

# Zig Zag Public School Annual Report



2016



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## Introduction

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

Vicki Gillmore

Principal

### School contact details

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## Message from the Principal

Welcome to Zig Zag Public School's Annual report for 2016. The report presents a balanced account of the school's achievements over the past 12 months and identifies areas that the school will address in the future directions.

2016 saw Zig Zag Public School celebrate its "Quas Qui centennial"—125 years of providing Public Education to the community of Lithgow and Oakey Park.

Twenty Five years ago, at the one hundred years celebrations— Mr John Taylor wrote and I quote: "ZZPS is a country school in an urban environment, a forward thinking community in an old world setting, a green oasis in a world that is depleted of foliage and wildlife."

I would like to add to this description—"Zig Zag Public School is the best kept secret in Lithgow."

The tradition of this school began in 1891 when an application for the establishment of a provisional school at New Vale and Oakey Park was made by HP Corbett of ZZ Brewery. There were 26 boys and 13 girls – it was said at the time, that a number of these children did not attend school.

Throughout Zig Zag's history, there were constant problems with sourcing a suitable site for the school. The first site was a rented cottage with 3 rooms situated in the Vale township and the first teacher was Hannah Morris with an enrolment of 31 in the first year. In 1900, a weatherboard school building was built in Oakey Park and by 1901, the school had an enrolment of 81. By 1910, the enrolment reached 137 and the school was enlarged— because the children were being taught outside in the cold of winter.

The school's name was changed to Zig Zag in 1910— the name being suggested because ...and I quote: "it was a stone's throw away from this widely known piece of railway engineering". The acquisition of the schools present site was in 1914 from James J Roby and the enrolment in 1916 was 181, this rose to 273 in 1917 with the success of the State Coal mine. A new building with 6 classrooms was to be built with plans for future extension and this is the site the school is on today.

As I was preparing for the 125 year celebrations, I read the reflections of past Principals:

Gordon Handsaker— 1959–1965. "The pupils had a feel of pride in their school and environment."

Ernest Johnson – 1976–1982. "The people of Oakey Park and their school are rightly proud of their achievements."

Leigh Rayner – 1983–1988. "Good schools just don't happen, they are generated by the community of children, staff and community working together."

And now for Mrs Gilmore 2012 – present. "I am so proud and honoured to be the Principal of ZZPS . I can honestly say, I love coming to work. Zig Zag Public School is steeped in tradition. Time honoured traditions which have been upheld by the teaching patriots of this school: Mrs Ellery, Mrs Corney, Mrs Simpson and Mrs Pieper."

As the principal of this wonderful school, I look forward to continuing the proud traditions of Zig Zag Public School, as well as creating a learning environment that is developing the students as 21st Century Learners.

I am so very proud of this wonderful school, proud of our staff, our achievements and our students.

I congratulate ZZPS and the school community on 125 years in Public Education.

Vicki Gillmore

Principal

## School background

### School vision statement

The school's mission statement: "Learning for Life":– highlights our vision and commitment to ensuring all students have the opportunity to become responsible and caring members of society, within a small school setting.

### School context

Zig Zag Public School (ZZPS) is located in Oakey Park, Lithgow. The enrolment trend fluctuates, with a growing school population over the past three years. A fourth class was formed in 2014 allowing for smaller class groups to be taught.

Zig Zag PS staff have a committed approach to the school with a great depth of history within families that is valued. ZZPS prides itself on recognising diversity and valuing differences amongst our students. Staff value student contributions and support students through a range of academic, cultural and sporting programs.

ZZPS has a strong peer support and student leadership program which targets the qualities and needs of individual students. Programs provide opportunities for personal development and growth through a range of school responsibilities and experiences.

All school programs have a high emphasis in upholding the mission statement of "Learning for Life", catering for all facets of a child's life: being academic, social, and emotional development. The school has an established environmental education program, with involvement in many environmental initiatives, enhanced by the Stephanie Alexander Kitchen Garden program. Our students are 21st century learners, incorporating the use of technology and hands on experiences in creative, diverse, purposeful ways to demonstrate and apply their learning.

## 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 that in the School Excellence Framework domain of **Learning we are delivering**.

Evidence and examples to demonstrate this include:

1/ Zig Zag Public School's unique small school setting provides a comprehensive and inclusive framework which supports the overall well-being of our students. Every teacher understands the specific needs of the individual child and we make adjustments and cater for their needs, to develop and support their well-being.

2/ Quality Teaching and personalised learning is at the forefront of curriculum and learning. At Zig Zag Public School individual learning is driven by contextualised decision making. Analysis of student results drive curriculum planning and student development is reported to parents in semester one and two reports. Three way interviews initiated in term 3 2016, have extended this reporting process to be more personal.

