

Lugarno Public School Annual Report



2016



3796

Introduction

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

Justine Williams

Principal

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Message from the Principal

In 2016, Lugarno Public School continued the journey of improving the academic, social, emotional and physical outcomes for students. In August 2016, I commenced as Principal of Lugarno Public School and am privileged to work with highly dedicated staff who work together to provide an inclusive environment where students are nurtured and encouraged to achieve their personal best. Our students are a motivated and passionate group of young people who are challenged each day through high quality learning experiences.

Our school is firmly founded in the spirit of its community. Lugarno Public School enjoys tremendous support from our parent body and local community. We are very fortunate to have such a dynamic and collaborative school community and this year we continued to strengthen our positive partnership. Our P&C is well attended and plays a vital role in successful collaboration on school projects, fundraising and whole school events.

Our School Values of Learn Always, Participate Safely and Show Respect underpin all that we do at Lugarno Public School. Our focus on student wellbeing and ensuring that all students thrive, connect and succeed, is achieved through an ongoing whole school commitment to fostering an environment that nurtures the 'whole' child. The school's implementation of 'Positive Behaviour for Learning' and 'Bounce Back' programs in 2017 will further enrich the wellbeing of students at Lugarno Public School. A school culture of high expectations and the development of resilient, inquisitive, caring learners ensures that we are preparing our students for the future.

2016 has been a successful year and I am excited to continue to work alongside our school community to ensure that we remain committed to continuous improvement and achieving excellence in 2017 and beyond.

Justine Williams

Principal

School background

School vision statement

At Lugarno PS we believe in developing successful, resilient individuals who are equipped with the capabilities to thrive in a 21st century environment that demands creative and critical thinkers.

School context

Lugarno Public School is situated within a small peninsula community on the banks of the Georges River. The school has an extensive play area, including a large covered area and an all-weather basketball court. With an enrolment of approximately 270 students we have 41% of students coming from backgrounds other than English.

Lugarno PS enjoys a remarkable culture of achievement which is reflected in our excellent results. The school is large enough to provide a variety of learning opportunities whilst being small enough to ensure the staff know and support each student. The students are nurtured by experienced and enthusiastic teachers who aim to bring out the potential in every child.

Through its diverse curriculum, Lugarno Public School contributes significantly to the development of skills in areas we, as a community, regard as crucial to the development of responsible citizens and life-long learners. These areas include: sport, creative and performing arts, student leadership, social interaction and technology. Lugarno technology programs are supported by a well-resourced school, wireless capability and the implementation of 21st century pedagogy through a staged plan to professionally develop staff to support all classes.

Parent and community involvement in school governance through the P&C Association is active and supportive of school life.

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 the area of Learning, the school evaluated the elements of curriculum and learning, wellbeing and learning culture. A whole school approach to literacy through the 'Language Literacy Cycle' transformed the teaching and learning of writing across the school. The school's commitment to embedding quality practices in literacy through 'Focus on Reading' pedagogy and improved writing teaching and learning practices, and continued focus on the quality numeracy practices of early numeracy strategy development (TEN) and the effective identification and management of student numeracy skills (TOWN), was achieved through a strong emphasis on professional learning, teacher consistency, collaborative programming and refined assessment practices. The Wellbeing Framework was used to guide enhancements in student wellbeing and culture and foster a more focused commitment to supporting the wellbeing of the school community. Proactive behaviour strategies, founded in positive psychology principles, and the implementation of the Positive Behaviour for Learning initiative have been implemented to support students in their ability to interact in a diverse and rapidly changing world.

In the domain of Teaching, the school focused on the elements of effective classroom practice, collaboration and the use of the professional standards to guide staff development. All staff developed professional learning goals which were also aligned to the School Plan and completed their Performance and Development Plans. The practice of staff collaboration when planning and programming was further developed through scheduled stage planning days and weekly stage meetings. Student work samples were reviewed and greater consistency in teacher judgement was developed. Teachers were able to critically reflect upon and receive quality feedback through negotiated classroom observations. All staff participated in quality, targeted professional learning which was carefully mapped to the school's strategic directions. A beginning teacher was provided with targeted support and mentored throughout the year.

In the domain of Leading, a major focus has been on strengthening and broadening the leadership base within the school – all staff members have opportunities to build leadership capabilities and these are carefully aligned to the School Plan. Parents and community members also have the opportunity to engage in a wide range of school activities, including parent workshops, forums and major school events such as Education Week Open Day, Grandparents' Day,

End of Year Performing Arts Showcase and bi-annual Community Fair. The P & C worked closely alongside the Principal, Executive team and teachers to endorse the school's programs through support in the classrooms, fundraising and school promotion. The school community is committed to completing the next phase of the school's Air Conditioning Project. Parent satisfaction, as highlighted in 'Tell Them From Me' Survey results, is positive, particularly in the areas of parent partnership in learning, support for positive behaviour, the school's inclusive learning environment and the many extra-curricular activities the school provides.

