

Thirroul Public School

Annual Report



2016



3201

Introduction

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

School contact details

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Message from the Principal

In 2016, as reflected in our school motto, Thirroul Public School 'Strives to Excel' to successfully meet the school vision and strategic directions developed through the collaborative decision making efforts of our school community. I acknowledge and commend the efforts of all stakeholders who have shown an unwavering commitment to ensuring that our school is achieving in the three school plan areas of: Inclusive, Successful Learning; Quality Professional Practice; and Connected Community.

The Annual Report reflects the self-evaluation processes undertaken in Thirroul Public School within the context of the School Excellence Framework and the improvement measures outlined in our School Plan 2015–2017. It is a summary of the school's achievements this year and provides information regarding our priorities for 2017. The information presented will provide you with a snapshot revealing that our school is a place where each student is encouraged and supported to reach their individual potential, community are authentically involved in the planning and progress of the school and the staff are talented and committed to the profession of teaching.

Outstanding teaching and learning programs continue to be delivered such as Focus on Reading (FoR), Language, Literacy and Learning (L3), Targeting Early Numeracy (TEN) and Taking Off With Numeracy (TOWN). Our students are engaging with formative assessment practices and learning intentions to effectively self-monitor their learning and become actively responsible and engaged in their progression. In addition, many opportunities and experiences have been provided for students to achieve excellence within the areas of sport, cultural activities, creative and performing arts. The students are to be commended on their commitment to learning and exemplary attitudes to supporting their school community.

My sincere appreciation to our amazing team of teachers, School Learning Support Officers and administration staff for their commitment and dedication to ensuring that Thirroul Public School continues to be a school where all stakeholders feel valued, supported and catered for. Public education continues to evolve and implement new improvement measures which our staff has wholeheartedly taken on board with their genuine efforts and hard work.

Finally I would like to acknowledge the unrelenting efforts of our parents and carers who volunteer their time and energy to support the organisation, decision making and management of our school. Thirroul Public School values our home and school partnerships and respects the valuable contributions our families bring to our school community. The strong parent participation within our Parents and Citizens Association has ensured significant school improvements through fundraising to support our students' education, school environments and school community relationships.

Raquel Hallam

Relieving Principal

School background

School vision statement

Our dedicated school community provides learning opportunities that foster independent and engaged future citizens, who strive to reach their full potential.

School context

Thirroul Public School nurtures positive educational experiences in a highly engaging learning environment for every student. We have dedicated teaching staff who provide innovative opportunities that challenge and motivate our students to achieve excellent results.

Established in 1889, our school is positioned in view of Thirroul Beach and is surrounded by the breathtaking coastal escarpment with both the charm of our heritage buildings and modern facilities.

We promote a healthy, active lifestyle and encourage personal fitness through our comprehensive sport programs allowing students to compete successfully in a wide selection of local and state wide competitions.

Our students demonstrate and build skills and values through public speaking, debating, peer support programs and strong Student Representative Council initiatives.

We pride ourselves on our student welfare programs and advocate resilience and self-motivation in all areas of school engagement.

Team spirit and strong community partnerships are a strength and expectation of our school. Parents are actively involved in school programs and offer vital support within our classrooms.

Our students enjoy additional benefits and support due to the outstanding fund raising and commitment of our very active Parents and Citizens' committee which plays an integral role and provide input into our school's decision making process.

We encourage all students to achieve their personal best and pride ourselves on our successful and innovative programs in the arts, technology and sport.

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 participated in forums, surveys, feedback sessions and the School Excellence Framework self-assessment to analyse the school's progress against the practice statements of the School Excellence Framework. The process has provided evidence to validate practice as well as inform future planning in response to the changing needs of the school community. 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.

Learning

Thirroul Public School has consistently demonstrated a commitment within the school community to strengthen and deliver on school strategic directions. In the Domain of Learning, our school has been focusing on providing a learning environment that implements significant measures to improve student learning outcomes. This year we have continued an investment in quality learning programs to support student improvements. A strong commitment to literacy and numeracy has seen a continued emphasis on the implementation of L3 (Language, Literacy and Learning), FoR (Focus on Reading), TEN (Targeting Early Numeracy) and TOWN (Taking Off With Numeracy). Each term Parent Forums are used to communicate these pedagogies and develop partnerships in supporting home and school learning.

The introduction of Formative Assessment and the systematic use of PLAN data has improved the tracking of individual student's learning and provides students a tool to identify and set goals for their own progress and growth. With the drafting of our Gifted and Talented Policy and the support of our Learning Support Team, this year began a greater range of identification and support for a range of students needing early intervention to higher order enrichment opportunities.

Teaching

In the Domain of Teaching, Thirroul Public School has continued another year of implementing Quality Professional Practices by sustaining the training of important literacy and numeracy initiatives – Language, Literacy and Learning (L3), Focus on Reading (FoR), Taking Off With Numeracy (TOWN) and Targeted Early Numeracy (TEN) pedagogies. These evidenced based learning programs are maintained through an ongoing commitment to professionally develop staff in ongoing professional learning, becoming program trainers and developing instructional leadership roles.

