top three skill bands. Decrease lower bands and sustain growth.</p> <p>All staff utilising focused assessment strategies and evident in class programs.</p> <p>Refined assessment strategies reflected by a consistent culture of concise and clear expectations.</p>	<p>Syllabuses clearly evidenced in all teacher programs K–6 and integrated specific assessment tasks to ensure differentiation. Focused Australian Curriculum directions have been achieved K–6 with all staff involved in professional learning and linked directly to teacher programs. A consistent, whole school approach has been achieved with implementation of our new syllabuses to support student learning. SMART data analysis by all teaching staff with impact on teaching and learning to increase top 2 bands, this continues to be a whole school focus. Sustained implementation of the new syllabuses with evidence of clear differentiation and learning intentions. Data analysis. Clear directions set at all team levels. School plan articulated by all staff, clear understanding of teaching expectations K–6.</p>	<p>RAM funding directly supports Teacher Professional learning effectively in the areas of literacy, numeracy and technology. QTSS staffing allocation has allowed for classroom observations.</p> <ul style="list-style-type: none">• Literacy/Numeracy (\$8969.00)• Socio-economic background (\$30561.00)• Professional Learning (\$21754.00) <p>Whole School staff meetings.</p>

Next Steps

- To continue explicit teacher professional learning to address Guided Reading/Focus on Reading K–6.
- To develop an depth understanding of learning continuum and new syllabus, especially English and Maths.
- To explore proposal of an instructional leader K–6 in literacy.
- To develop science scope and sequence (however have commenced for history and technology).
- To develop a streamlined, focused and transparent framework for assessment K–6 understood by all stakeholders with clear accountabilities/expectations.
- To resource (physical and monetary) and analyse support required for implementation of literacy program (readers etc) and teach professional learning, including instructional leader proposal.
- Continue analysis of SMART data to ensure a focus on students achievement in the top two skills bands and a commitment for all staff K–6 i.e. whole school ownership.

Strategic Direction 2

Quality Student Engagement & Attainment

Purpose

To develop an inclusive environment that builds students' social competencies enabling development of the necessary skills to become safe, respectful learners. This will help them succeed at, and beyond school. Our approach will deliver shared professional practices providing the whole school community with an understanding of how to monitor and reflect on behaviour.

This means that students will enhance their success as engaged, purposeful learners who build and strengthen their individual achievements by being involved in quality and diverse programs across academic, cultural and sporting spheres.

Overall summary of progress

Picton Public School has achieved a consistent, focused and extremely settled learning environment in 2016.

Our students reflect the motto of 'Safe, Respectful Learners' and this is embedded within our school culture at all levels by staff, within and out of the classroom. Our students are actively engaged in their learning process and can articulate behavioural expectations.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase staff awareness and consistent implementation of processes and practices which embed quality academic and social behaviours across the school community.	Transparency of processes, expectations and accountability K–6 evidence. Two Learning and Support Coordinators work in tandem – one for mainstream and one support classes. Significant and focused professional development for all staff focusing on academic and behavioural expectations to ensure sustained consistency and transparency K–6.	Whole school Staff Meetings • School funded (\$2000.00)
Increase students showing positive behaviours for effective learning.	Significant and focused professional development for all staff focusing on academic and behavioural expectations to ensure sustained consistency and transparency K–6.	
Increase students' conflict resolution skills to contribute to a positive learning culture within the school.	Significant reduction has occurred with behavioural incidents.	

Next Steps

- To continually monitor the effectiveness of Learning Support procedures and their currency K–6.
- To continue to implement Friendly Schools Plus Social Skills program and review resourcing. Revisit the implementation of posters and language related to support classroom teachers and consistency K–6.
- To purchase professional signage for SLR in the playground and the hall.

Strategic Direction 3

Quality Leadership & Systems

Purpose

Through harnessing technology Picton Public School endeavours to develop engaged learners who are equipped with essential skills required to take their place in our global society. This will be achieved by providing quality teaching and learning practices where current technology is embedded across all curriculum areas.