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

Strategic Direction 1: Students achieving success as learners.

Purpose

The purpose of preparing students for their future is to develop their capacities to think imaginatively, creatively and critically about information and ideas, and make connections between key events and personal experiences. Our purpose is to support students to think deeply and logically through collaboration and communication so they can interact successfully in a diverse world.

Overall summary of progress

Our continued school-wide focus on literacy and numeracy has enabled our school to make progress in this strategic direction. A whole-school approach to quality literacy practices with a particular focus on improved student outcomes in writing and comprehension was achieved through extensive professional learning and collegial planning. All students were plotted and tracked on the Literacy Continuum. K–2 staff continued to embed early numeracy strategies (TEN) and Years 3–6 staff continued implementing and embedding strategies developed through training in the 'Taking Off With Numeracy' (TOWN) program, identifying and effectively managing student numeracy skills. School practices and processes have been enhanced to monitor and plan for effective student progress in literacy and numeracy, including improved early identification and intervention to provide stronger, more focused support for students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Achievement and growth in Literacy and Numeracy K–6 will be measured and monitored through PLAN data and an increase in the percentage of students in the top two bands in NAPLAN.	Staff plotted all K–6 students on the Literacy Continuum against Writing Clusters. All staff implementing and reflecting upon the 'Language Literacy Cycle' pedagogy. K–2 staff continuing to effectively implement TEN with K–2 students exceeding the Numeracy improvement measure for Early Arithmetic Strategies	\$10,057.00
High level of student engagement as noted in Tell Them From Me Survey	Survey results were above the NSW Government norm in the areas of positive teacher–student relations, expectations for success, student effort and the provision of classroom instruction that is both relevant and rigorous.	\$0.00
90% of students following Positive Behaviour for Learning expectations.	Student leaders and community members enthusiastically participated and contributed to the planning of Positive Behaviour for Learning (PBL) at the school at forums. 100% of staff involved in staff professional learning about Positive Behaviour for Learning strategies and processes.	\$8,900.00

Next Steps

- In 2017, a team of staff will commence planning and implementing a whole school Thinking Skills Program with a focus on developing students' creative and critical thinking skills.
- Enhancement of Gifted and Talented Education programs, with improved identification and staff expertise in catering for gifted and talented learners. The commencement of semester-based enrichment programs with a focus on Science, Technology, Engineering and Mathematics (STEM).
- Whole school implementation of PBL with PBL lessons taught consistently, the school's awards system aligned to the PBL School Values and ongoing communication to the school community about the initiative. PBL ideology will be aligned with an updated Student Wellbeing Policy.
- Continued emphasis on embedding the 'Language Literacy Cycle' in all classrooms to ensure a consistent approach to providing all K-6 students with opportunities to achieve improved outcomes in writing and vocabulary development..
- Continued focus on embedding the 'Super Six Strategies' employed in Focus on Reading pedagogy.
- Professional learning in 'Reciprocal Numeracy' strategies to improve students' working mathematically and problem solving skills K-6.



Strategic Direction 2

Strategic Direction 2: Staff will deliver explicit, high level educational practices.

Purpose

The purpose of preparing staff to deliver explicit, high level educational practices is to significantly improve student learning outcomes across all Key Learning Areas through a quality teaching and learning environment based on collaboration and critical reflection. Our purpose is to provide the best opportunities for our students by continually improving upon professional practice and building staff capacities by consistently delivering high standards of education through ongoing professional development focused on quality 21st century learning practices.

Overall summary of progress

Professional development of staff through quality teaching practices was supplemented with Performance Development Plans. Focus on the achievement of whole school, stage and personalised goals has led to staff developing a greater understanding of the teaching standards and a greater understanding of how to collect evidence to support the acquisition of goals. All staff participated in collaborative planning days each term, ensuring consistency in programming, teaching and assessing.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Student writing shows growth above state mean through stronger engagement and increased teacher effectiveness.	100% of staff implementing the 'Language Learning Cycle' to enhance student writing outcomes. The majority of staff indicating that they have greater confidence in teaching writing.	\$10,057.00
100% of teacher's observations demonstrate a commitment to engaging students through quality teaching practices and 21st century pedagogy.	The provision of additional iPads, as well as the strengthening of the school's Bring Your Own Device Policy, ensured that all students had access to iPads for learning. Teacher programs, observations and reflections focusing on quality teacher practices and curriculum differentiation.	\$12,281.00
100% of Performance and Development Plans will include evidence of feedback, assessment and reflection.	Staff attending professional learning in and out of school that reflects their PDP goals. All staff participating in term planning days to increase collegiality and collaboration.	\$6,400.00