Student performance has been maximised through systematic improvements that collate student data and inform the teaching cycle to differentiate learning achievement. Students have played a greater role in tracking their progress with personalised learning goals and well communicated data tracking.

Performance Development Plans aligned to teaching standards ensure staff capacity to focus on improvement goals and personal growth. Growth Leadership Coaching and Peer Coaching has been instrumental in supporting professional conversations with peers to develop performance goals. Time has been structured to ensure mentoring and collaborative peer support creates a culture of professional practice through Instructional Leadership, Quality Teaching Rounds (QTR) and Stage Supervisor release allocation.

Leading

Our School Plan continues to sustain the pathways and visions of our greater school community and is utilised as a process to gauge our improvement initiatives. In the Domain of Leading, our school community initiatives have provided greater opportunities for parents to partner with teachers in the consultative decision making practices. The school solicits and addresses feedback on school performance and values the opportunity for deep consultation through continuous systems such as Tell Them From Me surveys, Parent Forums and end of year School Plan Reporting meets. Our school has been responsive to networking with the school community to access extra curricula opportunities and resources to enhance student learning.

Our school has established a leadership team that supports staff to engage in opportunities to build their capacity to lead in delivering school strategic directions and empower teachers to steer their own professional learning journeys.

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

Inclusive, Successful Learning

Purpose

Students are confident to access and utilise a wide range of strategies and resources that foster independent and successful learning.

Individuals are encouraged to work collaboratively and creatively to achieve success. Students gain excellent results in literacy and numeracy through comprehensive teaching and learning pedagogies that ensure deep understanding of important life-long knowledge and skills. Our students are well prepared as they develop into successful global citizens.

Overall summary of progress

Thirroul Public school continues to consolidate and sustain the teaching of evidence-based programs to ensure student improvement in the areas of Literacy and Numeracy. School leaders have ensured the sustainability of these quality teaching pedagogies by becoming school trainers in programs such as Focus on Reading (FoR), Targeting Early Numeracy TEN), and Taking Off With Numeracy (TOWN).

Throughout 2016 the staff were consistently driven to provide precise individual visible learning goals for the areas of Literacy and Numeracy by improving data collections and communicating results more extensively with students. The important use of the success criteria for promoting visible teaching and learning in Literacy and Numeracy is starting to be implemented across all stages.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Comprehensive school data will track and measure individual student performance and growth.	The school has improved data collection systems to meaningfully track and measure student performance and growth. Students are engaging with visible learning goals and success criteria to support their own learning progressions.	\$10 300. 54 Literacy and numeracy flexible funding.
NAPLAN assessment data will provide significant comparisons to region and state student's assessment results in Years 3 and 5.	School leadership teams will plan, implement and evaluate school priority areas in collaboration with staff, students and parents to ensure the delivery and maintenance of quality educational programs. NAPLAN results are accumulated and reflect improvements in student growth with literacy and numeracy. Combined with school data, results reflect increased student progression across the years.	\$ 4 329.45 Key learning area funding for resources.

Next Steps

- Sustaining and consolidating the teaching of evidence-based pedagogy to all staff in programs such as Language Literacy and Learning (L3), Focus on Reading (FoR), Targeting Early Numeracy TEN), and Taking Off With Numeracy (TOWN).
- Formative assessment training will support our staff in broadening their teaching strategies to support students in understanding their learning progress and develop learning goals to improve their Literacy and Numeracy outcomes.
- A focus on teachers tracking data and collaboratively analysing data results to differentiate student learning and teaching programs.

Strategic Direction 2

Quality Professional Practice

Purpose

Teachers have the capacity to provide curriculum that is differentiated to meet students' strengths and needs. Staff are provided with ongoing quality professional learning to meet the challenges of future pedagogy and practice.

Teachers network and collaborate with the broader community to provide quality programs and resources to achieve quality student outcomes and academic growth for every student.

Overall summary of progress

Quality Professional Development has been strategically planned with all staff being involved in ongoing professional learning, mentoring and coaching. Instructional Leadership and Quality Teaching Successful Student (QTSS) support has been timetabled throughout the school to assist in staff training in programs such as Language Literacy and Learning (L3), Focus on Reading (FoR), Targeting Early Numeracy (TEN), Taking Off With Numeracy (TOWN), formative assessment and the implementation of the SoundWaves spelling program.

A culture of trust has been embedded throughout the school with the implementation of quality teaching practices such as Growth Coaching, Peer Coaching and Quality Teaching rounds. Coaching is used to formulate goals with a colleague and these are used to create and monitor each staff members Performance and Development Plan. This is achieved in whole school meetings to support staff in aligning their goals to The Australian Professional Standards for Teachers and school strategic goals.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
The successful implementation and ongoing maintenance of teachers' Performance and Development Plans will ensure that teachers meet accreditation of the Australian Teaching Standards by 2017.	Performance and Development Plans are structured into an annual timetable that allows collaborative time to create, monitor and evaluate goals. Our school's induction program and professional learning opportunities support our beginning teachers in completing personal learning goals and training in literacy and numeracy programs. All staff are using Peer Coaching techniques to select a goal from the teaching standards to support their understanding of the accreditation process.	\$21 000 Beginning teacher funds
Growth Coaching and Co-coaching practices continue to build a culture of trust across the school as we endeavour to build leadership capacity through the strengthening of both relationships and a commitment to achieving excellent results.	Growth Coaching and Co-coaching training has provided many of our school leaders with the tools to engage, communicate and mentor staff. Almost a third of our teachers participated in this valuable training and are using these techniques to build a collaborative culture of respect and professional dialogue.	\$8 418.09 Teacher professional learning funds.