3/ Student performance measures are showing expected growth on internal school performance measures and display value added growth in school tracking measures.

In the domain of **Teaching we are delivering**.

Evidence and examples to demonstrate this include:

1/ Effective Classroom practice has moved away from whole class teaching for Literacy. Students are engaged in multi-disciplinary practices through workstation based differentiated tasks; while teachers are able to work with children daily to teach at each individual child's point of need. Teachers are adopting the practice of personalised writing and reading goals by giving explicit and formative feedback on how a student can improve and move through the clusters on the Literacy continuum.

2/ The analysis of data, links student needs to programs on offer. An additional literacy class for 4/5/6 was formed to cater for the learning needs of students, identified by NAPLAN data. Smaller teacher to student ratios; explicit teaching and extension opportunities assist to fulfill the Premier's priorities. Data analysis is incorporated in planning for learning goals within the K– 3 area using the EA4S benchmarks. and teachers K– 6 are tracking student performance along the Literacy and Numeracy continuum's using PLAN data.

2/ Quality teaching practice is discussed, shared and observed informally. Collegiate discussion about best practice and new methods happens openly and this has an automatic impact on sustaining and improving quality teaching practice. Mentoring opportunities are occurring in our school with teachers requesting peer observations and support via colleagues or via the Instructional Leader.

3/ The Learning and development of staff is a product of our collaboration. Developed action plans have a focus for improved teaching methods and professional learning activities have a focus on building teachers understanding of effective teaching strategies. Ongoing professional development is the tool used to ensure the school and staff are taking responsibility for maintaining and developing their Professional standards. As I leader I am supporting staff who have the ambition to pursue higher–level of accreditation and we are working towards developing knowledge of the teaching standards as part of teachers Personal Development Plans.

in the domain of **Leading we are sustaining and growing.**

Evidence and examples to demonstrate this include:

The School Management Plan is the tool that ensures the School's vision "Learning for Life" lives on, combining this with striving for whole school improvement by setting high expectations and developing a culture of community engagement.

1/ Leadership can be demonstrated through the implementation of 21st Century Projects. During 2015 and 2016 we created The Australian Authors Walk, to give students an opportunity in "real learning". The project supported quality teaching practices by embedding 21st century learning opportunities for our students. It provided parents and community members with the ability to engage in a school activity and showcased the developing skills of our students. Annual projects such as this, strengthen wider community links and develop the ethos for positive community feedback.

2/ The driving force behind school planning , implementation and reporting is the School Management Plan. It is the core of continuous improvement and the process of monitoring, evaluating, reviewing and determines the "where to next" for the school's direction. Workforce planning , strategic management of funds, resource allocation and flexible use of learning spaces are all managed strategically via management tools such as timetables and action plans to achieve improved student outcomes and to ensure School resources meet the school directions. Management Practices and processes are establishing into a system which ensure ongoing school improvement and professional effectiveness is at the forefront of school planning. The School Excellence Framework is now used as a tool to guide our evolving direction, giving us a process to identify, address and monitor student learning needs.

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

PERSONALISED LEARNING FOR ALL STUDENTS: Embedding quality educational practices in line with the Australian Curriculum

### Purpose

To provide a learning environment that is driven by high expectations and provides support for individual learning, through quality educational practices. The purpose is to ensure all students meet their learning potential through Quality Teaching:– driven by research based practices, rich curriculum content, analysis of data and regular tracking of student growth ensuring positive added growth in Literacy and Numeracy skills.

### Overall summary of progress

Systematic policies, programs and processes are developed to identify and address student learning needs.

The school has developed explicit processes to collect, analyse and report internal and external student and school performance data.

There is school wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Students are achieving L3 and TEN targets.	L3 and TEN strategies, intervention measures and programming implemented into classroom practice.	<b>Process 1 EAfS:</b> <b>\$33,152.00 includes:</b> \$24,930.00 Interventionist CT \$4000.00 Training Grant \$4222.00 Innovation Grant – resources
Implementation of a school writing focus increasing the number of students demonstrating stage outcomes in school based writing assessments.	Increased number of students demonstrating stage outcomes in school based writing assessments.	Staff Meetings and Teacher Professional Learning funds
English and Maths syllabus evident in teacher program and practices	Whole school programming and team planning for units of work and work station planning is being trialed.	Staff Meetings and Teacher Professional Learning funds
Student growth is evident for Literacy and Numeracy across the continuum.	Embedded assessment and tracking process indicates positive student progress and a change in attitude towards learning.	<b>Process 2: Literacy Class</b> <b>\$72,920.00 RAM includes:</b> 0.1 PSP staffing and 0.3 STLA staffing \$30,400 RAM socio for class teacher \$35,000 RAM socio for SLSO support \$9500.00 Learning & Support Flexible funding for

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Student growth is evident for Literacy and Numeracy across the continuum.	Embedded assessment and tracking process indicates positive student progress and a change in attitude towards learning.	SLSO \$11615.00 Aboriginal Equity  \$7229.00 Integration Funding for SLSO support

## Next Steps

Assessment data to monitor achievements and gaps in student learning are used extensively to inform planning for particular student groups and individual students.

