

The Risk Public School Annual Report



2016



2968

Introduction

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

Tony McCartney

Principal

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Message from the school community

P & C REPORT

The P&C has continued to maintain a high level of fundraising again this year. We held a lamington drive and catered for the District cross country.

Kyogle Building Supplies generously donated a BBQ for the P&C to raffle which raised around \$1000.

We saw the return of The Risky Restaurant which was modified into an Ice Cream Parlour. Our three year six students prepared and served ice creams for the whole school and community visitors. It was an absolute pleasure spending the day with them.

This year we have purchased –

- Dolls for playtime
- Drainage which has been installed to prevent stormwater sitting in the playground
- Seedlings for the garden
- Two new sets of school hats
- The annual swimming bus has also been paid for

A new BBQ will be purchased before our next catering event

On a personal note, this will be my final year on the P&C. I have been privileged to be able to attend both primary excursions with my girls. I've attended many sporting events travelling from the Tweed to Sydney and many places in between. A lot of time and effort has gone into organising school events but the rewards have been much greater. The Risk community has provided such a wonderful and loving environment for my children and my whole family has benefited greatly from being involved in such a great school.

Kerri Moss

P&C President

Message from the students

Student Parliament Report

It's been a great experience being Prime Minister at The Risk this year.

The student parliament raised \$400 this year by cooking recess food each Monday and preparing healthy lunches every second Friday.

We bought more indoor games to play with, before and after school. We are also paying for all students to go to Ballina Water Slides at the end of the year.

Our meetings went smoothly this year with lots of proposals passed.

I enjoyed being part of the ANZAC Day parade in Kyogle where lots of Risk people marched.

I was proud to be the prime minister this year because it taught me to be a better leader.

I wish the new parliament all the best for 2017.

Maggie Moss

Student Parliament – Prime Minister

School background

School vision statement

The Risk Public School vision is to be a school of excellence.

We aim for excellence in school work, social interactions, self-confidence, communication and cooperation.

The Risk is a place where creativity, effort and success are celebrated equally.

Students will be proud of themselves, their peers and their school.

Students at The Risk will engage in all activities to benefit their educational journey and become caring, respectful citizens.

The Risk has caring staff that, through their high quality teaching and learning programs, ensure every student has the chance to succeed.

School context

The Risk Public School provides an attractive and stimulating learning environment for local community families. The school currently supports the learning of 28 students with 2 fulltime teachers. The school is located 20km from Kyogle in a peaceful rural setting surrounded by farmland.

There is an emphasis on literacy, numeracy and quality teaching at The Risk.

Teaching staff have attended several workshops over the past 3 years to develop their skills in delivering the new NSW syllabuses.

There has been increased access to technology with a computer room being configured for regular student use in the last 2 years and a redesigning of the Infants class computer section.

The Learning and Support Teacher is used to collaboratively devise learning support plans for students with extra needs and supports these programs in classrooms.

Student wellbeing is a focus in the school with the implementation of a student leadership program in 2013 and continued participation in a small schools learning community called COLOURSS (**Community Of Learners Of Upper Richmond Small Schools**) that has been in existence for many years. This group works to overcome the relative isolation of each small school by organising programs and activities for students and professional learning opportunities for staff.

The parents, P&C and local community are strong supporters of the school with regular fundraising and social activities assisting the school to stay connected to the community. There is also an increase in parent partnerships in daily learning programs at the school.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated the school was operating at a sustaining and growing level across the three domains of Learning, Teaching and Leading.