Next Steps

- Instructional leadership continues to support staff in the teaching of writing.
- Ongoing collaborative and quality teaching practices embed a culture of shared knowledge and support.
- Build staff understanding in Formative Assessment strategies and sustain training in L3, FoR, TEN and TOWN.
- Provide time for staff to collaborate on data results and learn a greater range of differentiation strategies.

Strategic Direction 3

Connected Community

Purpose

Strong community partnerships are encompassed through a shared vision where the school and community work in collaboration to provide students with quality educational experiences.

Effective communication and processes will underpin our school's directions as we work in partnership to achieve our goals and challenge our students to be successful 21st century learners.

Overall summary of progress

Leadership at our school is encouraged and represented from all members of the school community. We have developed many new initiatives to support communication, consultation and collaborative partnerships in the school and throughout the wider community. Parent information sessions are developing capabilities to support home and school partnerships with student learning and offers opportunities to gain feedback on school initiatives. Strategically we have improved on communication processes to elicit feedback and share news on school performance, student progression and school events.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Parent communication and consultation is strengthened through collaborative effort of the school's communication team to improve our school website providing efficient and effective methods of accessing school information as measured by the school website service statistics and Enews subscriptions.	Parent Forums, news letters, class communication letters and the school website have provided opportunities for the whole school community to understand the new programs and strategies implemented in school to support and improve the student success. The Tell Them From Me survey program was introduced this year and will be an annual occurrence to compare data relating to school community satisfaction.	\$1 907.52 Community engagement funds.
The school community values and respects Aboriginal culture through the establishment of our 'Ngala Ngara', outdoor classroom and the extensive consultation with our Aboriginal community to implement the Bush Tucker garden project.	'Ngala Ngara' our bush tucker garden continues to be a proud part of our school culture. QR codes and information plaques support links in learning to the local Dharawal culture, traditional plant use and provides a hands on experience to support our library unit about Bush Tucker Gardens.	\$1 578.28

Next Steps

- Continue to access Aboriginal expertise in programs, resources and events.
- Stage 3 students to maintain Ngala Ngara and organise community planting days.
- Link curriculum and resources with concepts relating to Ngala Ngara.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Our Aboriginal students follow Personalised Learning Pathways (PLP) to differentiate their learning needs and build school and home relationships. The Learning Support Team monitors student progress and provides additional support to students not achieving consistent school standards.</p> <p>Continued partnerships and genuine collaboration between schools, Aboriginal families and local NIAECG. Students are provided with opportunities to network with elders and peers at Aboriginal events.</p>	<p>\$6 475.00</p> <p>\$2 390.00 Norta Norta funding.</p>
English language proficiency	<p>Learning Support Officers are working across K–6 classrooms across the school either individually, in small groups or supporting classroom instruction with literacy.</p> <p>Improved the quality of teaching and learning for EAL/D students through the effective use of data to inform differentiation in programs and assessment.</p>	<p>\$8 366</p>
Low level adjustment for disability	<p>The Learning Support Team have analysed student needs and allocated strategic support throughout the school with the use of Learning Support Officers. This ensures support for students at key transitional points, and the successful implementation of Individualised Learning and Health Care Plans.</p> <p>We employ a Learning and Support Teacher with these funds to coordinate student identified needs.</p>	<p>\$98 640</p>
Quality Teaching, Successful Students (QTSS)	<p>Instructional Leadership and additional Assistant Principal release time is providing opportunities for teachers to improve on their knowledge and engage in collaborative quality teaching practices. This support is focused on implementing evidence-based programs as directed by our school plan.</p>	<p>0.16 allocation</p>
Socio-economic background	<p>The Learning and Support Teacher analysed data to select students to learn literacy and numeracy skills, in small groups, across K–6. Student growth in literacy and numeracy was ensured with teacher ongoing professional learning in Formative Assessment and success criteria.</p>	<p>\$13 703</p>
Support for beginning teachers	<p>An induction program was developed to support beginning teachers and casual teachers. Fortnightly meetings provide new career teachers with networks, mentors and knowledge. Our beginning teachers were provided with training in quality programs, collaborative support and feedback provided as part of PDP's by team leaders and colleagues.</p>	<p>\$21 000</p>

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	182	215	233	261
Girls	184	187	200	204

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.3	96.3	95.8	95.9
1	96.3	96.2	95.8	95.2
2	95.9	96.2	94.4	94.8
3	94.5	95.2	95.8	94.8
4	96.8	96.2	94.4	95.4
5	95.3	96.1	94.8	94.4
6	94.9	95	94.5	94.7
All Years	95.7	95.9	95.1	95.1
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

