

Toomelah Public School

Annual Report



2016



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Introduction

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

Margaret Sloan

Executive Principal

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Message from the Principal

It is with great pleasure that I present the Toomelah Public School Annual School Report. The report gives a general overview of the school and provides parents and the wider community information about the school educational performance, development and extra-curricular activities which extend the students' opportunities beyond the classroom. The achievement and progress against the School Excellence Framework (SEL) determines school strategic directions are outlined as well as a summary of the finances.

Toomelah Public School provides a context which is both culturally supportive and based on the provision of best practice research based programs. These features have enabled the school community to significantly transform the environment to engage students and improve outcomes.

We have highly dedicated staff who work together to provide quality teaching and learning in an inclusive environment with strong wellbeing practices.

High impact strategies included:

- Connected Communities Strategy
- Implementation of L3 and TEN
- The Positive Behavior for Learning Program (PBL) was further developed to improve school wide processes for student wellbeing and quality learning in all classrooms.
- KidsMatter implementation has commenced.
- Implementing the Indigenous Advancement Strategy Grant to support the Early Learning Growth and Development Centre to employ a Wellbeing Student Support Learning Officer five days a week and an Early Childhood Teacher three days a week.
- Case management of students to ensure they receive targeted support.
- Centacare Counsellor two days a week.
- Strong Gamilaraay Language and Culture program.
- The Executive Principal is Chair of the Boggabilla/Toomelah Steering Committee.

I certify that the information in this report is the result of rigorous school self-assessment and review undertaken with staff, parents and provides a balance and genuine account of the school's achievement and areas for development.

School background

School vision statement

Our vision is to have a school with strong community links and cultural learning, and perspectives that provide a challenging and stimulating learning environment. All students are supported to learn to ensure they are powerful, skilled and educated lifelong learners who have strong family relationships, social and communication skills and are proud advocates for positive change in their community and across the world.

School context

Toomelah Public School is one of fifteen schools in the state who are a part of the Connected Communities program. As a Connected Community School, Toomelah Public School is staffed with an Executive Principal and a Leader Community Engagement. There are approximately 38 students all of whom are Aboriginal.

Language and Cultural teaching is a feature of the school. Students have weekly lessons delivered by the Aboriginal Education Officer and Leader Community Engagement. In 2013 the school initiated its Positive Behaviour for Learning (PBL) program. In collaboration with the broader Toomelah community, it sought to reaffirm the school's core values. Together it was agreed that, above all else, the school would strive to instil students with a sense of Pride, Safety, and Respect.

Toomelah Public School is an Early Action For Success School. An Instructional Leader has been appointed two and a half days a week, and additional resources have been allocated that enable the school to provide tiered interventions that focus on literacy and numeracy outcomes for all students from Kindergarten to Year 2.

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.

In Learning and Culture the school has developed a positive proactive culture through continuing to embed the Positive Behaviour for Learning Program where behaviour is analysed and the areas of need are explicitly covered in whole school lessons. Wellbeing is comprehensively covered through the implementation of a whole school approach that includes a school wide approach, student case management and tailoring learning to student need. Toomelah has an extensive Language and Culture Program including Cultural studies, Aboriginal Art and Dance as well as Gamilaraay Language. Learning and Curriculum highlights include extensive transition to school program for students commencing Kindergarten. Assessment and Reporting improvements in 2016 included the implementation of Explicit Performance Criteria. Student trends are monitored and professional learning targeted to ensure that teaching is data driven. Student performance data is indicating that all students are improving on Literacy and Numeracy levels.

Effective Classroom Practice is in the sustaining and growing phase with classroom practices based on research based best practice.

Toomelah Public School is an Early Action For Success school and as such stringently analyses data to inform further planning and teaching to ensure the students can maximise their learning.

All teachers completed the AITSL Self Reflection tool to reflect on their strengths and areas for development against the Professional Standards for teachers. The results of the Self Reflection tool were utilised in the teachers Professional Development Plans.