LEARNING: In **Learning Culture**, our evidence demonstrates good commitment by parents, students and staff to a positive learning environment. Parents and the community are regular visitors to the school which helps promote a cohesive atmosphere where the opportunity to participate in programs or assist with school decisions is provided. Conditions for learning are always on the improve at our school with many programs that are shared with students such as the Breackie Club, Literacy Continuum progress, student parliament, community assembly performance items and

engaging educational excursions. Staff at the school have enthusiastically embraced new NSW syllabuses in recent years and implemented more efficient teaching practices as well. Student **Wellbeing** practice is embedded in all school programs through engaging academic programs that support individuals at their instruction level. A wide variety of extra-curricular activities provide stimulating outlets for the development of students as a whole person. **Curriculum and Learning** practices are excellent in our school, demonstrated by the willingness of teacher to try new strategies based on data and to implement or introduce changes when the need is identified. **Assessment and Reporting** strategies at the school have been improving with more specific assessment driving priorities for future teaching and learning. Teachers will continue to extend the conversations with students about their own learning levels to help students become part of the goal-setting process. The use of **Student Performance Measures** informs the school plan and our teaching and learning programs. The introduction of a re-structured Literacy program for the primary class and the employment of extra learning and support time was driven by data from previous student performance. Assessments of reading, writing and spelling indicate fast growth than previous years which will hopefully continue into 2017 with consolidation of program implementation.

***WHERE TO NEXT?** We will extend our conversations with students around progression on the Literacy and Numeracy continuums. The school is developing a more effective and regular Numeracy assessment strategy to inform teaching coupled with newer teaching strategies (such as T.E.N. and T.O.W.N.) to improve learning.*

TEACHING: The **Effective Classroom Practice** and **Collaborative Practice** of teachers in the last 2 years at our school have undergone some significant change with weekly team teaching sessions in literacy and art being introduced. There have also been changes to teaching and learning strategies with small group work, individual support and introduction of the T.E.N. program. **Data Use and Skills** have been improved to identify the areas of learning in student performance that are prioritised for future programs. In the element of **Learning and Development**, teachers have committed to improvements to Literacy and Numeracy strategies with the introduction of new syllabuses and support programs. The introduction of PDPs as a collaborative process has occurred smoothly with teachers becoming comfortable with lesson observations and negotiated goals. **Professional Standards** at the school are high with an outstanding commitment to extra-curricular activities and ethical practice. Parents and students say that staff are approachable and deal with issues sensitively. Teachers keep a focus on ensuring programs are aimed at achieving student outcomes that reflect the school's priorities in our vision statement and school plan priorities.

***WHERE TO NEXT?** A commitment to utilise PLAN data more effectively in the senior grades will further improve the school's implementation of data-driven learning. With the consolidation of the T.E.N. program and introduction of T.O.W.N in 2017, we hope to review numeracy teaching strategies with the intention of improving student performance.*

LEADING: The school's **Leadership** performance indicates that all stakeholders are included in decision-making and commitment to the direction of the school is high. Partnerships with other schools exist through the COLOURSS and Kyogle COS networks to improve both student learning and teacher professional development. The student parliament provides an avenue for students to learn leadership skills and teachers at our school seem to naturally take on leadership roles when needed because of the small number of staff in our small school setting. **School Planning, Implementation and Reporting** is a collaborative practice in the school with the successful introduction of the 2015-2017 School Plan process that included regular consultation with the community and staff review of the plan's progress. The management of **School Resources** has complimented teaching and learning priorities in recent years such as the modernising of technology resources, purchase of new literacy resources and the employment of expert teachers in music and learning support. **Management Practices and Processes** are implemented satisfactorily at our school with community consultation practices being improved in recent years. Regular opportunities exist for the community to participate in the life of the school. The school website and the school newsletter are presented to the community with pride and provide detailed information about school events and programs.

***WHERE TO NEXT:** Exploring opportunities to utilise business, industry and university partnerships will be discussed with the community in 2017. A better presence in local media would improve community awareness of the school's achievements and deeper explanation of the school plan directions at future community meetings.*

Our self-assessment and the external validation 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

SUCCESSFUL LEARNERS

Purpose

Build capacity of students and staff to use the Literacy and Numeracy Continuums to review student progress and generate new teaching and learning that is negotiated and ongoing.

Develop high quality assessment strategies which are used by staff to create personal learning plans in Literacy.

Overall summary of progress

The building of knowledge around the Literacy Progression continued in 2016 with students and staff more fluent in the language of the writing clusters through use of the 'I Can' statements. Implementation of other aspects of Literacy such as comprehension, reading and vocabulary have been delayed to consolidate knowledge for students in writing. Whilst staff are using these aspects for assessment purposes, introduction of the clusters language to students will take place in 2017.