Students use reflection on assessment and reporting processes and feedback to plan learning.



## Strategic Direction 2

### DEVELOPING STUDENTS AS 21ST CENTURY LEARNING: Building skills for Life Long Learning

#### Purpose

To build on school program strengths and continue to develop opportunities for students to develop into 21st Century Learners. The purpose is to enhance students' Life Long Learning through engagement in skill development programs.

#### Overall summary of progress

Individual learning is supported by the effective use of school, system and community expertise and resources through contextual decision making and planning.

The school identifies expertise within its staff and draws on this to further develop its professional community.

Teachers are actively engaged in planning their own professional development to improve their performance

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased student participation and success evident in survey results	Survey results showed that 93% of students in this school valued school outcomes	<b>Process 2 &amp; Process 3 SD 1: Community:</b> \$12,000.00 RAM  \$11625.00 Aboriginal Equity for SLSO support, Student assistance and resources \$12000.00 RAM socio for SLSO specialist
21st century fluencies are built into project based learning	School programs provide students with experiences for Lifelong Learning. A school template was developed to extend opportunities in 21st century learning  Aboriginal programs embedded in school events.	<b>Process 1: 21st Century Fluencies</b> Teacher professional Learning Funds \$6527.00
Attendance & Suspension rate maintained and improved	Attendance rates continue to improve .  2015 average was 92.5%  2016 average was 93.3%	<b>Process 3: Technology</b>  Computer coordinator allocation \$4540.00

#### Next Steps

Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative delivery mechanisms where appropriate.



### Strategic Direction 3

**DEVELOP AND ENCOURAGE SCHOOL COMMUNITY CULTURE** Enhancing wider school participation, knowledge and involvement

#### Purpose

To improve school community participation through reflective practice, whole school planning and by establishing productive participation with families and the wider community. The purpose is to encourage the wider school community to become more informed and engaged in school programs, ultimately enhancing the school's community culture. To build parents and the wider communities capacity to become advocates for school programs

#### Overall summary of progress

Monitoring, evaluation and review processes are embedded and undertaken routinely.

Streamlined, flexible processes exist to deliver services and information and strengthen parental engagement.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"> <li>Parent participation increased in school activities and increased percentage of parents and caregivers engaged in school direction and planning consultation</li> </ul>	<p>Evidence driven school planning and evaluation process is in place for the school plan 2015– 2017.</p> <p>Parents and the wider community become advocates for the school's programs and successes.</p>	<p><b>Process 2 SD 3 /Process 2 SD 2 &amp; Process 3 SD 1: Community</b></p> <p>\$11615.00 Aboriginal Equity for SLSO, Student assistance and resources</p>
<ul style="list-style-type: none"> <li>Milestone process is used to monitor finance, school progress and improvement. Milestone monitoring is reviewed at 5 weekly intervals</li> </ul>	<p>Milestone monitoring is reviewed at 5 weekly intervals.</p>	

#### Next Steps

The school uses collaborative feedback and reflection to promote and generate learning and innovation.



Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>Implementation of Literacy Class for targeted students and implementation of Spelling Mastery years 2 to 6. Student growth is evident for Literacy and Numeracy across the continuums</p> <p>Aboriginal programs and AECG connections developed providing increased community involvement in school programs and wider community program connections.</p>	Resources Total \$11615.00
<b>Low level adjustment for disability</b>	Implementation of Literacy Class for targeted students and implementation of Spelling Mastery years 2 to 6 – Student growth is evident for Literacy and Numeracy across the continuums.	Total \$16,729.00 Plus 0.3 STLA staffing
<b>Socio–economic background</b>	<p>Implementation of Literacy Class for targeted students and implementation of Spelling Mastery years 2 to 6.</p> <p>Student growth is evident for Literacy and Numeracy across the continuums.</p> <p>Stephanie Alexander Kitchen Garden. Utilising kitchen and garden engagement to be self–directed independent learners.</p> <p>School Programs provide students with experiences and skills for lifelong learning.</p> <p>Technology embedded into every day student learning.</p> <p>Technology programs enhanced across the school.</p>	<p>Resources Total \$77160.00</p> <p>RAM Socio location \$2097.00</p> <p>0.1 PSP staffing</p>
<b>Early Action for Success</b>	<p>Embedding quality literacy and numeracy teaching and learning practise, with personalised learning K–6.</p> <p>Early Action for Success benchmarks reached for children K– 2.</p> <p>Intervention received for targeted students and individual improvement achieved.</p>	<p>0.22 Interventionist Class Teacher \$4000.00 for Teacher Professional Development</p> <p>\$4222.00 Innovation Grant for resources</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	36	41	42	38
Girls	38	40	40	52