Picton Public School aims to ensure clear concise, accurate reporting of student achievement to our school community.

Picton Public School fosters the development of all teachers to reach proficiency and to engage actively in professional development.

Overall summary of progress

All staff engaged in professional learning in technology which underpins all class programs. Technology is valued as integral to learning at Picton Public School.

All teachers have actively engaged in the development of their professional development plan with clear goal setting evident. Reporting matches the new Australian Curriculum.

Professional development is embedded at all levels within our school setting – whole school, team, individual and Team Leaders have displayed strong leadership and development.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All teachers actively engaged in the Performance and Development Framework.	All staff understand process and active participants. All PDP's shared with colleagues with focus on new goals for 2017. All aspects of process signed off on. Goals have been clearly articulated by all staff in a professional and interactive manner.	Staff meetings • Professional Learning Funds (\$3000.00) • For electronic format (\$500.00) QTSS Staffing allocation has allowed for classroom observations.
All teachers utilising learning technologies to maximise 21st Century learning opportunities for students.	All teachers have utilised iPads to enhance student learning K–6 and have received ongoing and more personalised professional learning in 2016 from expert colleagues and outside consultancy. K–6 scope & sequence developed by stage teams to include in teacher program with clear expectations. Whole school commitment and discussions of skills to be implemented in 2017. Follow up in 2017.	Socio–economic background \$30,561
Develop and sustain transparent leadership processes with effective and efficient systems K–6.	A cohesive and focused Executive Leadership Team which targets improved student learning outcomes K–6.	

Next Steps

- Develop supervision policy integrated/aligned with instructional leadership role.
- Technology scope and sequence fully embedded in teacher programs K–6.
- Revise reporting format K–6 explicitly linked to the new curriculum.
- Sustain practices in PDP implementation with clear, specific & professional goals to improve teaching and learning.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Greater school cultural understanding and identity. Up skilling of all staff in creative arts and implementation in teacher programs. Indigenous Artist worked with all students K–6 in their classrooms to promote cultural identity and awareness. Outstanding feedback from all stakeholders. Artist also provided professional learning for all teachers, staff to utilise in their classroom in every session.	• Aboriginal background loading (\$11 965.00)
English language proficiency	Student effectively supported with one to one teacher support with support learning officer. Positive feedback, student learning successfully with individualised support.	• English language proficiency (\$400.00)
Low level adjustment for disability	Targeted students received one to one support within their classroom from SLSO to support individualised need.	• RAM Low level adjustment for disability (\$28 899.00)
Quality Teaching, Successful Students (QTSS)	Has enabled all Stage Executive to implement classroom observations, demonstration lessons and release colleagues to visit other classrooms and integrate with PDPs. A fully focused, timetabled program K–6 implemented. Full implementation of PDP's and QTSS program K–6. All staff participating in classroom observations and visits.	This comes out of our staffing entitlement, not separate funding.
Socio-economic background	Used to provide additional professional learning for all teachers K–6. Supplemented team and individual days where Stage Leaders focused on literacy and numeracy. Outstanding feedback from all staff about value of process. Student Assistance is an increasing amount set specifically to support students and families experiencing financial difficulties with payment of excursions, uniform and other school costs. Used also for WHS and student Health Care Plans. Continue for Teacher Professional Learning and use for K–6 Instructional Leadership Role for 2017, very positive feedback overall.	RAM Socio Economic RAM Literacy and Numeracy • Socio-economic background (\$30 561.00) • Literacy and Numeracy (\$8 970.00)
Targeted student support for refugees and new arrivals	Positive feedback, student attending well and learning successfully with individualised support. Full implementation achieved with one to one teacher support and resources accessed. Positive learning achieved. Consistent implementation of program.	Staff allocation – 1 day per week

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	250	236	218	195
Girls	214	222	212	218

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.4	95.4	95.5	94
1	94	95.5	94.5	94.9
2	94.7	95.6	94.6	93.6
3	95.5	94.8	95.2	93.9
4	94.4	95.7	94	93.6
5	95.4	95.7	93.8	93.4
6	93.6	95.6	92.5	93.7
All Years	94.8	95.5	94.2	93.8
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