Next Steps

- Mentoring group to be established in 2017 to support teachers through the accreditation process.
- A member of the Executive Team being selected to participate in a mentoring program aimed at achieving Lead Accreditation.
- Greater emphasis on teacher development of SMART professional goals, the collection of quality evidence and a focus on reflection as part of the performance and development cycle.
- Continue to adapt to and refine administrative processes using the LMBR system.
- Improved Learning support Team practices and procedures to ensure students receive effective support.
- Quality Teaching Rounds to ensure consistent quality teaching using the 'Language Literacy Cycle' to improve student outcomes in writing..
- The establishment of meaningful and authentic local school links as part of a 'Community of Practice' (group includes Lugarno PS, Peakhurst West PS, Peakhurst PS, Peakhurst South PS and Georges River College Peakhurst Campus). The Community of Practice will commence work in 2017 on the shared goal of implementing formative assessment practices across each school.
- Continued commitment to developing students' digital literacy and digital citizenship through access to a range of technology and quality teaching and learning experiences.



Strategic Direction 3

Strategic Direction 3: Authentic community partnerships and commitment to school values.

Purpose

The purpose of strengthening school culture through building authentic school–community partnerships is to align staff, students and community in a collaborative and sustainable manner that embeds positive values and a culture of success. Our purpose is to improve student wellbeing and learning outcomes through empowering all stakeholders to contribute positively to school life and student learning through effective and meaningful partnerships. By strengthening connections between home, school and community, support structures for all students will be improved. The school is committed to ensuring the school values of respect, responsibility and excellence continue to be promoted through the delivery of effective student welfare programs within a caring community.

Overall summary of progress

The engagement of parents and the community in authentic partnerships to support the school's vision has been a priority. Emphasis has also been placed on clarifying ways in which the school can better communicate with the school community. In support of this, the school utilised the 'Tell Them From Me' survey. The school has seen increased parent participation in P & C meetings, and at parent workshops, forums and major school events. A highly successful community fair was held in which over \$30,000 was raised.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased attendance at Meet The Teacher Information sessions, P&C meetings, parent workshops and forums.	Average of 25% increase of parent participation in whole school events. More advanced notice given to parents and the community about upcoming events. 85% of parents attending 'Meet the Teacher' and Parent Teacher interviews.	\$0.00
Tell Them From Me parent survey results that demonstrate satisfaction in the school and community. Increased number of surveys returned and parents contributing to the consultation process.	Parents participating in the 'Tell Them from Me' surveys, indicating that they feel welcomed in the school, that positive behaviour is supported and that the school is inclusive. Ten parents participating in a forum to contribute to the consultation process to ensure the successful implementation of the Positive Behaviour for Learning Initiative.	\$0.00
LMBR successfully implemented as the standard administration and financial system.	School Administration staff and Principal attended intensive training sessions in LMBR processes and procedures. The school's Executive Team attended a one–day session. High level communication amongst staff and community ensured smooth transition to LMBR	\$10,500.00

Next Steps

- The establishment of a Community Engagement Team which will take a more strategic approach to strengthening community links and communication with the school community..
- Improved communication and better promotion of major school events across a range of media (upgraded school website, P & C Facebook Page, online surveys, introduction of Flexischools)..
- Focus on building the school's Library as a hub of learning in the community (establishment of a 'Maker Space', increased hours of operation, parent and preschooler involvement).
- Establishing links in the wider community (community volunteers in the Gardening Group Project, Community of Practice across local schools, involvement in Future Focused Learning and Library Network Group, an Executive member participating in a Lead Accreditation Group, links to a local aged care facility).
- Strengthened transition to school program (preschool visits, 'Look in and Learn' event, improved resources to support transition and the school's formal 'Leap into Lugarno' Transition program in Term 4).