In the Leadership area, distributive leadership is evident in the school. All staff have the opportunity to participate in decision making. The teaching staff all have purposeful leadership roles based on their skills and areas of expertise. Across the school there is broad understanding of, and support for school expectations and teachers have clear aspirations for improving school learning across the school community.

School Management Practices include engaging in the Tell Them for Me surveys as one way for the parents and community to provide feedback on the performance of the school.

Strategic Direction 1

Delivering consistently high quality, researched based leadership & teaching & learning practices across our school.

Purpose

Our purpose is to provide consistent evidence based teaching practice including curriculum, pedagogical knowledge and social emotional learning in a culturally sensitive way.

Our staff will take personal and collective responsibility for improving student learning outcomes tailored to the needs of each child.

Overall summary of progress

Toomelah Public School continue to embed a range of research based initiatives in 2016 including Positive Behaviour for Learning, L3, Reading Recovery, The Early Childhood Program and Trauma Informed Practice resulting in greater school readiness and improved student learning outcomes.

L3 and TENS Data analysis meetings were conducted in conjunction with Boggabilla Central School. This was a targeted high impact program with all students who had consistent attendance showing growth on the continuum. Social/Emotional continued to be transferred into classroom practice with a greater importance placed on the needs of the child and the best ways to support them. Learning is differentiated to ensure that each child is learning at the appropriate level which leads to greater engagement and improved learning outcomes.

Toomelah Public School continued to embed the Positive Behaviour For Learning Program and commenced the implementation of KidsMatter.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Each student shows growth when tracked on the Literacy and Numeracy continuums	<p>At the end of 2016 all K–2 teachers had undertaken a second year of training in Language, Literacy and Learning which enabled them to consolidate their understanding and embed best practice in literacy teaching in the classroom. Teachers reported feeling better equipped to differentiate the literacy learning in the classroom and provide targeted interventions for all students that supported a year's worth of learning for a year's worth of school.</p> <p>Data was collected and analysed every five weeks by K–2 teachers in collaboration with their Boggabilla Central School colleagues with discussions centred around what had and had not worked in the classroom to achieve learning outcomes and where resources needed to be allocated to ensure sustained student growth.</p> <p>The Instructional Leader continued to work side by side with the K–2 teachers to program and deliver learning in the classrooms, providing differentiated professional learning to teachers that ensured they had the capacity to meet the challenges associated with achieving student growth.</p> <p>A significant number of students met the Early Action for Success Literacy and Numeracy targets in 2016 as a result of these strategies.</p>	<p>\$1065 Literacy and Numeracy RAM</p> <p>\$18 000 Early Action for Success</p>
100% of teachers developing and delivering differentiated learning tasks that are underpinned by	As part of case management across Toomelah Public School the Individual Education Plans provide important information regarding the student	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
formative assessment strategies	<p>and have specific and targeted goals they are working towards pending their academic or wellbeing needs.</p> <p>To make this a comprehensive document it includes the Health Care Plan, Behaviour Plan, Speech Pathologist recommendations, Occupational Therapy modifications, wellbeing and academic adjustments.</p> <p>The specific goals included in the Individual Education Plan are in line with the disability profiling document to ensure the goals are specific for each students particular needs.</p> <p>Students require an Individual Education Plan if their needs within normal classroom capacity are not being met. Currently we have 44% of students who require an Individual Education Plan.</p>	
Establish Early Childhood Growth and Development Centre to provide quality learning programs five days a week. Sign on sheets to evidence this	The Early Childhood Growth and Development Centre funded by the Federal Government Indigenous Advancement Strategy continued to have a significant impact on childrens' readiness for school, building on successes of previous years. The Centre delivers programs based on the Early Years Framework. All children exhibited social, academic and emotional development. Drug Arm and Care Goondiwindi have a strong partnership with the Centre and delivered playgroup twice a week.	\$120 000 Indigenous Advancement Strategy funding (Federal Government Funding)
100% teachers develop a performance and Development Plan	All teachers developed a Performance and Development Plan in line with Department of Education Policy.	
0.7 Wellbeing teacher appointed utilising RAM funding	<p>The Wellbeing Teacher continued to support families and students.</p> <p>The employment of .3 Learning and Support Teacher (LAST) .7 Wellbeing teacher has seen major gains for Toomelah Public School. This staff member has been able to connect students and parents with necessary specialists to gain medical assistance and diagnosis where required. This in turn has assisted teachers to be able to cater for their students' needs in a more focused way. The LaST/Well Being teacher assists the teacher to develop Individual Education Plans for diagnosed students; these plans assist with health care, behaviour and academic achievement.</p> <p>prepare for and engage in school.</p>	\$89 614 RAM Social Economic
Engage Student Support Learning Officer to manage and deliver speech therapy lessons for students identified to ensure students have maximum opportunity to engage with Literacy and achieve success. And Engage Student Learning Support Officer to support students' learning as well as	<p>Students demonstrated improved speech outcomes as a result of the Student Support Learning Officer delivering speech programs.</p> <p>Students' well being and learning was supported as a result of the employment of an additional Student Support Learning Officer.</p>	<p>\$36 945 Aboriginal Funding RAM</p> <p>\$ 39 377 Location Funding RAM</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
assist Wellbeing Teacher with medical appointments and programs	<p>Students demonstrated improved speech outcomes as a result of the Student Support Learning Officer delivering speech programs.</p> <p>Students' well being and learning was supported as a result of the employment of an additional Student Support Learning Officer.</p>	