Class sizes

Class	Total
K BLUE	19
K YELLOW	18
K RED	18
1 PINK	21
1 VIOLET	21
2 PURPLE	22
2 INDIGO	24
2 GREEN	23
3/4 PEARL	30
3 SILVER	31
4/5 PLATINUM	30
4 BRONZE	30
5 OPAL	26
5/6 AQUAMARINE	27
6 TURQUOISE	24
6 SAPPHIRE	27

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	5
Classroom Teacher(s)	15.67
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.8
School Counsellor	1
School Administration & Support Staff	6.22
Other Positions	0.18

*Full Time Equivalent

Our school has two indigenous staff.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	52
Postgraduate degree	48

Professional learning and teacher accreditation

- Total School Expenditure on Professional Learning: \$52 000 – this includes: Professional Learning and Literacy and Numeracy funding
- Numbers of teachers in process of gaining accreditation: Proficient – 4, Highly accomplished – 0, Lead teacher stages of the Australian Professional Standards for Teachers – 1
- Numbers of teachers maintaining accreditation: 3
- Information on all school development days, including participation by staff: Term 1 – Mandatory Training – Child Protection, Code of Conduct, Complaints Procedures, EPAC, School Plan 2016 Term 2 (includes evenings) – Australian Curriculum, Differentiated Learning, Student Learning Plans, Social Skills Program, Technology Workshop, Aboriginal Education and Creative Arts Term 3 (includes evenings) – Evaluate Thinking, School Excellence Framework Evaluation, School Planning, LMBR Term 4 – worked as evenings

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.

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

	2016 Actual (\$)
Opening Balance	0.00
Revenue	253 623.58
(2a) Appropriation	220 523.41
(2b) Sale of Goods and Services	10 686.26
(2c) Grants and Contributions	22 243.24
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	170.67
Expenses	-155 934.79
Recurrent Expenses	-155 934.79
(3a) Employee Related	-94 916.61
(3b) Operating Expenses	-61 018.18
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	97 688.79
Balance Carried Forward	97 688.79

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.

School performance

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	2 617 337.22
Base Per Capita	23 872.39
Base Location	5 111.98
Other Base	2 588 352.85
Equity Total	164 644.68
Equity Aboriginal	11 965.47
Equity Socio economic	30 561.43
Equity Language	400.00
Equity Disability	121 717.79
Targeted Total	570 542.60
Other Total	157 379.22
Grand Total	3 509 903.72

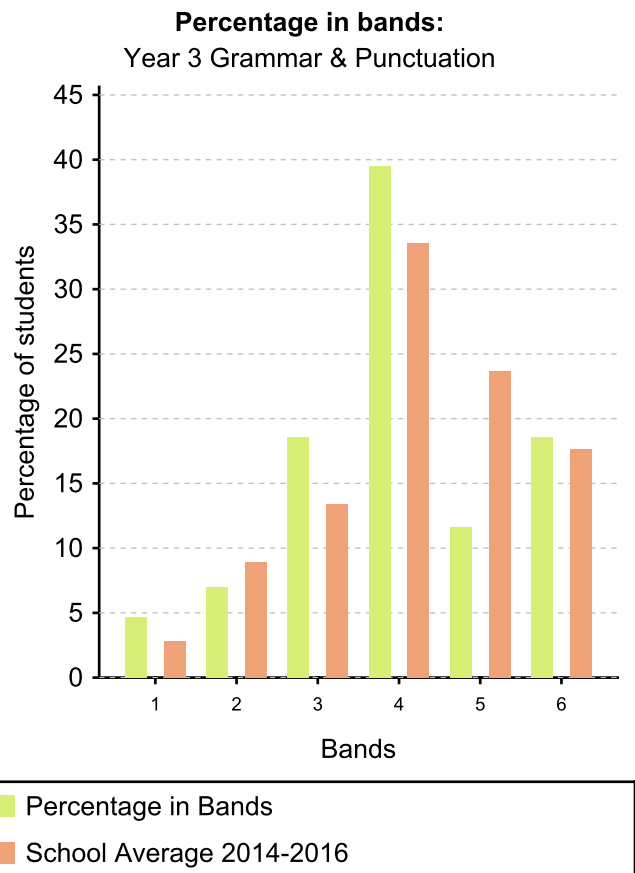
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