In 2016 the classes at Zig Zag Public School were structured in such a way as to maximize student learning and ensure each student was able to reach his or her full potential. Four classes were formed: Kindergarten & Year 1, 2/3, 4/5, 5/6.

The year's enrolment peaked at 98 students, however numbers continued to fluctuate throughout the year.

There were 13 students in Year 6 progressing to High School in 2017.

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	92.6	94.7	89.8	91.9
1	93.9	90.2	93.9	92.2
2	94.4	92.5	97.1	93.7
3	92.6	94.7	91.9	95.5
4	92	90.2	93.1	91.1
5	94.4	89.6	91.3	95.3
6	94.8	93.3	91.4	93.9
All Years	93.5	92.2	92.5	93.3
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

### Management of non-attendance

A positive attitude to school attendance is the focus for the direction in the 2015– 2017 School Management

Plan.

The SAKG program continues to promote active participation and engages students to come to school. Responsibility for the kitchen garden and the weekly cooking lessons encourage school attendance. Environmental education, the daily physical fitness program, sport activities and the Peer support program, all produce an enjoyable school atmosphere.

Developing Students as 21st Century Learners is a strategic direction of Zig Zag Public School. To build on school program strengths and continue to develop opportunities for students to develop into 21st Century Learners. The purpose is to enhance students' Life Long Learning through engagement in skill development programs.

Non-attendance is managed by the school's Attendance Policy. The key components of this policy are:

- Early detection of poor attendance patterns for individuals.
- Personal phone calls from the Principal to monitor absences and communicate with parents
- Individual Attendance plans supported by the Home School Liaison Officer.

### Class sizes

Class	Total
K/1	17
2/3	22
4/5	22
5/6	24

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	3.34
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.2
School Administration & Support Staff	1.46
Other Positions	0.13

\*Full Time Equivalent

There is currently one staff member identifying as indigenous.

## Teacher qualifications

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

## Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

## Professional learning and teacher accreditation

All staff were extensively involved in professional learning programs throughout 2016.

The programs undertaken were:

Staff development days were spent on mandatory training (CPR update, Code of Conduct, Keeping them Safe update, Health and safety updates, emergency and anaphylaxis training).

Staff development of technology skills embedded into teaching practice: including ipod apps and google classroom.

Staff development on explicit teaching of writing and spelling.

Stage 1 L3 training – “Language, Learning and Literacy”.

Ongoing training for Early Stage 1 – “Language, Learning and Literacy”.

Training in TEN for Early Stage 1 and Stage 1 Teachers.

Online training –Using the Continuums K–6 and PLAN software training.

Music Count Us in workshop.

Bathurst SEG School Planning process and collegiate meetings.

Koori Classroom: Embedding Aboriginal Pedagogies

Embedding Digital Literacy: Film by the Sea

Tournament of the Mind Training

Supervising Pre–service Teachings

John Hattie Conference

Early Action for Success Conference

Flexible Learning by Design

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

### Financial information

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

Income	\$
<b>Balance brought forward</b>	<b>201 791.03</b>
Global funds	88 834.28
Tied funds	152 386.07
School & community sources	26 004.14
Interest	3 938.29
Trust receipts	22 113.64
Canteen	0.00
<b>Total income</b>	<b>495 067.45</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	7 513.16
Excursions	24 277.29
Extracurricular dissections	5 197.00
Library	736.47
Training & development	0.00
Tied funds	149 603.30
Short term relief	14 998.30
Administration & office	48 623.81
School-operated canteen	0.00
Utilities	14 119.14
Maintenance	5 029.65
Trust accounts	18 278.49
Capital programs	0.00
<b>Total expenditure</b>	<b>288 376.61</b>
<b>Balance carried forward</b>	<b>206 690.84</b>

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.

### LITERACY

100% of year 3 students are at or above the national minimum for Reading, with 67% of students achieving in the proficient bands or above.

100% of year 5 students are at or above the national minimum for Reading, with 73% of students achieving in the proficient bands or above.