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Lugarno Public School has one Aboriginal student. Aboriginal student personalised learning plans are developed in consultation with the classroom teacher, parents, student and Learning and Support Teacher (LaST). Aboriginal student learning and performance is in line with grade expectations. This student was acknowledged with a Deadly Kids Doing Well Award for his commitment to learning, outstanding effort and attendance at the annual Deadly Kids Awards ceremony. Our LaST coordinated a successful NAIDOC celebration which included performances by the Bangarra Dance Company. All students understand the importance of Aboriginal culture through teaching and learning programs which provide students with opportunities to learn about, recognise and celebrate Aboriginal culture.	\$1,364.00
English language proficiency	Individual and small group instruction for students with a language background other than English improved students' language proficiency. Students demonstrated literacy growth as evidenced by progress on the Literacy Continuum. Our EALD (English as an Additional Language or Dialect) teacher attended network meetings and further developed knowledge of the EALD framework.	\$16,500.00
Low level adjustment for disability	Programs implemented supported targeted students in literacy and numeracy who required additional assistance to achieve grade expectations. Reading programs focused on phonemic awareness, decoding skills and comprehension. A Stage 1 structured writing program was also delivered for a small group of targeted students. School Learning Support Officers were employed to support students with additional needs who do not have targeted funding.	\$16,200.00
Quality Teaching, Successful Students (QTSS)	Funding was used for staff to view the teaching of other staff members. Funding enables staff to set clear goals for improved teaching practice with the support of stage leaders to achieve their goals.	School allocation for staffing is 0.211.
Socio-economic background	Combined with low level adjustment for disability. See above.	Combined with low level adjustment for disability. See above.
Support for beginning teachers	One beginning teacher was supported through beginning teacher funding. Funding was utilised to enable the beginning teacher to observe lessons in other classrooms to enhance their practice, develop quality teaching and learning programs and meet agreed goals for development. An Assistant Principal formally mentored the beginning teacher, providing ongoing feedback and support which resulted in developing the staff member's understanding of syllabus content, behaviour management and strategies to assist students with special needs.	\$4,000.

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	164	164	160	148
Girls	149	140	138	134

Student attendance profile

School				
Year	2013	2014	2015	2016
K	97.3	95.9	96.2	97.4
1	95.6	97.1	95.1	95.9
2	94.9	95.5	95.6	95.2
3	95.7	95.8	95	95.3
4	95.8	96.9	94.4	95.8
5	94.5	96.3	95.4	94.7
6	96.4	95.1	94.3	94.1
All Years	95.8	96.1	95.2	95.5
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Class sizes

Class	Total
KA	18
KR	19
1-2D	28
1A	28
1-2MK	27
3-4NC	26
3-4J	27
3-4SD	27
4-5B	25
5-6H	29
5-6E	30

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	8.96
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
School Administration & Support Staff	2.52
Other Positions	0.11

*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	100
Postgraduate degree	3

Professional learning and teacher accreditation

In 2016, staff participated in weekly professional learning sessions aimed at supporting student outcomes and completing mandatory Department of Education training. Significant funds were dedicated for staff professional learning in the areas of writing (including the employment of literacy consultant, Dr Ann Morrice) and Positive Behaviour for Learning training. Staff also had the opportunity to attend out of school professional learning directly related to school priorities, accreditation and attainment of professional goals.

Staff have completed mandatory training in CPR, anaphylaxis, Code of Conduct, Child Protection and emergency care.

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	161 891.26
Global funds	239 594.74
Tied funds	128 659.58
School & community sources	203 979.31
Interest	3 203.66
Trust receipts	6 051.20
Canteen	0.00
Total income	743 379.75
Expenditure	
Teaching & learning	
Key learning areas	16 724.73
Excursions	10 894.62
Extracurricular dissections	110 399.14
Library	2 085.67
Training & development	13 801.66
Tied funds	102 909.52
Short term relief	57 854.87
Administration & office	66 448.73
School-operated canteen	0.00
Utilities	44 556.49
Maintenance	17 949.48
Trust accounts	7 560.96
Capital programs	0.00
Total expenditure	451 185.87
Balance carried forward	292 193.88

The information provided in the financial summary includes reporting to 30 November 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	314 441.39
(2a) Appropriation	292 193.88
(2b) Sale of Goods and Services	579.92
(2c) Grants and Contributions	21 475.05
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	192.54
Expenses	-158 897.30
Recurrent Expenses	-158 897.30
(3a) Employee Related	-62 647.67
(3b) Operating Expenses	-96 249.63
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	155 544.09
Balance Carried Forward	155 544.09

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	1 873 859.81
Base Per Capita	16 020.59
Base Location	0.00
Other Base	1 857 839.23
Equity Total	102 586.42
Equity Aboriginal	1 364.68
Equity Socio economic	7 492.48
Equity Language	16 358.73
Equity Disability	77 370.53
Targeted Total	25 369.99
Other Total	51 117.87
Grand Total	2 052 934.10