Next Steps

Research based best practice will continue to be a priority in 2017. The work of John Hattie and Dylan Williams will be implemented in conjunction with the Australian Professional Standards for Teachers and the What Works documents. Collective Efficacy and Formative assessment will be at the centre of planning.

L3 and Reading Recovery will continue and will be expanded with whole of school tracking on the Literacy and Numeracy Continuums.

Trauma informed practice implementation will be refined and further embedded. A school implementation document will be generated.

Teachers Performance and Development plans will continue as will the introduction of non-teaching staff Performance and Development plans in term two. The Early Childhood Centre will continue to improve student readiness for school. Programs offered in this Centre are and will continue to be based on the Early Years Framework.

Strategic Direction 2

Community engagement and decision making.

Purpose

To create authentic participation and two way communication and consultative decision making with the community, for the community to drive programs that reflect the values and aspirations of all stakeholders, promoting a collective responsibility for community partnerships; while concurrently providing opportunities for capacity building in areas identified by the reference group.

Overall summary of progress

Reference Group meetings were held at least once a month and the group directly informed and supported the school Executive Principal and the School. The Reference group provided information and advice on Community Engagement and generated programs to implement at the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Reference group meeting held once a month during school terms	<p>Reference Group meetings were held each month during the term. The Reference group provided important support and advice to the Principal.</p> <p>The Toomelah Public School Reference Group continued to gain momentum and met more regularly in 2016. It provided important advice to the Executive Principal in decision making. The reference group is representative of a number of different families and as such is able to provide balanced advice. In 2017 the Reference Group plans to review its members to gain an even greater community representation.</p> <p>Reference Group members:</p> <ul style="list-style-type: none">• Carl McGrady (Chair)• Margaret Sloan(Executive Principal)• Carl Mc Grady Leader Community Engagement (providing executive support)• Adrienne Duncan• Kerri Sampson• Kerri McGrady• Roslyn Boland• Sue Swan• Charmaine McIntosh.	
Increase the number of parents in each classroom from baseline data	Parents have participated in many activities in the school including assemblies, Aboriginal Dance, Munch Out, Naidoc week, class and school BBQ's. We were privileged to have one of our Grandparents work on our grounds as well as our Community Garden.	\$2113 Per capita RAM – Aboriginal Dance Teacher

Next Steps

2017 will see the strengthen of the Reference Group building capacity in meeting procedure, decision making and collaborative practice. The school will offer the '7 Habits of Highly Effective People' and 'Bridges out of Poverty' for the Reference Group and Lands Council Board and CEO.