NAPLAN

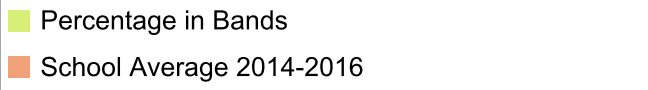
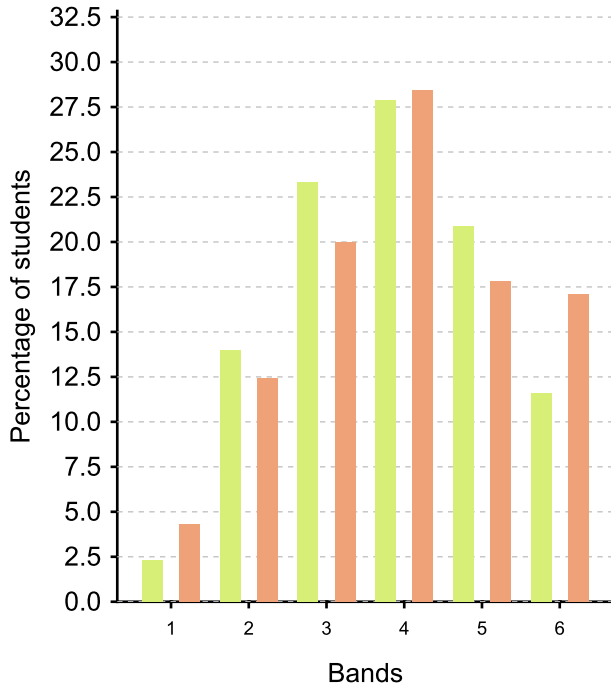
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Rigorous analysis of NAPLAN data at whole school level is driving implementation of Strategic Direction 1.

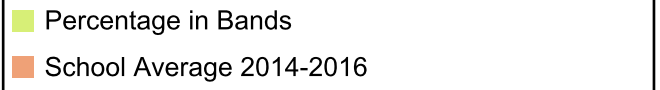
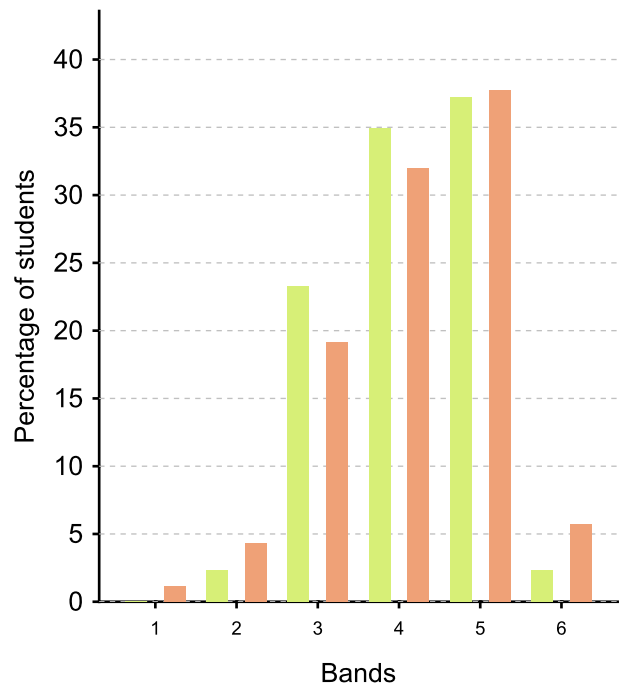
Evident in our results is the need to ensure we improve our top two skills bands in literacy and numeracy. Demonstrated strength in the top third skill band.