Staff have been fully engaged in the implementation of the new small schools Maths program. The scope and sequence of lessons K–6 has been finalised and most of the week by week content has been finalised and used in classrooms this year.

Teachers have reviewed assessment strategies throughout 2016 and examined other strategies from other schools. The process was beneficial resulting in better assessment data collected from student work.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
60% of students are achieving at or above their appropriate year level on the Literacy and Numeracy Progressions.	In 2016, 43% of students are at or above their grade level on the Literacy and Numeracy Progressions.	\$900 (2 teacher relief days)
Student growth between Year 3 and Year 5 will be at or above State growth levels in NAPLAN	From 2011 – 2015, school growth from Year 3 to Year 5 was higher in all aspects than state growth (except writing where student numbers were too low to report). From 2012–2016, school growth from Year 3 to Year 5 was higher in all aspects than state growth (except writing where student numbers were too low to report).	Nil

Next Steps

In 2017 –

PLAN data will be displayed for all students and used to formulate collaborative learning plans with students.

Parent information sessions will be planned for semester 2 to describe the way PLAN data and assessment strategies are being used to negotiate and plan learning goals for students.

'I Can' statements for comprehension and reading will be introduced to students. This will provide students with knowledge about their current cluster levels and how to move to the next cluster by analysing the skills required.

Strategic Direction 2

RESILIENT STUDENTS, DYNAMIC LEARNERS

Purpose

To provide strong multi-curricula teaching and learning programs that improves the wellbeing of students.

Overall summary of progress

The Bounce Back program has been in use for 2 years and forms an important link to the Personal Development Syllabus requirements. Units of work on anti-bullying strategies, core values and people bouncing back (resilience) were conducted in 2016.

The school's discipline code was reviewed and incorporated a review of the school's anti-bullying procedures. A community meeting was held to review these documents. The Department's Wellbeing Framework was also examined and has been adopted as an integral part of the overall wellbeing strategy at the school.

The K-6 music and art programs continued in 2016 with excellent feedback from the community about the success of both programs. Student skill levels in creative and performing arts has definitely improved over the past 2 years.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of students engaged in the BOUNCEBACK program.	All students have been fully engaged in anti-bullying lessons, resilience lessons and lessons on core values in 2016.	Nil
10% improvement of student responses on the student wellbeing survey from 2015 to 2017.	In 2016 students were very positive about how the school worked for them with high percentages of positive responses from the quality of school life survey. The average satisfaction rate across the 40 questions was 86.9% in 2016 compared to 76.6% in 2015 (a survey across 11 questions on school culture).	Nil
100% of families have read and support the school discipline code which incorporates the anti-bullying procedures and wellbeing framework.	A community meeting was held in August to review the school's discipline code, anti-bullying procedures and wellbeing framework. Several changes were made and the revised documents were sent to all families for review over term 4. The new revised procedures will be in full operation in 2017.	\$50 (catering for community meeting)

Next Steps

The Bounce Back Program will continue in 2017 with a revision of the anti-bullying unit, Courage, Looking on the Bright Side and Emotions.

The new discipline code will be reviewed at a P&C meeting, family survey and a staff meeting to ensure all stakeholders support the revised procedures.

The K-6 music program will resume in terms 2 and 3, whilst the K-6 art program will continue on a weekly basis in 2017.

Strategic Direction 3

DYNAMIC EDUCATIONAL COMMUNITY

Purpose

To provide flexible learning opportunities as an educational community by fostering learning partnerships to overcome rural and remote challenges.

Overall summary of progress

The COLOURSS learning community consists of 6 small schools surrounding Kyogle. There is a strong tradition of support and cooperation between the schools and regularly involves Kyogle PS and Kyogle HS. In 2016, The Risk PS participated in over 16 learning events involving some or all of the schools. Staff also participated in 10 meetings or professional learning events to improve teaching skills or ensure planned learning events were conducted smoothly.