School will implement a stronger community consultation model individually surveying all households in person to ensure

community input into school and decision making therefore gaining greater community buy in and ownership.

Toomelah Public School will liaise and collaborate with the Australian Army during the implementation of the Aboriginal Community Assistance Program. The Australian Army will deliver TAFE courses in the Toomelah Public School Adult Learning Centre and the Community Room. The Army will also work in the school supporting school staff in areas such as fitness as well as run programs for the school such as sports days.

Parent Engagement will be enhanced by the Executive Principal engaging with Womens' Group.

Literacy for Life will run in the Adult Learning/Community Centre four days a week from the end of May.

Strategic Direction 3

Continue to develop & engage with cross sector departments to build improvement of student learning outcomes.

Purpose

Our purpose is to utilise government and non-government personnel and programs to support learning and engagement in school and community; as well as to share this information with other services and schools.

Overall summary of progress

Students and families were supported in 2016 by a range of agencies and services coordinated and supported by the school most specifically the Wellbeing Teacher and program support staff.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase the amount of student and parent support provided by the services using baseline data as a starting point	<p>Interagency support has been an important part of our school in regards to individual case managed students and as part of whole school health and wellbeing.</p> <p>To date Toomelah Public School has engaged with multiple paediatricians who have assisted with diagnosis and planned health care that is ongoing for 25% of our students. Their disability's range within Autism Spectrum Disorder, Oppositional Defiant Disorder and Attention Deficit Hyperactivity Disorder.</p> <p>Centacare Moree provide us with a counsellor 2 days a week. The counsellor has referrals for each student and supports the wellbeing and additional mental health needs of 50% of our students. This service has had a tremendous impact on our students and community. Parents have a greater understanding of the need for their child to engage with a professional counsellor for maximum impact on mental health and wellbeing.</p> <p>Moree and District Early Intervention Service has been working with our school for the past 3 years, specifically in the transition room. They have had significant impact on joining services and supporting the families of students with ASD.</p> <p>Northcott regularly visit families in Toomelah whose children have a diagnosed disability. They support the families in gaining material items necessary for the care of these family members, accessing the NDIS and accessing centerlink support for disability and parenting programs.</p> <p>Hunter New England Health provide a speech pathologist multiple times per school term. Toomelah Public School provides a support person to teach the speech and language program provided for each student in year K-2, four days a week.</p> <p>Boggabilla Health Service and Toomelah Clinic both have doctors that visit once a week and the</p>	\$9755 Disability RAM