Workforce information

Workforce composition

Position	FTE*
Principal	1.4
Assistant Principal(s)	4
Classroom Teacher(s)	16.6
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	0.7
Teacher Librarian	1
School Administration & Support Staff	3.28
Other Positions	0.16

*Full Time Equivalent

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	96
Postgraduate degree	4

Professional learning and teacher accreditation

During 2016, one teacher submitted accreditation to the Board of Studies Teaching and Educational Standards (BOSTES) at proficient teacher level. Two staff are currently maintaining accreditation at proficient level and three teachers were supported by their supervisor/mentor accessing Beginning Teacher Allocation funding aligned to the Great Teaching, Inspired Learning reform.

Professional learning undertaken by all staff at Thirroul Public School in 2016 was linked to our school vision and three strategic directions of Inclusive, Successful Learning; Quality Professional Practice; and Connected Community. The total expenditure of Professional Learning was \$25 729.87.

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

Financial information

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

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

Income	\$
Balance brought forward	73 079.15
Global funds	412 783.20
Tied funds	256 400.78
School & community sources	155 012.08
Interest	3 150.95
Trust receipts	7 840.00
Canteen	0.00
Total income	908 266.16
Expenditure	
Teaching & learning	
Key learning areas	31 561.86
Excursions	38 962.34
Extracurricular dissections	47 805.40
Library	61 525.75
Training & development	25 729.87
Tied funds	189 664.58
Short term relief	76 999.81
Administration & office	67 527.32
School-operated canteen	0.00
Utilities	31 412.75
Maintenance	23 667.55
Trust accounts	8 586.75
Capital programs	0.00
Total expenditure	603 443.98
Balance carried forward	304 822.18

The information provided in the financial summary includes reporting from 1 December 2015 to 30 November 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	351 277.15
(2a) Appropriation	331 072.19
(2b) Sale of Goods and Services	0.00
(2c) Grants and Contributions	19 982.50
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	222.46
Expenses	-188 031.09
Recurrent Expenses	-188 031.09
(3a) Employee Related	-95 214.04
(3b) Operating Expenses	-92 817.05
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	163 246.06
Balance Carried Forward	163 246.06

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.

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	2 957 456.24
Base Per Capita	23 457.40
Base Location	0.00
Other Base	2 933 998.85
Equity Total	129 574.54
Equity Aboriginal	8 865.65
Equity Socio economic	13 703.35
Equity Language	8 365.93
Equity Disability	98 639.62
Targeted Total	108 420.01
Other Total	73 971.30
Grand Total	3 269 422.10

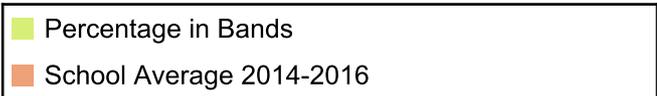
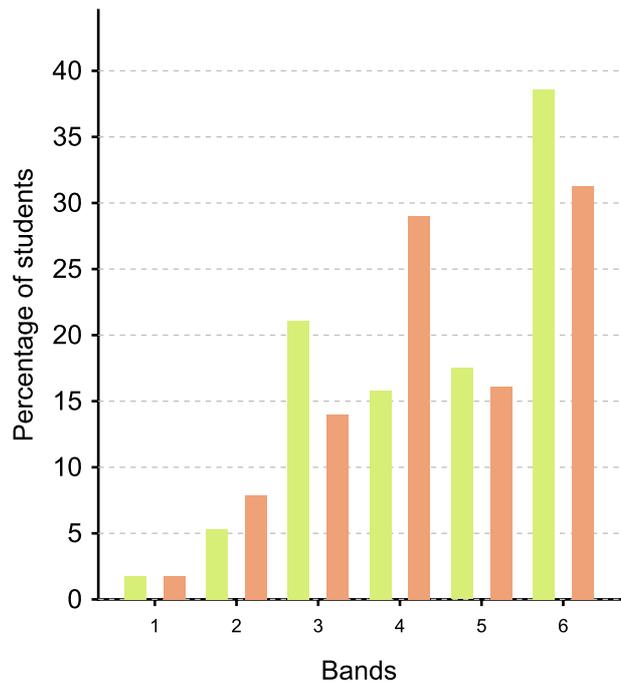
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