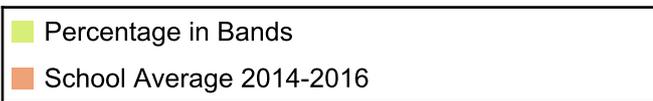
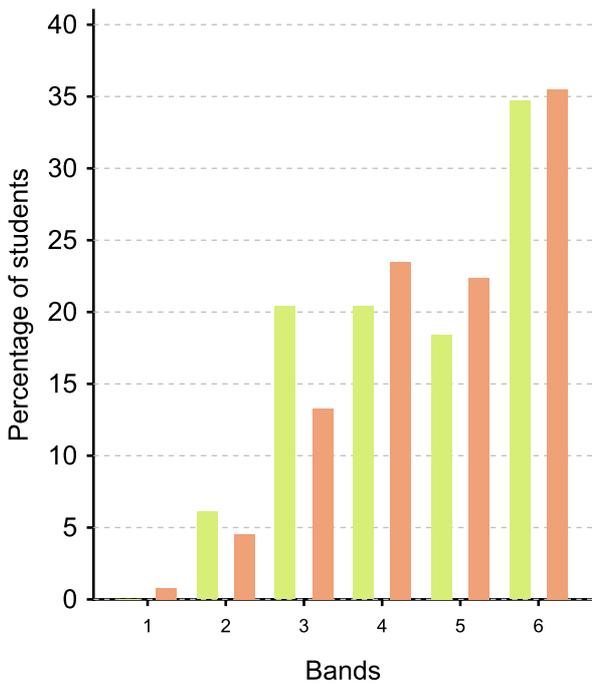
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

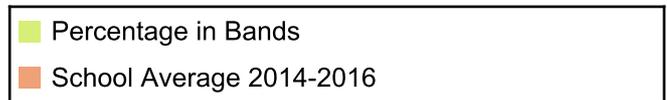
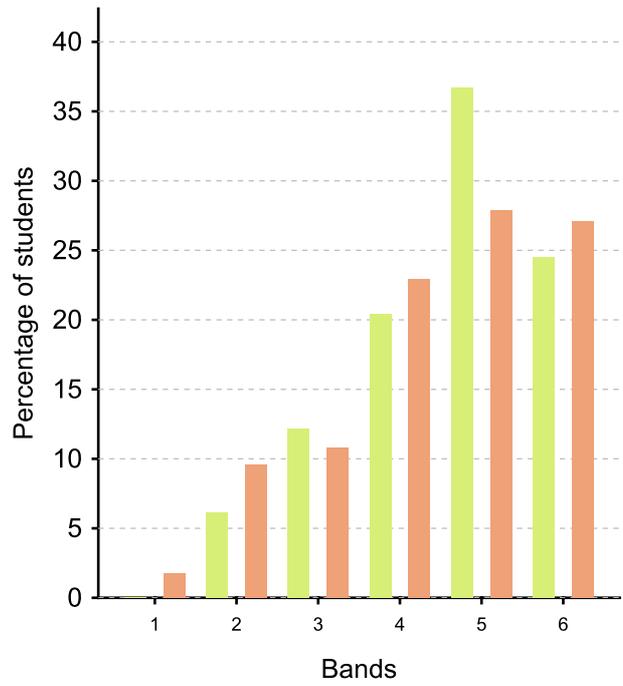
NAPLAN

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.

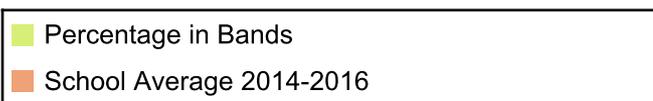
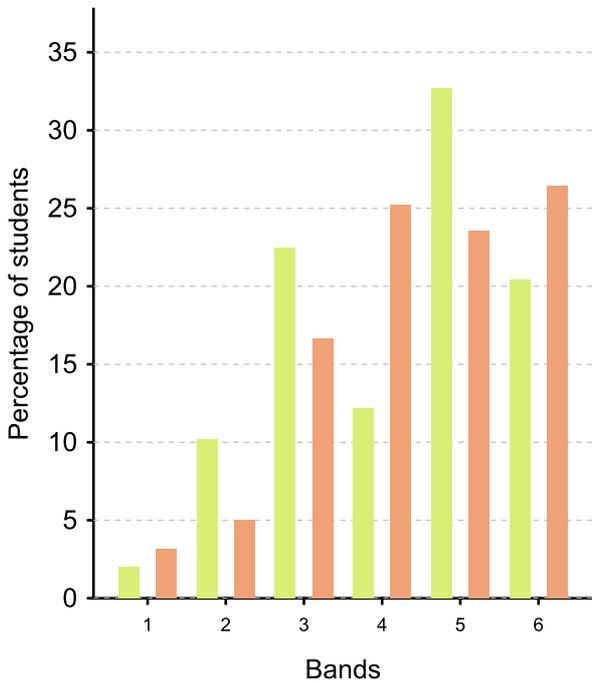
Percentage in bands:
Year 3 Grammar & Punctuation