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase the amount of student and parent support provided by the services using baseline data as a starting point	<p>school accesses this service to obtain referrals to specialists. Boggabilla Health Service also provides hearing examinations, which we have accessed on a regular basis for the past three years.</p> <p>PIUS X have given continued support by providing health checks for every student in the school twice a year. The Toomelah Clinic along with the school, coordinate follow up with medication and discussions with parents.</p> <p>Royal Far West presented at the school for the first time this year and assessed students in transition and Kindergarten. They brought along a dietician, Occupational Therapist, Hearing Specialist and Child Health Nurses. This was a terrific service that helped to link families and the school with local services. The school took on the responsibility post assessment to arrange follow up visits with the required specialists.</p> <p>Nutrition Plus provide our students with daily protein shakes for breakfast and gummie fruit and vegetable vitamins. This program helps to assist student in gaining their required daily vitamins.</p>	
Family referral service operating one day a week during school terms	The Family Referral Service did not work with Toomelah Public School in 2016.	
Parent community engagement in carer support groups (Centacare and Family Referral Service)	See Improvement Measure One	
Level of interagency collaboration increased from baseline data	<p>Interagency case management included collaboration with Government and Non-government agencies resulting in a number of programs run for the benefit of the school community. These agencies include Police, Centacare Counsellor (working within the school), Centacare Parent Group, Care Counsellor, POCHÉ (Dentist)/University of NSW, Northcott Disability Services, Pius X, FaFT, Family Referral Services, Drug Arm, FACs, Goondiwindi Hospital, Gwydir River Transport, Occupational Therapist, Speech Therapist, PCYC Goondiwindi, Moree Early Intervention, Pathways Resilience Trust, Mums and Bubs group.</p> <p>This collaboration facilitated programs such as the Care Breakfast program (1 day a week), Nutrition Plus program (vitamin supplements) and Stephanie Alexander program.</p> <p>Agencies connected to families:</p> <ul style="list-style-type: none"> • Northcott (students who meet the criteria have been referred to Northcott and are currently accessing this service) – 100% • Moree Early Intervention Centre – 3 students (Transition to Kindergarten) • Family Referral Service • Paediatrician 	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Level of interagency collaboration increased from baseline data	<ul style="list-style-type: none">• Trips to Specialists (G.P., Optometrist, Hearing Assessment, Paediatrician) – 41%• Poche Dental – 100%• G.P. Pius Health Checks (Done at the school) – 100%• Agencies utilising the school as a hub for service delivery:<ul style="list-style-type: none">• Lands Council Meetings• TEAM – Regional Managers• Community Working Party Meeting• First Aid Professional Learning• Parent support groups• Information sessions conducted at the school	

Next Steps

Toomelah Public School will continue to support the coordination of services for parents through the Wellbeing teacher and student case management. The school will continue to seek out services to support students and families to enable readiness for school.

School will investigate National Disability Insurance scheme for possible links.

The Executive Principal will continue to chair the Toomelah Boggabilla Steering Committee and the TEAM to ensure strategic collaborative deployment of resources.

The Executive Principal will drive the cross sector Developmental Trauma initiative. This will be a whole of government and non-government initiative to create a strategic plan to address domestic violence for a range of audiences.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Please see Strategic Direction one.	Please see Strategic Direction one.
Quality Teaching, Successful Students (QTSS)	Funds were fully expended to enable executive to work with teachers.	
Socio-economic background	Please see Strategic Direction One.	Please see Strategic Direction One.
Early Action for Success	K–2 Classroom teachers received support from the Instructional Leader to analyse student learning data, program and plan, develop their professional capacity to respond to the learning needs of the students and assistance with the allocation of early intervention resources to meet the needs of those students identified as at most risk of not achieving. As a result, teachers have reported feeling a greater level of confidence in responding to the literacy and numeracy needs of students.	

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	11	16	22	22
Girls	7	14	17	19

Student attendance profile

School				
Year	2013	2014	2015	2016
K	93.3	86.6	81.1	87.4
1	88.8	88.9	89	88
2	93.2	88.9	89.6	87.6
3	84.5	88.5	88.7	88.4
4	83.6	91.6	95.1	97
5		88	89.5	94.8
6	83.7		76.5	89
All Years	88.2	88.7	86.8	90
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		94.8	94	93.9
6	94.1		93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

Toomelah Public School has a comprehensive Attendance Program to proactively attend to non-attendance. Positive attendance is recognised and celebrated through awards at assemblies with a free bike raffle each term for students with suitable attendance. Parents and community reinforce the importance of the attendance at school.

Structure of classes

Toomelah Public School has three composite classes: Kindergarten/ Year One; Two/Three and Four/Five and Six.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	2.25
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.08
School Administration & Support Staff	1.9
Other Positions	0.11

*Full Time Equivalent

Just under half of the school workforce is made up of Aboriginal Staff. This includes the Executive Position of Leader Community Engagement. The school is also supported by an Aboriginal Education Officer and six part time Student Support Learning Officers.