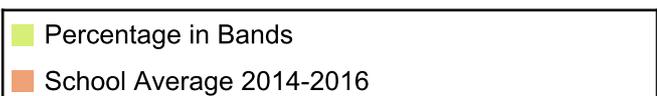
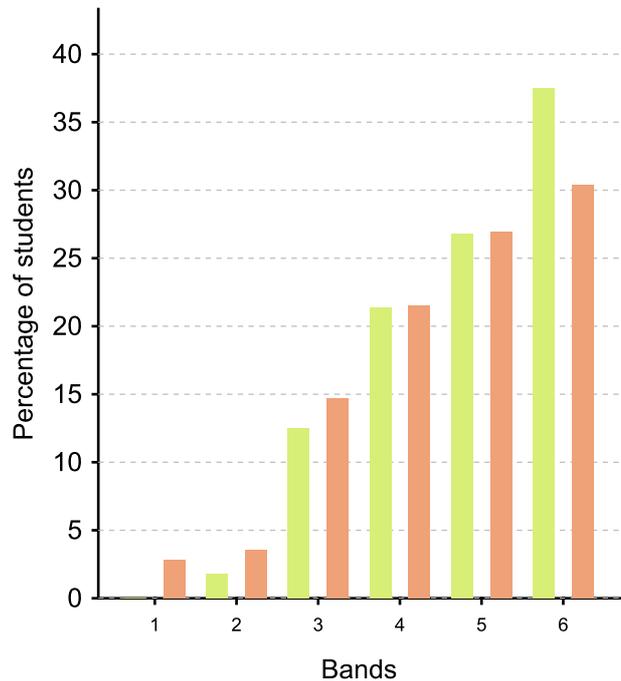
NAPLAN

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.

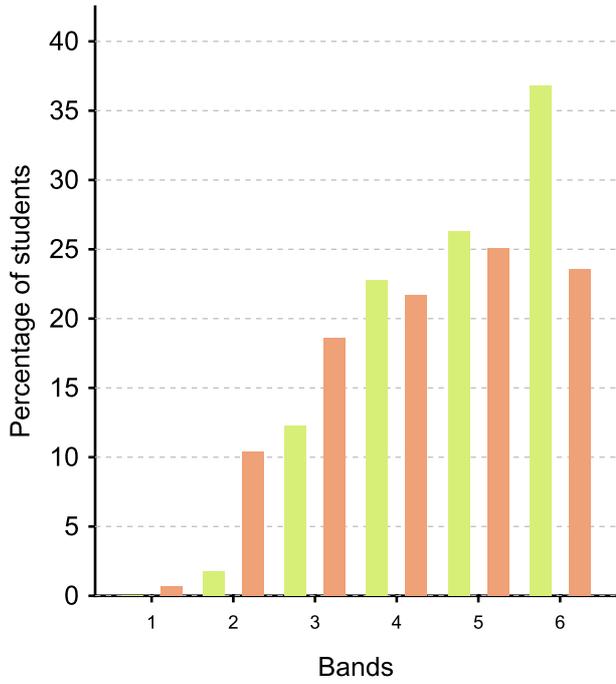
Percentage in bands:
Year 3 Grammar & Punctuation



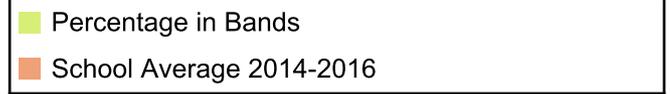
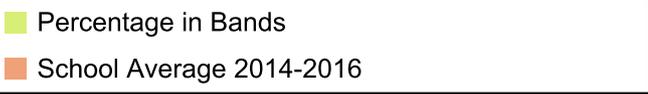
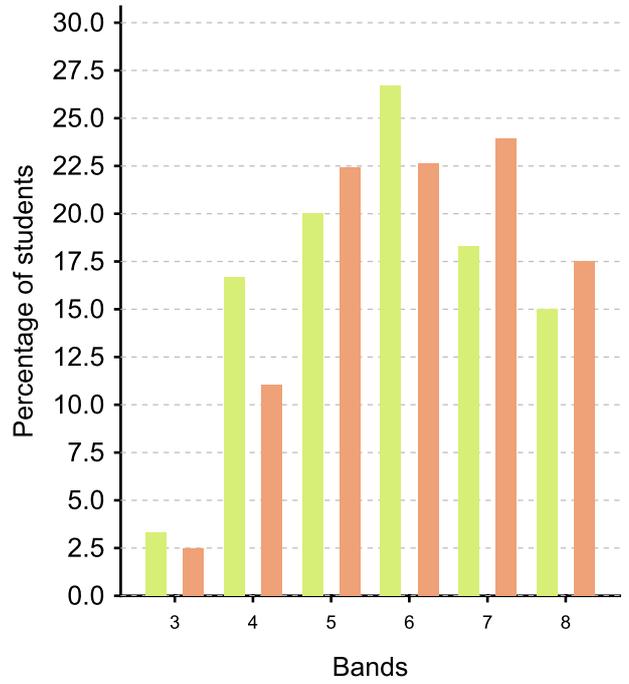
Percentage in bands:
Year 3 Reading