100% of year 3 students are at or above the national minimum for Writing, with 100% of students achieving in the proficient bands or above.

100% of year 5 students are at or above the national minimum for Writing, with 71% of students achieving in the proficient bands or above.

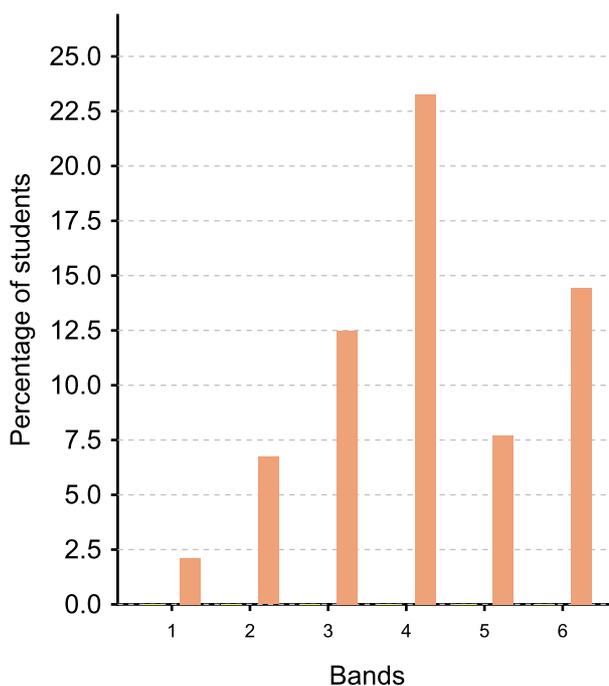
89% of year 3 students are at or above the national minimum for Spelling, with 67% of students achieving in the proficient bands or above.

93% of year 5 students are at or above the national minimum for Spelling, with 93% of students achieving in the proficient bands or above.

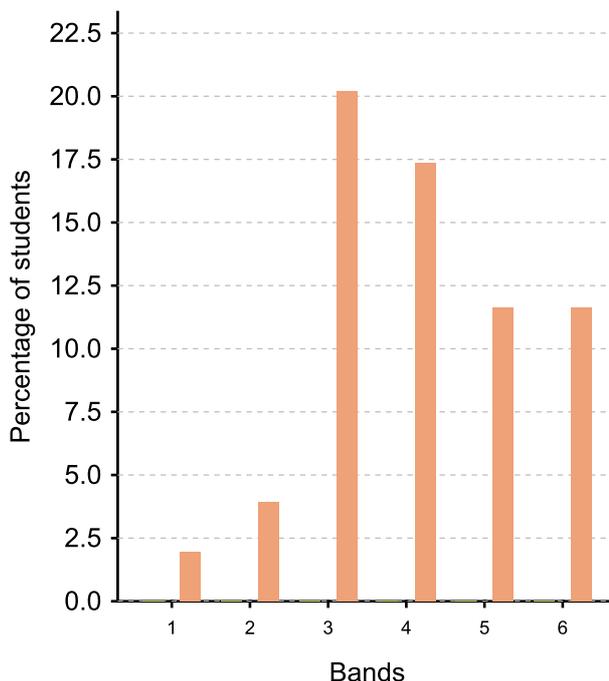
89% of year 3 students are at or above the national minimum for Grammar and Punctuation, with 89% of students achieving in the proficient bands or above.

100% of year 3 students are at or above the national minimum for Grammar and Punctuation, with 86% of students achieving in the proficient bands or above.

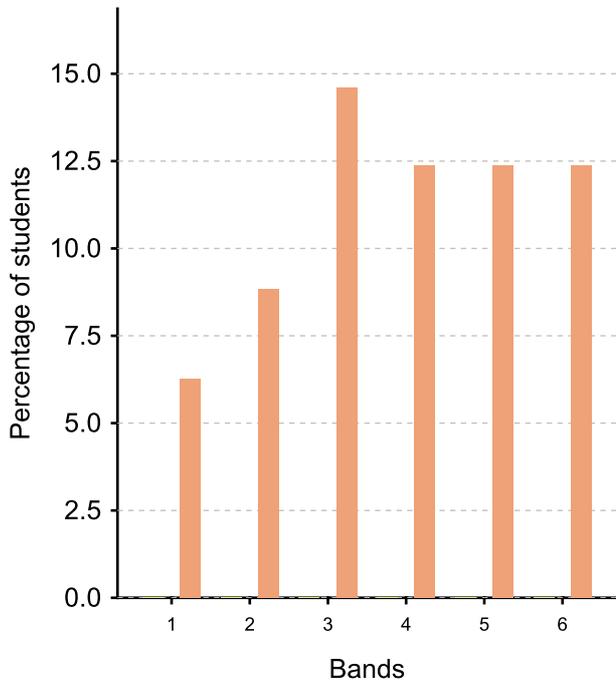
Percentage in bands:  
Year 3 Grammar & Punctuation