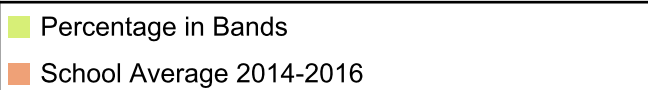
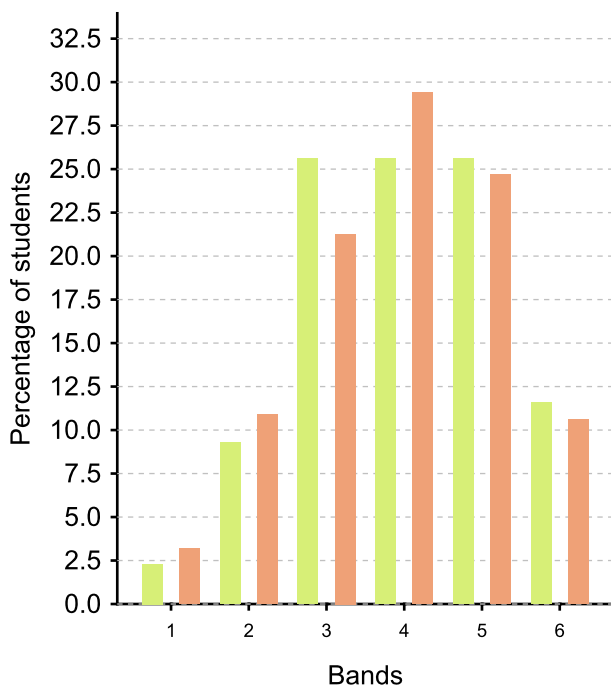
Percentage in bands:
Year 3 Reading



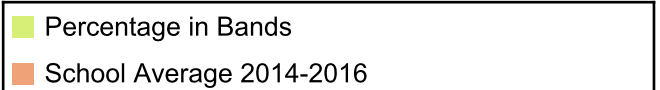
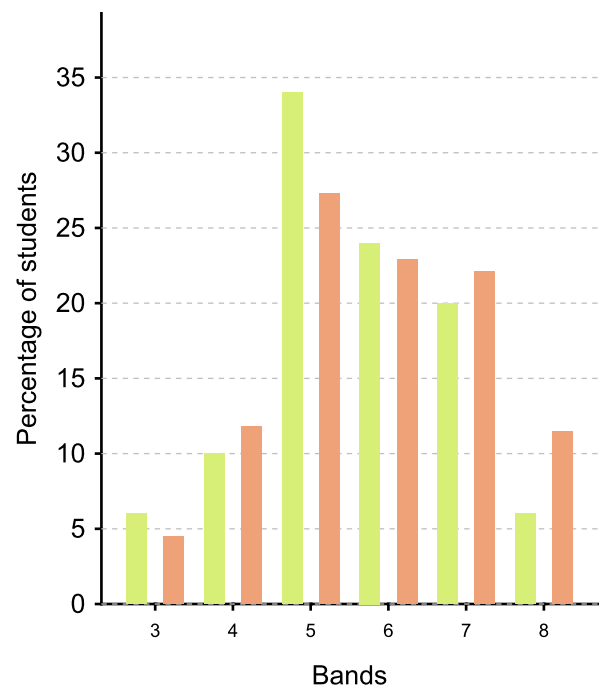
Percentage in bands:
Year 3 Writing