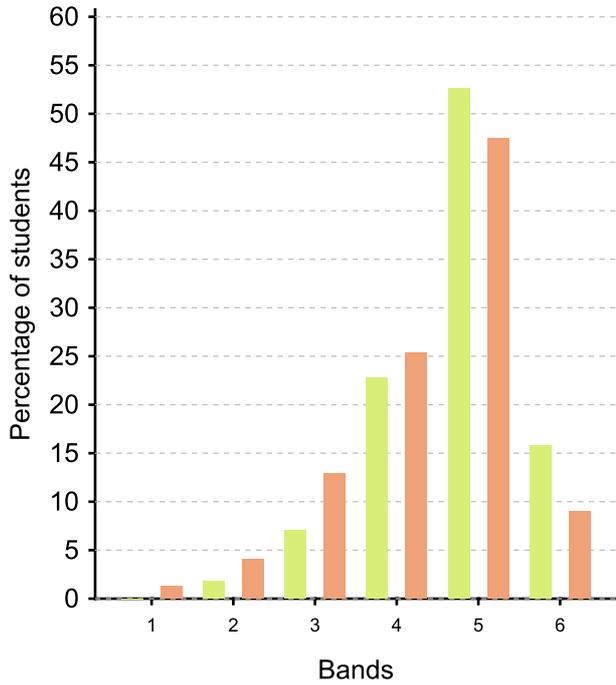
Percentage in bands:
Year 3 Spelling



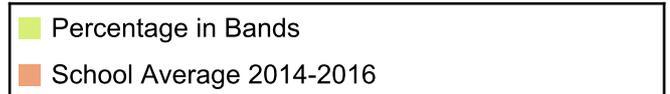
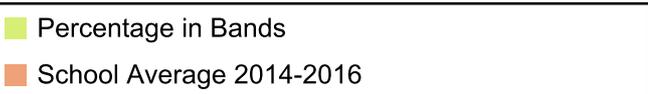
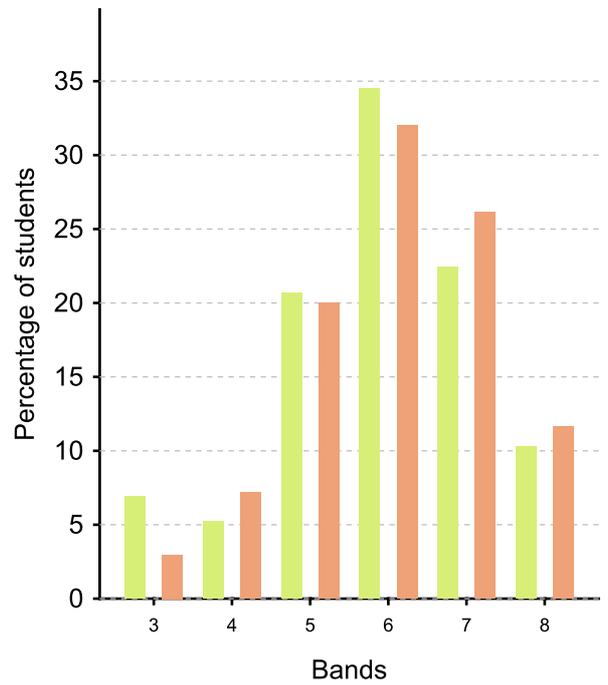
Percentage in bands:
Year 5 Grammar & Punctuation



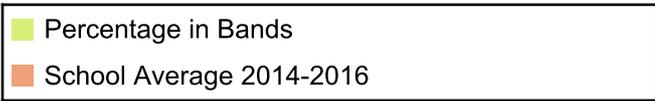
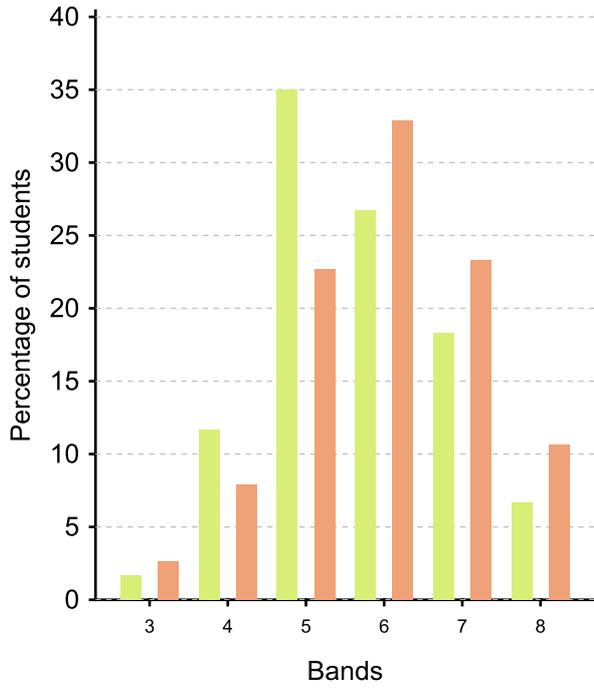
Percentage in bands:
Year 3 Writing