The planned implementation of PBL across 8 schools in 2017 has seen targeted professional learning taking place throughout 2016 to coordinate such a significant program across a variety of schools with a consistent message. Staff have combined with specialist regional staff to develop an exciting partnership for the proposed implementation in 2017/18.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Trading COLOURSS program evaluated through staff, student, community surveys.	The variety of COLOURSS events and activities that occur annually are highly valued by the 6 school communities. Surveys indicate a high level of approval and satisfaction from the community.	Nil
<ul style="list-style-type: none">Principal to attend 100% of Kyogle Community of Schools meetings.	All meetings were attended as programmed with significant input into the PBL program and COLOURSS events such as athletics, cross country, Science Day and NAIDOC Activity Day.	\$900 (2 teacher relief days)

Next Steps

Continuation of COLOURSS learning events in 2017.

Development of the PBL strategy throughout 2017 with priorities and learning sequences developed followed by production of signage and launching of the strategy throughout schools in late 2017 or early 2018.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Aboriginal students were supported through the development of a Personalised Learning Plan by their teachers.	\$513 used to relieve staff to devise the PLP.
Low level adjustment for disability	Students identified as having extra learning needs were targeted for support in 2016 with a priority for support in Literacy. A casual LaST teacher was employed to team teach with primary teacher to work on reading and writing skills in small groups with engaging texts at instructional level. These students were also given individual support to improve specific skill deficits identified during small group work.	\$2795 spent on employment of a casual LaST teacher to implement a support program for identified students.
Quality Teaching, Successful Students (QTSS)	LaST teacher employed to assess student progress on basic skills in literacy then devise IEPs for LaST to implement in class after negotiation with class teacher.	0.021 used by LaST teacher to devise IEPs for identified students
Socio-economic background	<p>A music teacher was employed to enhance the music program for all students with a target of improving performance skills.</p> <p>Funds were also expended to transport students to valuable educational activities that would normally be out of range for families.</p>	\$1676 spent on a music teacher, travel and entry costs to educational activities to overcome socio-economic background of students.

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	15	15	16	17
Girls	8	11	11	10

Student attendance profile

School				
Year	2013	2014	2015	2016
K		97.4	98.5	96.8
1	89.5	97.8	98.1	98.6
2	93.5	93.8	96.7	94.8
3	84.3	94.7	95.6	99.5
4	89.6	98.4	93.4	90.1
5	92.1	98.6	93.4	96.7
6	94.4	100	94.5	93.9
All Years	90.5	96.6	95.6	94.5
State DoE				
Year	2013	2014	2015	2016
K		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

Several students required significant sick leave in 2016 that has impacted on the school's overall attendance rate.

Class sizes

Class	Total
INFANTS	10
PRIMARY	18

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	1.25
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration & Support Staff	0.9
Other Positions	0.01

*Full Time Equivalent

There were no staff members of Indigenous heritage in 2016.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	
Postgraduate degree	100

Professional learning and teacher accreditation

Professional Learning

The Risk Public School had an allocation of 2.4 full time equivalent teachers and employed a 0.2 temporary teacher in 2016. We also had 2.3 SASS employees. This gives the school a total 4.9 FTE staff.

The professional learning activities undertaken in 2016 were closely aligned with the 3 strategic directions in the 2015–2017 School Plan.

Professional Learning activities for staff in 2016 included –

A group of Casino and Kyogle small schools form a professional network that meet once per term to learn about and share teaching and programming strategies for the new NSW curricula.

Teaching Early Numeracy (TEN) training for 2 staff members.

PBL training was attended by staff with a commitment

to introduce this wellbeing strategy over the next 3 years in conjunction with other schools in the Kyogle Learning Community.

Two staff members attended a Pirozzo training day to gain new teaching strategies to use with the new History and Geography syllabuses.

The following activities were undertaken at School Development Days –

-
- Updates on the following policies and procedures: CPR, child protection, code of conduct, work, health and safety, anaphylaxis procedures, professional learning policy, sport and physical activity in schools and complaints policy.
- Staff were trained on how to use LEGO WeDo technologies.
-
- Refinement of the student wellbeing program: BOUNCE BACK.
-
- Participation in Syllabus PLUS modules for the new NSW curricula in History and Geography.