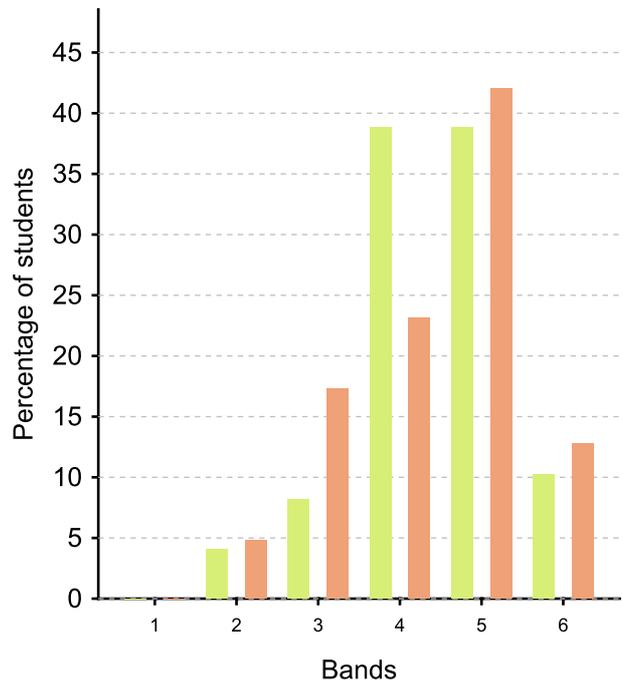
Percentage in bands:
Year 3 Spelling



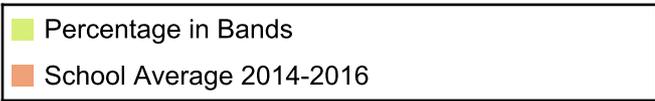
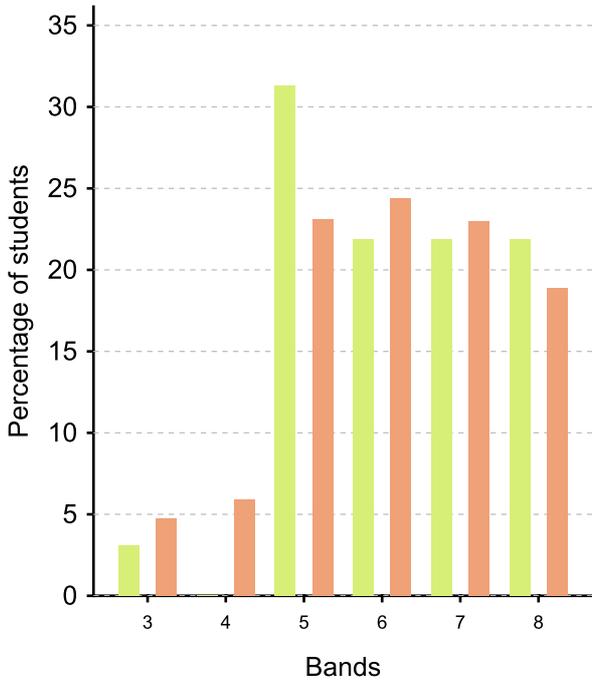
Percentage in bands:
Year 3 Reading



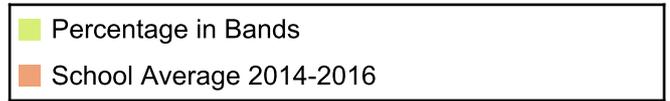
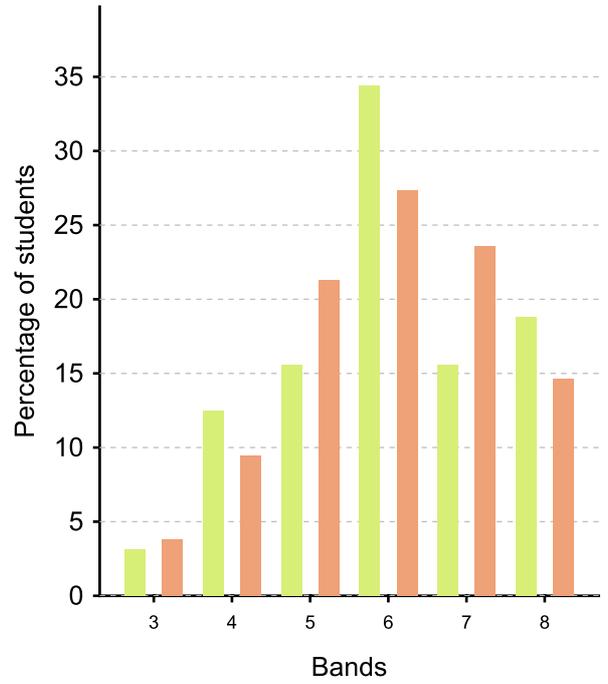
Percentage in bands:
Year 3 Writing