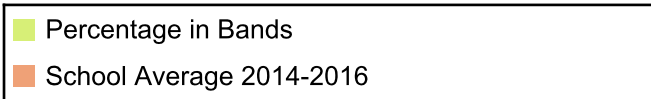
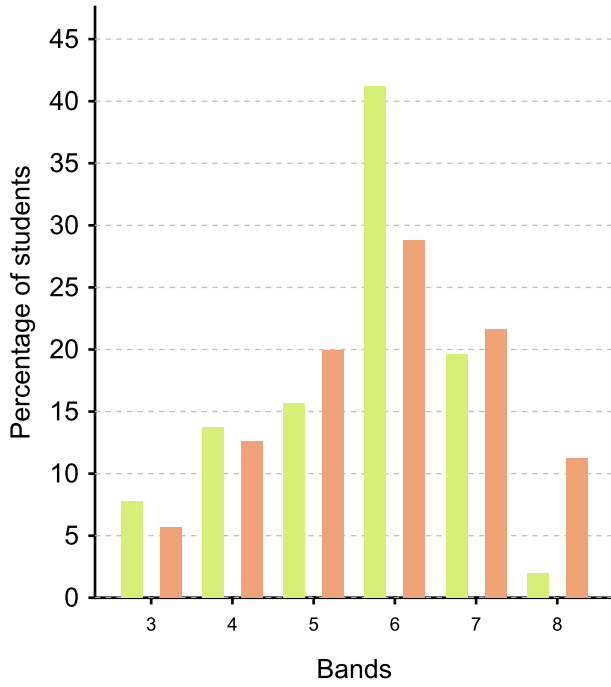
Percentage in bands:
Year 3 Spelling



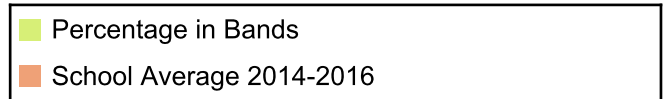
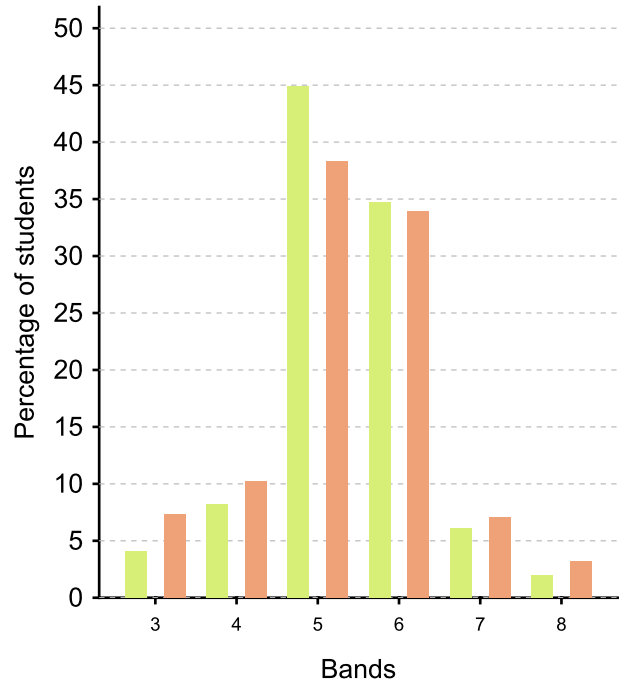
Percentage in bands:
Year 5 Grammar & Punctuation



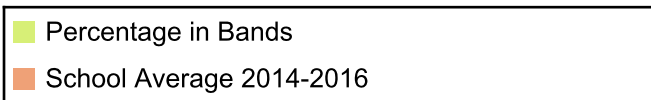
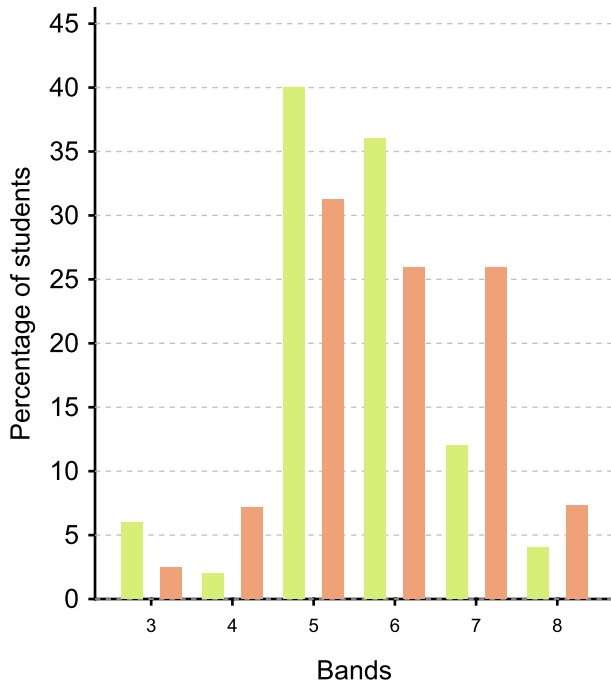
Percentage in bands:
Year 5 Reading