Workforce retention

Toomelah Public School has had stable staffing for the last four years.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

Professional learning and teacher accreditation

Staff Development is a strategic element of the school and is directly related to the Toomelah Public School's strategic direction one. Dynamic school learning communities are characterised by excellent research based teaching, collaborative practices and comprehensive learning and accreditation opportunities, a celebration of student and teacher learning and the provision of opportunities for professional learning opportunities for all staff. Current education research indicates that it is the teacher who is the major influence affecting learning. It also establishes that teacher professional learning is

required to continuously improve teacher effectiveness and in turn considerably enhance student outcomes.

At Toomelah Public School two teachers are developing a deeper understanding of the higher levels of accreditation with the view to prepare for accreditation at higher levels.

Toomelah Public School supported the continued implementation of L3 and Reading Recovery. In 2016 Kids Matters implementation commenced with whole school professional learning. One teacher attended Drumbeat professional learning and has since implemented the program.

Two groups of staff and community attended Trauma informed Practice professional learning: The Redbank and Lightning Ridge Conference.

The Executive Principal attended Barwan School Network Day each term as well as Primary Principal Association Meetings.

The Learning Support Teacher participated in the Learning Support Network Meetings and learning around The National Disability Insurance Scheme.

Gamilaraay Language Staff attended professional learning in Lightning Ridge.

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

Financial information

This summary financial information covers funds for operating costs to 30/11/2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	536 076.21
Global funds	371 681.84
Tied funds	441 591.40
School & community sources	2 421.28
Interest	8 900.76
Trust receipts	0.00
Canteen	1 083.95
Total income	1 361 755.44
Expenditure	
Teaching & learning	
Key learning areas	56 123.66
Excursions	5 509.20
Extracurricular dissections	33 423.53
Library	1 004.03
Training & development	14 276.42
Tied funds	318 539.83
Short term relief	0.00
Administration & office	110 963.10
School-operated canteen	5 199.12
Utilities	15 640.99
Maintenance	303 468.64
Trust accounts	112 723.03
Capital programs	9 300.04
Total expenditure	986 171.59
Balance carried forward	375 583.85

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.

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 Toomelah Public School in the Find a school and select GO to access the school data.

Parent/caregiver, student, teacher satisfaction

Students and parents were surveyed via the online Tell Them From Me surveys.

100% of students indicated that they have high participation in sport. All children surveyed indicated a sense of belonging at school. They also mostly indicated that they value school and are motivated to learn and try hard at school.

Parents indicated that they mostly feel welcome at school and feel that the school encourages their children. They also strongly indicate that they feel the school is a safe place for their children.

In a Workplace Health and Safety – Wellbeing survey staff reported that they feel supported by the Executive at the school.

Policy requirements

Aboriginal education

As Toomelah Public School is a 100% indigenous school, the Aboriginal Education Policy is embedded in our daily business. The school participates in collaborative decision making with the School Reference Group as part of the Connected Communities Strategy. The Leader Community Engagement attends the monthly AECG meetings. Local Aboriginal people are employed in the school comprising a significant proportion of the school staff. All Aboriginal support staff are encouraged to participate in the professional learning that the classroom teachers engage in. Aboriginal Language – Gamilaraay is delivered by the LCE and AEO each week. The morning assembly is completed in Gamilaraay. Aboriginal Dance lessons commenced in 2016 and children showed great interest and engagement in this learning. Culture teaching is also embedded in the school; dedicating three days to Naidoc Week and three days to a school initiative Culture week as well as activities such as river trips and fire lighting. The school developed a community vegetable garden in the school grounds for the community to plant and harvest. The School works with government partners to improve outcomes for the students and their families.

The Executive Principal Chairs the Whole of Government Steering Committee which involves Government and non-government agencies. The school is the hub for the community.

Toomelah Public School and Bogggabilla Central School have a shared Aboriginal Education

Consultative Group. The group meets each month and it provides advice on Aboriginal Education Matters. The Toomelah Public School Executive Principal provides a report each month to the committee and also seeks its advice on relevant matters.