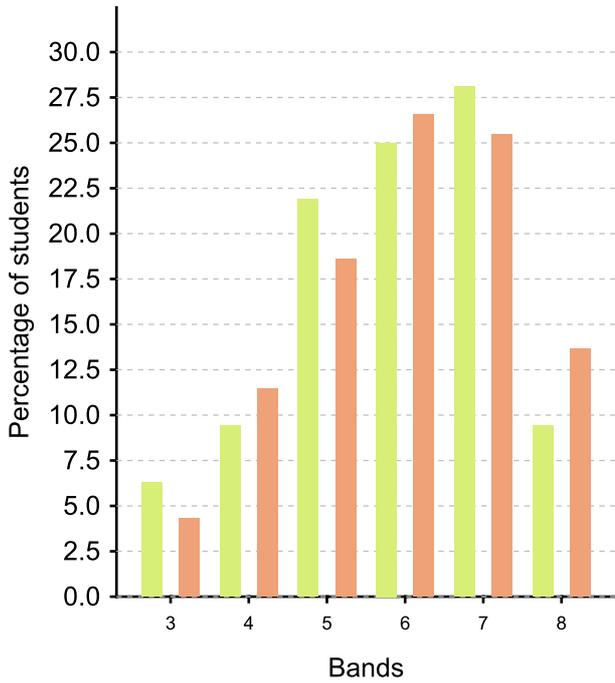
Percentage in bands:
Year 5 Grammar & Punctuation



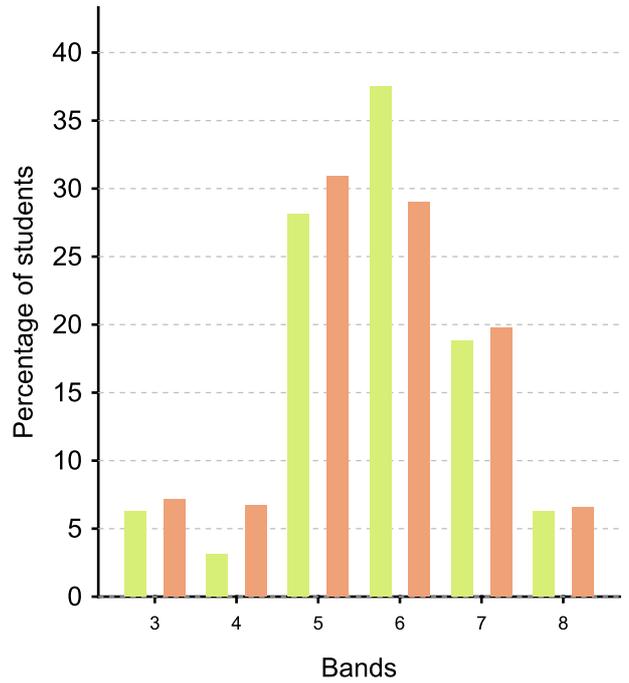
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek feedback from parents, students and teachers about the school. Their responses are presented below.

Student Responses

Relevance

Students find classroom instruction relevant to their everyday lives.

- In this school, students rated relevance 8.2 out of 10. The NSW Govt norm for these years is 7.9.

Effective Learning Time

Important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives.

- In this school, students rated Effective Classroom Learning Time 8.4 out of 10. The NSW Govt norm is 8.2.

Positive teacher–student relations

Students feel teachers are responsive to their needs, and encourage independence with a democratic approach.

- In this school, Positive Teacher–Student Relations were rated 8.8 out of 10. The NSW Govt norm is 8.4

Expectations for Success

The school staff emphasises academic skills and hold high expectations for all students to succeed.

- In this school students rated Teachers' Expectations for Academic Success 9 out of 10. The NSW Govt norm is 8.7.