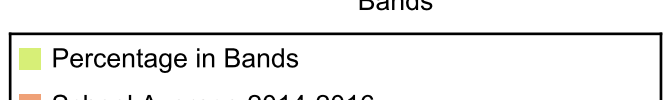
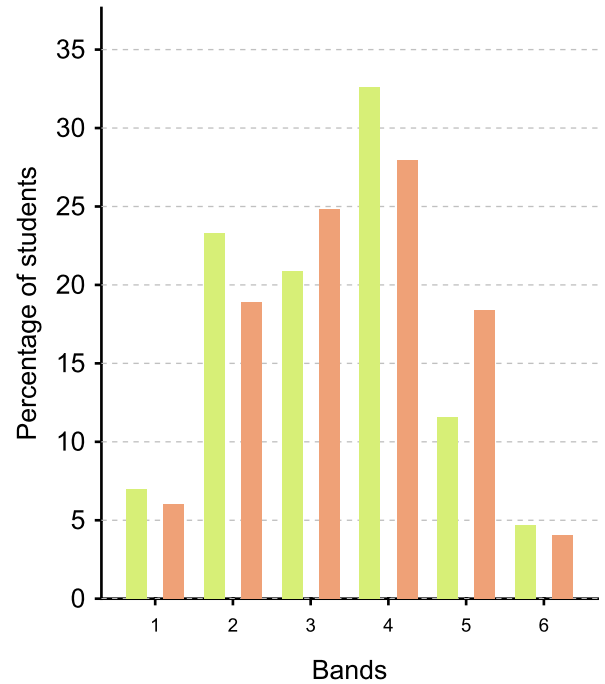
Percentage in bands:
Year 5 Writing



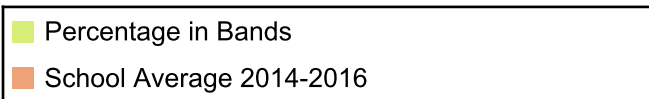
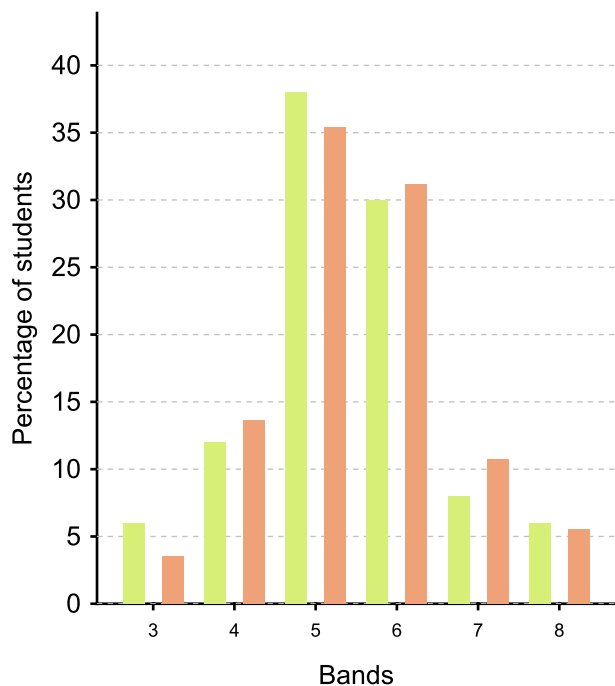
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



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

Parent/caregiver, student, teacher satisfaction

The following has been implemented:

- P&C School Uniform Survey – is currently being reviewed about our uniform styles and outsourcing of purchasing will be reported in 2017.
- Electronic interview procedures were implemented with very positive feedback from parents regarding a more efficient process.
- Technology survey to determine feedback about technology programs in our school in conjunction with the P&C whether to support the school plan. Overwhelming support of the need to support technology and work with P&C Association.