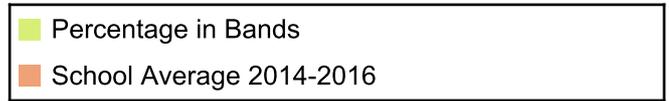
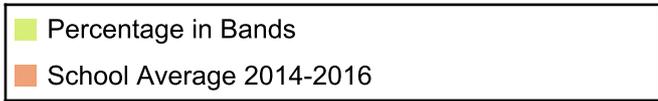
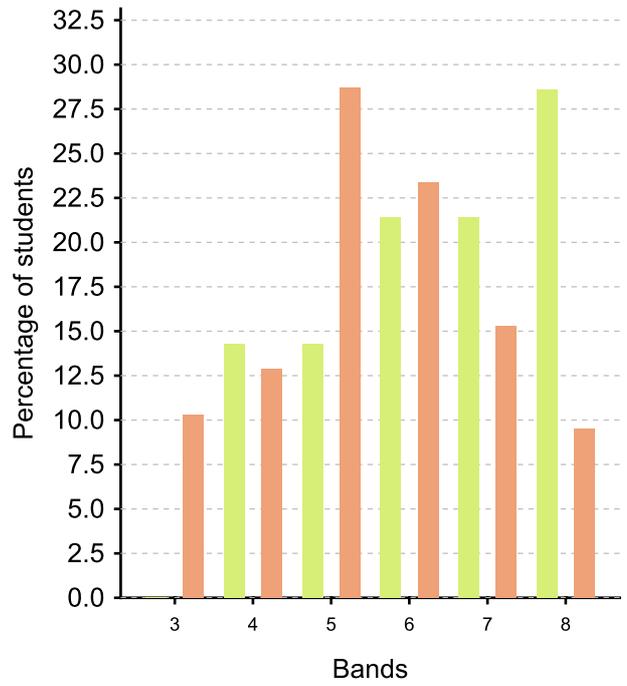
Percentage in bands:  
Year 3 Reading



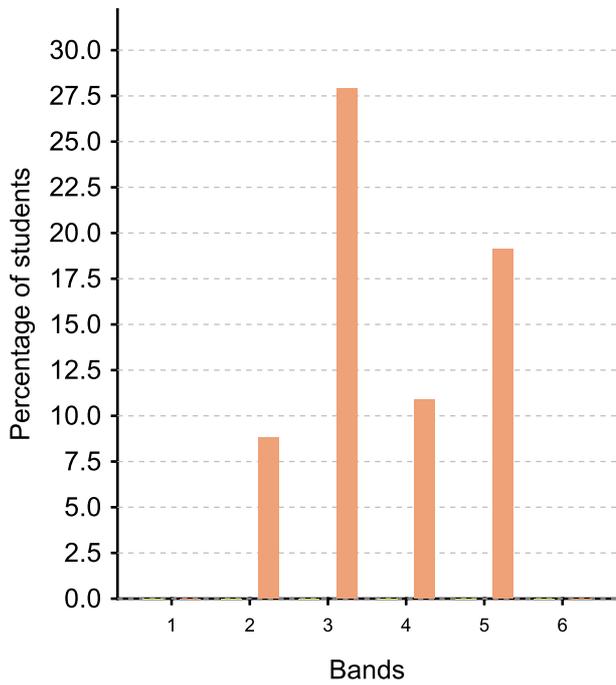
**Percentage in bands:**  
Year 3 Spelling



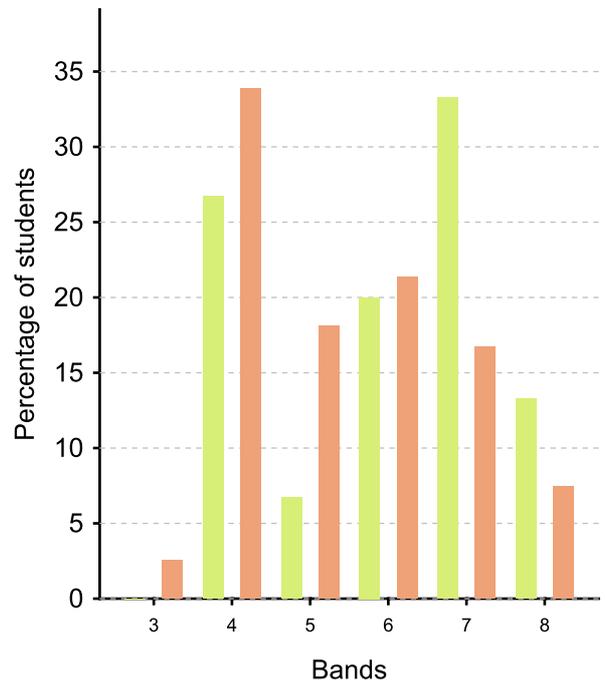
**Percentage in bands:**  
Year 5 Grammar & Punctuation