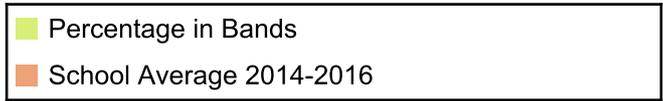
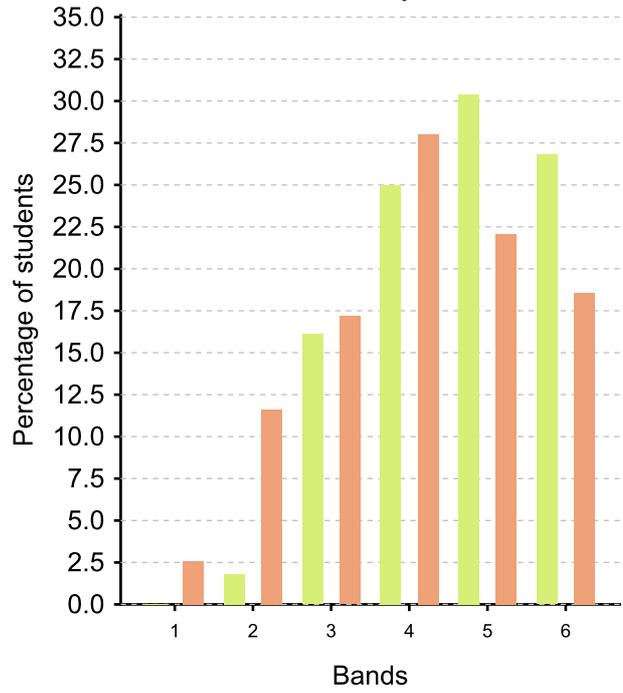
Percentage in bands:
Year 5 Reading



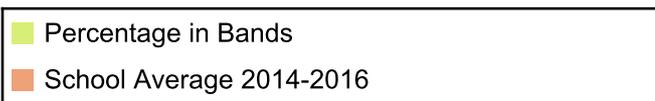
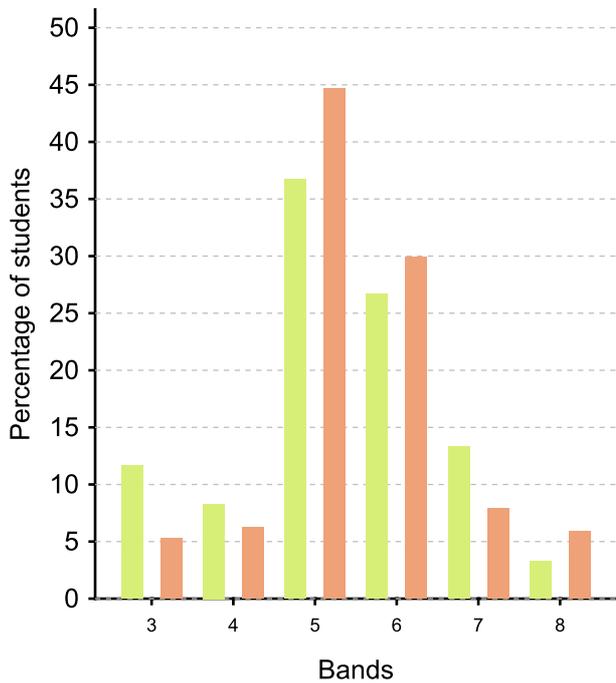
Percentage in bands:
Year 5 Spelling



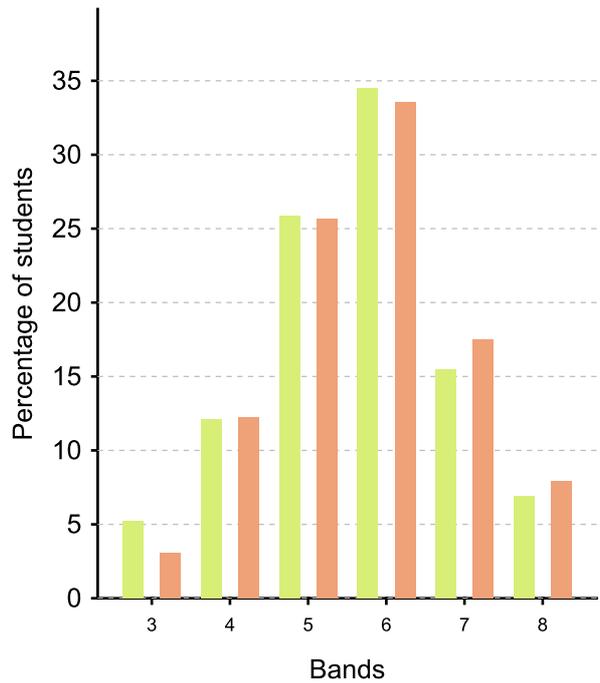
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Writing



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

In 2016, Thirroul Public School trialled the 'Tell Them From Me' survey tool to seek the opinions of the whole school community including; students, parents, caregivers and teachers. This survey helped our school to better understand how to improve and identify what works to improve student outcomes by comparing our school and other NSW school government norms. Below are some evidence-based snapshots sharing the highlights from this survey and areas of improvement for 2017.

Students

Student participation in school sports

Students play sports with an instructor at school, other than in a gym class.

- 94% of students in this school had a high rate of Participation in Sports. The NSW Government norm for these years is 83%
- 94% of the girls and 94% of the boys in this school had a high rate of Participation in Sports. The NSW Government norm for girls is 82% and for boys is 84%.