Parent comments:

"Technology is everywhere."

"It's the way of the future."

"I think the school is doing a great job transitioning into a different way of teaching."

"My kids love the iPads... keeps them engaged for longer and makes learning fun."

"I think PPS has a good balance."

Teacher comments included:

Key points raised by staff about technology in school

- iPads are supporting daily teaching and learning effectively across curriculum areas eg guided reading, maths, handwriting and science
- Need for more professional learning for staff (achieved)
- Need for additional iPads in classrooms (achieved)

Student comments:

Key points raised by students in their classroom. Overwhelmingly positive about iPad/technology and learning.

"iPads help me with my Maths."

"I can learn things like words using Reading Eggs."

"...because we can do Maths and Literacy groups."

"I like whiteboards because the teacher can show us more things and you can see the whiteboard because it's bigger."

"You can look up things on the iPad way quicker."

"I love using the computers in the library."

Policy requirements

Aboriginal education

Aboriginal perspective and content is promoted across KLAS in all syllabuses and promotes all students learning about Aboriginal history, cultures, perspectives and also current Aboriginal Australia.

- During Term 4 an executive teacher attended a three day professional learning forum called 'Connecting to Country' facilitated by the Regional Aboriginal Education team and Wollondilly AECG. It was a valuable opportunity to network with Indigenous Coordinators from our local schools. The executive was able to bring back to the school valuable information regarding teaching strategies and services available to Aboriginal and Torres Strait Islander students and their families.
- In a commitment to close the gap between the educational outcomes of Aboriginal and Torres Strait Islander students and other students and/or to improve the outcomes of our indigenous students, Picton Public School teachers, families and the indigenous students worked together to develop and implement Personalised Learning Pathways. In 2016 each indigenous student at Picton Public School continued to have a PLP which identified goals that focused on personal growth in academic, social competencies and cultural attainment. For 2017 our aim is to improve and modify the current PLP through the resourcing provided at the "Connecting to Country" training session.
- Danielle Mate, an indigenous artist, provided professional learning for all staff in all classrooms K–6 and at an evening session. Danielle also shared her own cultural background. Parents were also invited to a session. The feedback was excellent from all stakeholders. This was the second year Danielle has worked at Picton Public School.

Multicultural and anti-racism education

Teaching programs promote anti-racism and intercultural understanding and skills. These perspectives are embedded into the new syllabuses/National Curriculum. These are also reflected at our concert day with our multicultural performances.

Once again we had student representation in the Multicultural Oracy Competition. Four students participated in the Multicultural Perspectives Public Speaking Competition in Term 2. Understanding these perspectives are embedded in the National Curriculum.

Other school programs

Better Buddies Program

Year 6 students were assigned a Kindergarten buddy to mentor and socialise with. The Year 6 students frequently read books to their buddies and engaged with them in the playground. All Kindergarten students were made to feel welcome and developed a sense of belonging in their first year of school. These relationships had a positive impact in the playground promoting safe, respectful learning.

Comments from Year 6 students:

"When I'm in the playground my buddy always says hello to me. Better Buddies connects little kids and big kids." – Riley

"It's a good feeling to know your buddy looks up to you as their role model." – Emma

Public Speaking

Students K–6 participated in the School Oracy Competition.

Three students from Stages 1, 2 and 3 represented Picton Public School at the Ultimo Operational Directorate Primary Schools Public Speaking Competition Finals. One student won the Final and progressed to the Grand Finals.

Debating

Students in Stage 3 participated in a debating workshop at Wilton Public School. They learnt many skills to implement in practice.

Picton Public School has a Year 5 and Year 6 team. These teams were involved in a round robin where the Year 6 team just missed out on progressing to Area. The Year 5 team demonstrated improvement throughout the year and represented our school proudly. Workshops were conducted throughout the year to inspire and train interested Stage 2 and 3 students for 2017.

Sport

Picton Public School participated in AFL, soccer, netball and rugby league gala days. We represented the following sports at state level: softball, athletics, swimming, cross country and cricket.