Multicultural and anti-racism education

The school drum group provided an opportunity for all students to become immersed in cultural activities. The classroom programs reflected cultural diversity worked towards embedding cultural tolerance in the school. Global perspectives are explored where appropriate in classroom programs. Toomelah Public School has two Anti-Racism Officers and one Anti-Discrimination Officer.

Other school programs

LANGUAGE AND CULTURE

During 2016 Language and Culture continued to be a whole school focus. Students participated in weekly Gamilaraay Language sessions. Aboriginal Dance lessons commenced and the dance troop performed at a number of events.

SPORT – by Maree Conroy, Sports Coordinator

Throughout 2016 students from Toomelah Public School represented their school, community and culture in various sporting events such as the Swim School and Water Safety program, Swimming, Athletics and Cross Country carnivals, the Premier's Sporting Challenge, a Rugby Union Clinic and tennis.

Swimming

In the first week back to school some of our students participated in the Macintyre Swimming Carnival. Each student participated in their event with pride and enthusiasm. Some even entered events on the day in which they had never attempted prior to the carnival. Our students received a lot of positive praise for their participation, sportsmanship and behaviour throughout the carnival.

During Term 1 and Term 4 Kinder to Year 6 took part in the Swim School and Water Safety program. The program was held at the Goondiwindi Town Pool. The students were guided by qualified swim school instructors, employed by the school. The group sessions consisted of various activities such as improving the students' confidence in the water, learning and developing new strokes and stroke correction and water safety.

Milo T20 Cricket Program

At the end of Term 1 students from Year's 2 to 6 travelled into Riddles Oval, Goondiwindi to participate in the T20 Milo Cricket Program, which ran for two days. They were placed into teams with children from Goondiwindi Primary Schools. The students had a

great time learning new skills, displaying their batting, bowling and fielding skills and making new friends. Thank you to Jason and Sarah from the PCYC for inviting us to participate in the program.

Cross Country

In early Term Two Toomelah Public School held their annual Cross Country. Students ran/walked the track in and around Toomelah. It was great to see the community out and about cheering on our students.

Students from year 2 to Year 6 travelled to Yetman Sporting Grounds to participate in the Macintyre (Small Schools) Cross Country. The students performed well with plenty of support and cheering from their peers. Thank you to the parents and community members who travelled to the carnival to support our students. Isaiah Hinch went on to represent Toomelah Public School in the Zone Cross Country which was held in Gravesend.

Athletics

Our annual Athletics Carnival was held at the beginning of Term 3. Students from Transition to Year 6 competed in track and field events. At the end of the carnival we held a students' v's teacher's v's parents/community relay. The students loved seeing everyone involved running for fun...although a few staff members were a tad competitive. The day was a huge success. Thank you to our parents and community members for your support throughout the day.

Students then travelled to North Star to participate in the Macintyre Small Schools carnival. From there a group of students made it to the next level and participated in the Heferen Shield in Moree.

Premier's Sporting Challenge

The Premier's Sporting Challenge is a program run every year in conjunction with the NSW Government and the Department of Education and Communities. It is a ten week program where staff and students throughout NSW register and participate in extra physical activities at home or at school.

Our students were registered in the program which ran throughout Term 3 and 4. The extra activities could have included activities such as our sport lessons, exercising, walking and riding bikes. Participation in the activities was recorded and entered in the programs computer system.

Tennis

During Term 3 and 4, Goondiwindi tennis coach Connor Sloss came out to school every Friday morning to coach our Transition to Year 6 students. The students really enjoyed these lessons and some showed terrific hand eye ball coordination skills.

Rugby

Gary from NSW Rugby visited our school for an intense one day rugby skills program. As our students live and breathe Footy, the day was a success with them having

a lot of fun learning about the 'unfamiliar' game known as rugby. The Tamworth Rugby Union kindly donated some rugby balls to our school.

In conclusion I feel that it is important to reiterate that every time our students from Toomelah Public School attends ANY sporting event, staff and parents from surrounding schools always comment and congratulate us on our students positive and well-mannered behaviour. We are extremely proud of our students and Toomelah Public School.