Students with a positive sense of belonging

Students feel accepted and valued by their peers and by others at their school

- 85% of students in this school had a high sense of belonging. The NSW Government norm for these years is 81%.
- 88% of the girls and 84% of the boys in this school had a high sense of belonging. The NSW Government norm for girls is 81% and for boys is 81%.

Students with positive relationships

Students have friends at school they can trust and who encourage them to make positive choices

- In this school, 92% of students had positive relationships. The NSW Government norm for these years is 85%.
- 92% of the girls and 92% of the boys in this school had positive relationships. The NSW Government norm for girls is 88% and for boys is 83%.

Areas for improvement: Student attitudes towards homework.

Parents

The parent survey results reflected:

A higher than Government norm in the areas of; Parents Feel Welcome, Safe School and School Supports Positive Behaviour.

Areas for improvement: Parents Support Learning at Home and Parents are Informed.

Teachers

The teacher survey results reflected:

A higher than Government norm in the areas of; Leadership, Collaboration and Parent Involvement.

Areas for improvement: Technology

Policy requirements

Aboriginal education

Aboriginal Education has been a focus for our school as part of the Key Initiatives in 2016. Thirroul Public School has a strong commitment towards improving outcomes for Aboriginal students and in teaching all students about Aboriginal culture. Every student from Kindergarten to Year 6 had the opportunity to learn about Aboriginal culture and history through the implementation of our bush tucker garden 'Ngala Ngara', celebrating Aboriginal and Torres Strait Islander national days, Stage 3 students running cultural activities during NAIDOC celebrations and a continued commitment to genuinely represent Aboriginal culture into our everyday curriculum and teaching programs.

All Aboriginal students along with their families and teachers participated in developing Personalised Learning Pathways (PLP's) that focused on developing student, parent and teacher goals. This process is organised by the Learning Support Team annually and reflects the values we hold in building home and school partnerships with our Aboriginal families. North North funding provided a Learning Support Officer to support Aboriginal students in achieving their learning goals in literacy and numeracy.

Aboriginal funding also provided students the opportunity to participate in many Aboriginal cultural events which enables both Aboriginal and non-Aboriginal students the chance to network with local Aboriginal students, parents, community and elders. This year three of our Aboriginal students were able to participate in a unique Aboriginal Southern Stars performance, train and compete with other schools at the NAIDOC public speaking competition and represent our school by attending a Reconciliation morning tea at the Novotel in Wollongong. During NAIDOC celebrations all students were excited to watch a performance from Wadjiny sharing his Aboriginal culture and history to all.

We continue to actively participation with the Northern Illawarra AECG to ensure a broader community approach to maintaining authentic connections and networking opportunities with the Aboriginal people in the local area.

Multicultural and anti-racism education

Thirroul Public School policies and practices are

designed to promote harmony, tolerance and understanding between cultural, linguistic and religious differences. We value the diversity of the school community and provide opportunities to celebrate this at a whole school level. This year's Harmony Day was celebrated with a performance from the Groove Nomad Show with Marco Debie which introduced students to musical history and instruments from all over the world. Teachers worked with a buddy class to deliver a lesson based on one of the cultures in which the students from their class were from. This involved traditional dancing, cooking and art. Parents and community members were invited to participate in the lessons and share their unique cultural backgrounds with their child's class.

English as an Additional Language or Dialect (EAL/D) students from language backgrounds other than English were supported academically through the role of the Learning Support Team. A model of in class support was adopted to assist students in the areas of literacy and numeracy in relation to their language development. These programs supported students K-6.

Multicultural perspectives were embedded in all key learning areas to ensure that all cultural backgrounds are represented across the curriculum. Staff ensure that they are representing a balanced and equitable view of cross cultural perspectives when purchasing books and other literacy resources.

Our Anti-Racism Contact Officer monitors and ensures that multiculturalism is a highly regarded value in student education. Her role is to ensure our school fosters an inclusive school community and provides an anti-discriminative environment for all our students and families to feel comfortable with.

Other school programs

Music Evaluation

The Thirroul Public school community expressed their strong support for music programs to be developed and delivered to students from Kindergarten through to Year 6. During 2016 three streams of music were delivered.

Firstly, a school band was commenced in Term 1 and was implemented during terms 1, 2 and 3. The students performed their band and music lesson repertoire at the Spring Fair to our wider school community. Unfortunately, due to a decline in numbers the program could not be run in Term 4.

Secondly, music tutors from our school community engaged students from both our school community and the neighbouring school community. In addition to the established recorder lessons, additional lessons providing students with opportunity to learn strings, percussion, guitar, ukulele and wind instruments was delivered.

Finally, professional learning in music was completed by staff members and shared with the whole staff during professional learning meetings throughout the year. A targeted music program to utilise the new instruments purchased with the funds raised by

students, parents and staff during the Student and Representative Council (SRC) Walkathon was delivered to all Stage 2 students. A whole school commitment to improve the teaching of music as part of our Creative Arts syllabus was developed and will be implemented in 2017.

An Expression of Interest for 2017 and an Evaluation of the 2016 Band Program was completed at the end of the year to facilitate planning for music tutoring and band for 2017.