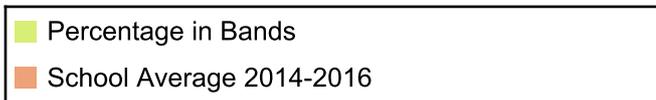
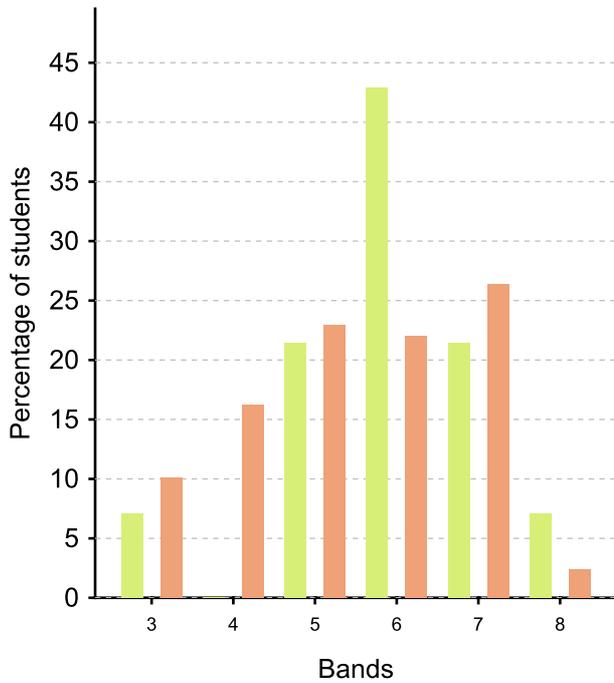
**Percentage in bands:**  
Year 3 Writing



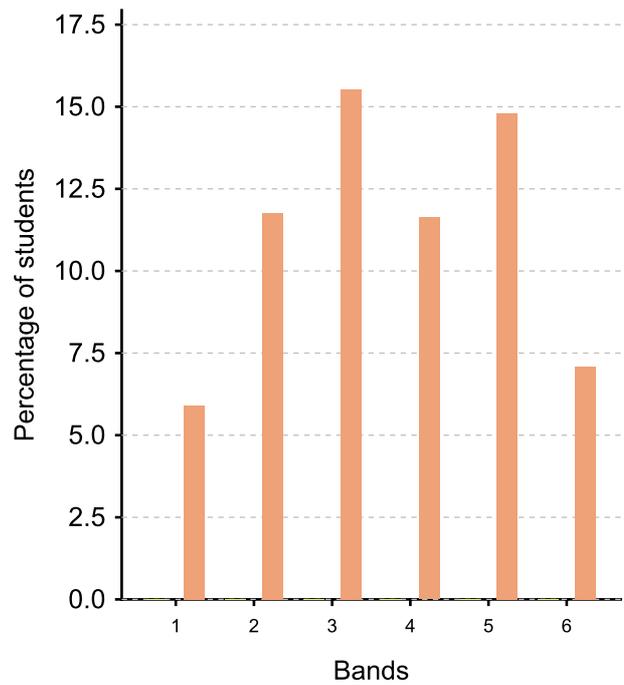
**Percentage in bands:**  
Year 5 Reading



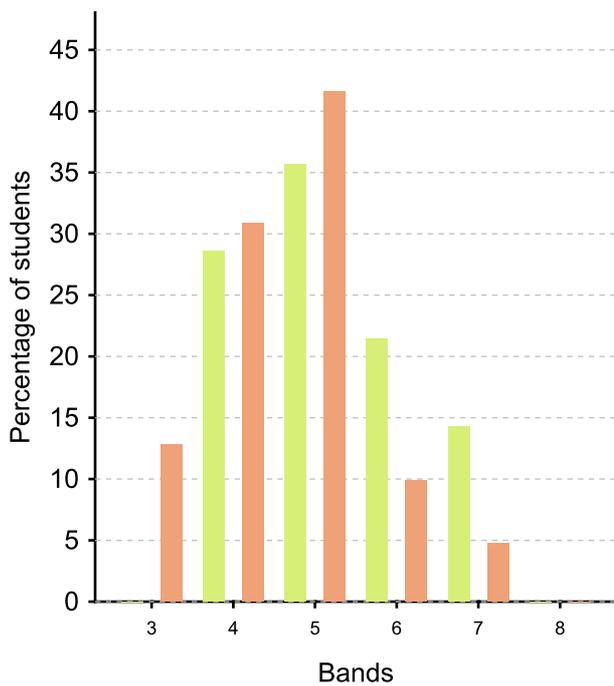
**Percentage in bands:**  
Year 5 Spelling