The total expenditure for professional learning in 2016 was \$7174 which is an average of \$1464 per full time equivalent staff member.

Teacher Accreditation

One temporary teacher submitted their 5-year cyclic accreditation documentation and gained accreditation. PDPs were completed by all teaching staff.

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

Financial information

This summary financial information covers funds for operating costs to 31 November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	76 485.61
Global funds	65 142.25
Tied funds	89 418.77
School & community sources	7 865.98
Interest	1 602.81
Trust receipts	2 269.90
Canteen	0.00
Total income	242 785.32
Expenditure	
Teaching & learning	
Key learning areas	33 210.14
Excursions	2 362.55
Extracurricular dissections	3 578.40
Library	1 834.99
Training & development	671.83
Tied funds	96 742.01
Short term relief	5 910.21
Administration & office	30 349.69
School-operated canteen	0.00
Utilities	5 310.04
Maintenance	7 655.05
Trust accounts	1 876.36
Capital programs	0.00
Total expenditure	189 501.27
Balance carried forward	53 284.05

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.

As per the agreement between the NSW Government and the Federal Government, NAPLAN results cannot be reported in a manner which enables the results of individual students to be identified. Accordingly, results for students at The Risk Public School cannot be reported as there were less than 10 students in either grade that participated in the tests in 2016. Parents of students who participated in the 2016 NAPLAN Tests have been provided with individual reports and were invited to seek feedback where necessary.

Average results over 3 years (2014–2016) have been analysed to ensure the number of student results analysed is 10 or more in each grade.

Literacy Analysis 2014–2016 compared to 2011–2015: Year 3

Reading: The number of students in the top 2 bands increased by 6% while the number of students in the bottom 2 bands increased by 13.1%.

Spelling: The number of students in the top 2 bands increased by 1.4% while the number of students in the bottom 2 bands increased by 8.6%.

Writing: The number of students in the top 2 bands increased by 8% while the number of students in the bottom 2 bands decreased by 2%.

Grammar/Punctuation: The number of students in the top 2 bands increased by 3.3% while the number of students in the bottom 2 bands remained at 0%.

Literacy Analysis 2014–2016 compared to 2011–2015: Year 5

Reading: The number of students in the top 2 bands increased by 5.2% while the number of students in the bottom 2 bands increased by 4.5%.

Spelling: The number of students in the top 2 bands increased by 5.2% while the number of students in the bottom 2 bands increased by 6%.

Writing: The number of students in the top 2 bands remained the same at 0.0% while the number of students in the bottom 2 bands decreased by 21.2%.

Grammar/Punctuation: The number of students in the top 2 bands increased by 6% while the number of students in the bottom 2 bands decreased by 1.5%.

Numeracy Analysis 2014–2016 compared to 2011–2015: Year 3

The number of students in the top 2 bands increased by 7.3% while the number of students in the bottom 2 bands decreased by 3.1%.

Numeracy Analysis 2014–2016 compared to 2011–2015: Year 5

The number of students in the top 2 bands decreased by 10.6% while the number of students in the bottom 2 bands decreased by 0.8%.

Parent/caregiver, student, teacher satisfaction

Parent Survey

Families were surveyed about school culture with a pleasing 67% of families responding to the survey.

Out of the 13 questions only one response was recorded in the sometimes or never section. All other responses were in the almost always or usually section.

100% of parents believe the school does well to praise and reward individuals who are successful.

100% of parents believe the school encourages students to do their best.

100% of parents believe the school appreciates having their child as a student

100% of parents believe the school caters for the learning needs of all students.

92% of parents believe the school makes important changes to what it does if necessary.

Student Survey

Students in years 3,4,5 and 6 were surveyed as to their thoughts on the quality of their school life at The Risk PS.

100% of students thought the work they do is good preparation for their future.

100% of students thought that they learn to get along with other people.

93% of students felt happy about being a student at the school.

79% of students thought they could keep up with the work.

57% of students believe they are popular at the school.

Teacher Survey

100% of teachers believe the school culture supports a sense of ownership of the school.