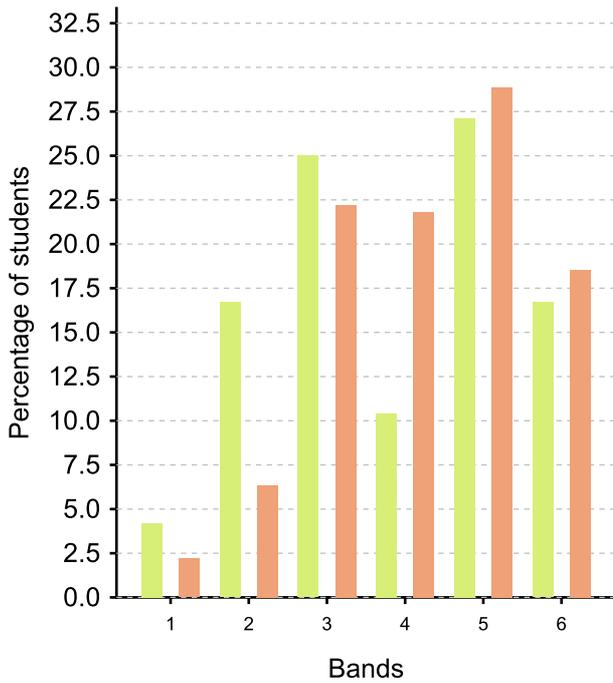
Staff Responses (scores out of 10)

- I work with school leaders to create a safe and orderly school environment = 8.9
- I monitor the progress of individual students = 8.6
- I set high expectations for student learning = 8.9
- I use results from formal assessment tasks to inform my lesson planning = 8.0
- I establish clear expectations for classroom behaviour = 9.5

Parent Responses (scores out of 10)

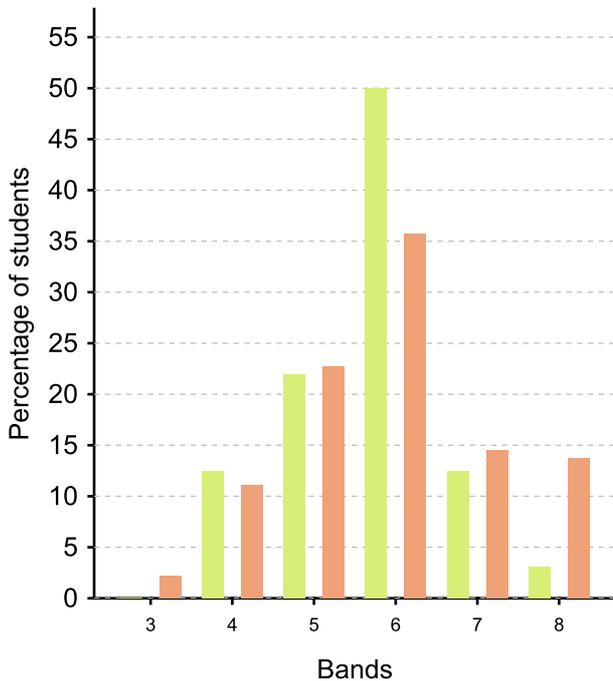
- My child feels safe at school = 8.3
- I feel welcome when I visit the school = 9.0
- I can easily speak with my child's teachers = 8.5
- Reports on my child's progress are written in terms I understand = 9.2
- Teachers show an interest in my child's learning = 8.1
- 69% of parents surveyed attended meetings more than three times during 2016..

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2014-2016

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.

Policy requirements

Aboriginal education

At Lugarno Public School, one student identifies as being Aboriginal. This student has a Personalised Learning Plan. This student was awarded with a 'Deadly Kids Doing Well' award in 2016 in recognition of their commitment to learning.

The whole school celebrated NAIDOC Week with performances from the Bangarra Dance Company. Together we celebrated the diversity and rich history of indigenous culture.

Students have been instructed in the knowledge of past and present Aboriginal perspectives through the provision of quality Aboriginal literature, multi-modal texts and programs.

Across the curriculum, teachers K–6 have embedded Aboriginal perspectives into their teaching and learning programs. Their objective was to highlight the richness, resilience and diversity of Aboriginal and Torres Strait Islander people through authentic integration of learning.

Lugarno Public School teachers and students are actively committed to the recognition of the Aboriginal and Torres Strait Islander culture and their contribution to Australia past and present.

Multicultural and anti-racism education

Our school has a range of practices and programs which promote inclusivity, diversity, cultural awareness and respect for the cultures and beliefs of all members of the school community. With a school population consisting of 41% of students coming from Language Backgrounds Other Than English, the school is committed to encouraging students from all backgrounds to be proud of their heritage and share their customs and beliefs. Our EALD teacher (English as an Additional Language or Dialect) develops programs to ensure that students develop English language skills. Our EALD teacher supports identified students by team teaching or withdrawing students. Lugarno Public School has a trained anti-racism officer who is familiar with the procedures for dealing with issues involving racism should they arise within the school.