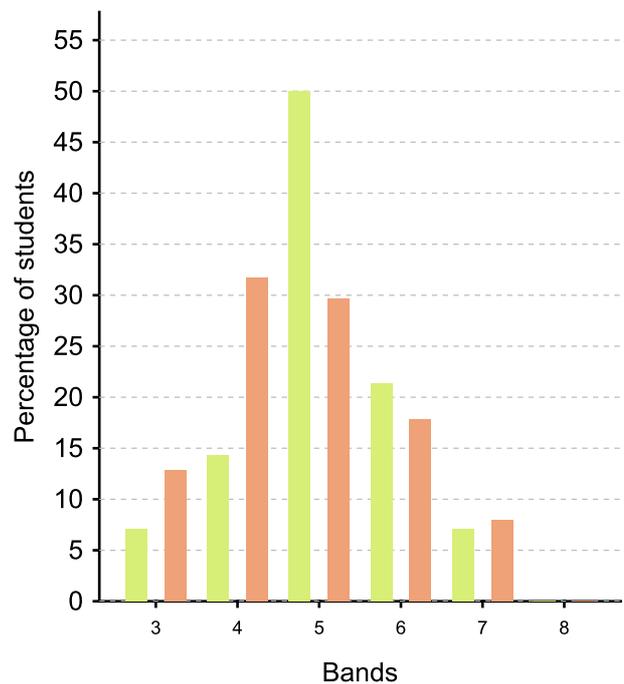
**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Writing



**Percentage in bands:**  
Year 5 Numeracy



**NUMERACY**

89% of year 3 students are at or above the national minimum for Numeracy.

93% of year 3 students are at or above the national minimum for Numeracy, with 78.5% of students achieving in the proficient bands or above.

In 2016, in accordance with the Premier's priorities: Improving education results, schools are required to report on student performance for the top two NAPLAN bands in reading and numeracy.

22.2% of year 3 students and 46.6% of year 5

students performed in bands 5 & 6 for reading.

11/1% of year 3 students and 7.1% of year 5 students performed in bands 5 & 6 for numeracy.



## Parent/caregiver, student, teacher satisfaction

### The Tell Them from Me Student survey results:

#### 1/ Students that value schooling outcomes

Students believe that education will benefit them personally and economically, and will have a strong bearing on their future.

93% of students in this school valued School Outcomes.

The NSW Government norm for these years is 96%.

100% of the girls and 90% of the boys in this school valued School Outcomes.

The NSW Government norm for girls is 97% and for boys is 94%.

#### Students are interested and motivated in their learning.

70% of students in this school were interested and motivated.

The NSW Government norm for these years is 78%.

76% of the girls and 67% of the boys in this school were interested and motivated.

The NSW Government norm for girls is 83% and for boys is 73%.

**The Partners in Learning Parent Survey** is based on a comprehensive questionnaire covering several

aspects of parents' perceptions of their children's experiences at home and school. The survey includes seven separate measures, which were scored on a ten-point scale.

1/ Parents feel welcome – Score of 9

2/ Parents are informed – Score of 8.7

3/ Parents support learning at home – Score of 7.9

4/ School supports learning – Score of 8.3

5/ School supports positive behaviour – Score of 9

6/ Safety at school – Score of 8.5

7/ Inclusion school – Score of 8.8



## Policy requirements

### Aboriginal education

Eighteen Indigenous students were enrolled in the school in 2016, all having individual Personal Learning Plans. Western Gateway Education schools participate in regular meetings with the Aboriginal Education Community Group where strong community links are being developed through networking, regular communication and organisation of group events. Our Aboriginal students participated in the local NAIDOC celebration. Mr Owen Smith presented Zig Zag Public School with a Reconciliation shield and students were taught the meaning of the symbols and the message portrayed.



### Multicultural and anti-racism education

Multicultural education is addressed as perspectives throughout the curriculum as strands of significant events and people, cultural diversity, rights and roles and responsibilities. Zig Zag Public School has three students with a LBOTE background. The growing cultural diversity and the cultures within the school community are greatly valued.