100% of teachers believe they understand and respond to the context of the community in which they work.

100% of teachers believe the school is continually finding ways to improve what it does.

Policy requirements

Aboriginal education

Aboriginal perspectives and units of work were incorporated in the school's History programs throughout the year.

NAIDOC was observed with a highly engaging combined COLOURSS Activity Day at Rukenvale PS. An Indigenous performer was employed to share song, dance and stories with students along with a variety of hands-on activities including dance, art, craft and cooking.

All indigenous students enrolled at The Risk PS have personalised learning plans developed for them after input from the student, parents and teachers.

Multicultural and anti-racism education

Multicultural education and perspectives were incorporated into the school's program. History and Geography units of study and the school's LOTE (Indonesian) program offer multicultural

Other school programs

Community of Schools Initiative (COLOURSS)

COLOURSS (Community of Learners of Upper Richmond Small Schools) is a group of six schools surrounding Kyogle that combine for a variety of sporting, social and academic learning experiences for students. There are also opportunities for staff to join together for professional learning opportunities. In 2016, students and staff participated in the following events and activities –

Sport– The COLOURSS schools combine for Swimming, Cross Country and Athletics carnivals provide strong teams to compete at the zone level.

Science Day – All COLOURSS students and staff join together to celebrate National Science Week. Students in the same stage were grouped together and located at 3 venues to learn about science in our world. Staff plan and present highly engaging science lessons based around the national theme each year. In 2016, highly engaging lessons were produced with LEGO robotics, drones and a visit to a robotic dairy farm.

COLOURSS Cultural Day –

Public Speaking Competition – The stage 2 and stage 3 students from COLOURSS come together to

compete in a public speaking competition each year. Each school sends its best performed speakers to compete for the right to go onto Lismore for the regional final. In 2016, The Risk PS had its best-ever result with a winner in stage 2 and runner-up in stage 3. The winner in stage 2, Xavier Cook, went onto The Rivers Public Speaking Competition and won that as well!

Year 6 Camp – COLOURSS students participate in a very popular Year 6 camp each year with support from COLOURSS staff and Kyogle HS staff and students. This event is an important part of the Year 6 to Year 7 transition program. Students engage in art, craft, sport or musical activities as well as team building, leadership and social activities designed to build relationships with people they will connect with in Year 7.

New Curriculum Professional Learning for staff – All COLOURSS teaching staff have been given the opportunity in 2016 to spend time together to learn about the new Geography and History syllabuses with Casino small school teachers. Principals have coordinated the program with specialist teachers to initiate the professional learning.

Student Wellbeing Programs – In 2016, the school consolidated several programs that were initiated in 2014. The school community also reviewed the current school discipline code and anti-bullying procedures. These revised procedures will be fully implemented in 2017.

Student Parliament: The Student Parliament continued with regular meetings, provision of healthy recesses once per week and cooking lessons once per fortnight that provided healthy lunches for students to purchase. Elections were successfully held in December to select the next leadership team. The parliament used some of its funds to pay for a whole school trip to Ballina Water Slides in December.

Breakfast Club: This very popular program continued in 2016. Families pay a nominal fee to provide their children with access to a basic breakfast. Students who arrive at school early really benefit from this program. Students and staff work together to prepare the breakfasts and clean up each morning.

Community Assemblies: These very popular once-per-term assemblies provide students with a forum to perform or present work for an appreciative audience of parents and citizens.

K–6 Art Program: Two teachers have developed a very engaging K–6 art program, capitalising on their shared expertise in the subject. Students have developed a much improved knowledge of artistic skill and knowledge of prominent art styles.

K–6 Choir: Two interested parents volunteered to continue our K–6 choir to improve music appreciation amongst students. In collaboration with teachers, the parents visited on a weekly basis and shared their knowledge of voice preparation and performing. The culmination was the school's performance at the

Casino Performing Arts Festival in September. The performance by the whole-school choir received very positive feedback from those that attended.

Music Tuition Program: The employment of a class teacher who specialises in music, came about after feedback from a community meeting in 2014. The teacher visited on a weekly basis for 2 terms and engaged all students in music appreciation and performance.