

Deniliquin South Public School Annual Report



2016



4112

Introduction

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

Greg Danckert

Principal

School contact details

Deniliquin South Public School

Sloane St

Deniliquin, 2710

www.deniliqsth-p.schools.nsw.edu.au

deniliqsth-p.School@det.nsw.edu.au

03 5881 2045

Message from the Principal

I am extremely proud of the academic achievement of our students and the ongoing success of the strategies being implemented by the school to create high quality learning experiences for our students.

Our school's success is underpinned by three key elements that promote quality teaching and learning programs for our students.

Firstly, we have a highly dedicated staff who work collaboratively to provide an inclusive environment, where all students are nurtured and encouraged to achieve their personal best. Secondly, our students are a passionate and motivated group of young people who are keen to learn and participate in the range of educational opportunities on offer at the school. Thirdly, Deniliquin South Public School enjoys strong support from our parent body and local community.

Through our annual validation process, involving staff, executive of our Parents' and Citizens' Association and student leaders, the following key features of our achievements in 2016 were identified:

- Through the participation in significant professional learning all staff have built their capacity to implement quality evidence-based teaching and learning within their classrooms.
- The implementation of the social and emotional Second Step program and the ongoing teaching of our 21st century How 2 Learn dispositions, has further strengthened our understanding of the behaviours, attitudes and expectations that enhance well being and lead to improved student outcomes.
- Our Year 3 and 5 students sat the National Assessment Program in Literacy and Numeracy. Our school results were very pleasing with over 52 percent of Year 3 students scoring in the top two bands for Literacy and 53 percent of Year 5 students scoring in the top two bands for Numeracy.
- Our 2016 School Musical Production, 'Follow the South Brick Road' was one of the highlights of the year, giving all students the opportunity to showcase their many talents. Two sensational shows were performed to sell out audiences.
- The school received funding from our School P&C, the Edward River Council, Brassi Bus Committee and the Deniliquin Debutante Ball. These funds were utilised to install new playground fitness equipment, purchase IT notebooks for all classrooms and subsidise major student excursions.

I certify that the information provided in this report is the result of a rigorous self-assessment and review process undertaken by staff, parent and student leaders, and provides a balanced and genuine account of the school's achievements and areas for development.

Greg Danckert

Principal

School background

School vision statement

Deniliquin South Public School is a vibrant and innovative learning community that is committed to delivering excellence within a rich and diverse environment. Every student has the opportunity to achieve their personal best through engaged, active learning in a safe, respectful and supportive school.

School context

Deniliquin South Public School is one of three public schools located in the rural town of Deniliquin, which has an approximate population of 7000. Despite the area still recovering from a recent 10 year drought, student enrolment numbers remain strong, with a current enrolment of 301 students. In recent years an increasing number of low socio-economic families and ESL students have enrolled at the school. 5% of the school student body are Aboriginal. Parent and community members of the community make valuable contributions to the school's programs and welfare of the students. Whilst over the past few years the school's main focus has been to improve the literacy and numeracy standards of students, programs are now also in place to develop the whole child. Increased focus on the arts, environment, technology, healthy lifestyles and a knowledge and appreciation of students with disabilities has been an integral part of our school plan. The school attracts equity funding to support its targeted programs. Further information regarding our school can be accessed via the school website: www.deniliqsth-p.schools.nsw.edu.au

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 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.

In relation to **Learning**, there is demonstrated commitment within the school community to strengthen and deliver on personalised learning, student wellbeing and learning support processes, through well-developed policies and programs.

Implementation of the L3, Peer Support and How2Learn programs has impacted heavily on the learning culture of DSPS. L3 formalised data is utilised as a student measure, analysed internally and externally, and then used to monitor and report on student and school performances. Involvement in the District Rural and Remote initiative has also seen the building of capacity of staff to use PLAN data and other formative assessment practices to implement data-driven programming into their teaching pedagogy.

The strong performance of the school in creating a positive and productive learning culture amongst staff and students has been a feature of our progress. The fundamental importance of well being is providing an outstanding way to build a culture of trust, respect and valuing of each other. The results have been evident in the way that students are relating to each other and, importantly, in the increased engagement of students in learning.

Our major focus in the domain of **Teaching** has been on collaborative practice for staff members. An important opportunity has been provided to staff members in relation to planning, teaching and growing as a team through our 'across stage' collegial classroom visits and subsequent meetings. The importance of formative assessment to inform data-driven programming, the growing of teaching practice through classroom observations, reflections and feedback, and the development of expertise in evidence based teaching and learning, all highlight a teaching culture that is moving student learning to a new level. Importantly, staff are developing their own quality teaching pedagogy through their reflections and evaluations of our collective work.

In the domain of **Leading**, our priorities have been to progress leadership and management practices and processes. The consistency and effectiveness of implementation of our key strategic directions throughout the year has been due to

a strong foundation of leadership capacity building across the school. This approach recognises that leadership development is central to the achievement of school excellence. The leadership team has been successful in leading the initiatives outlined in this report, building the capabilities of staff to create a dynamic school learning culture.

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

Quality Learning

Purpose

Every student will be nurtured to become autonomous, engaged and successful learners, striving to maximise their potential in all areas.

Overall summary of progress

Evidenced based teaching and Learning has been a key professional learning focus in 2016 to achieve quality learning within our school.

All teachers have been involved in the District Rural and Remote Initiative which has trained teachers in the systematic use of PLAN (Planning for Literacy And Numeracy) software to drive explicit teaching of literacy and numeracy to improve student outcomes. Staff's use of formative assessment practices (learning intentions, exit passes, success criteria) has improved their quality teaching pedagogy, and ultimately improved student engagement and performance.

Ongoing L3 training for early stage 1 and stage 1 teachers and the continual teaching of How 2 Learn dispositions to students has strongly supported this focus.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All students will demonstrate strong progressive growth on the continuums in all perspectives. Please note 'all' includes equity targeted, middle and top band students.	At the end of 2016, all students displayed growth on the continuums in the areas of Writing, Reading, Grammar & Punctuation and Numeracy. All class teachers were able to more confidently monitor the progress of their students through the use of developed formative assessment practices. (e.g. exit passes, success criteria).	\$9,951 Literacy & Numeracy Funds \$4 500 TPL Funds
Every child will meet their personalised goals and are highly aware of their learning. Please note 'all' includes equity targeted, middle and top band students.	Professional learning focusing on evidence-based teaching and learning practices helped staff to differentiate learning experiences for all students. As a result students were able to maximise their learning and achieve personal learning goals. The introduction of exit passes, learning intentions and success criteria into classroom teacher practice has allowed students the opportunity to become more acutely aware of their level of learning and what is needed to be learnt next. Collegial visits were very powerful means of professional learning and sharing.	\$4 000 Rural & Remote Funding \$2 500 TPL Funds

Next Steps

Further embed evidence-based teaching and learning culture through staff's involvement in professional learning opportunities around data driven programming practices.

Continue to build on the improved learning and support team processes, and strengthen the support for students achieving in the middle and top bands of NAPLAN.

Ongoing enhancement of student ability to critically reflect upon learning experiences, facilitated by continual framing of teachers learning intentions and success criteria, aimed at the further development of independent learners.

Strategic Direction 2

Quality Teaching and Leadership

Purpose

Build workplace capacity through focused professional learning and development that creates a culture in which every staff member is engaged in ongoing, relevant and evidence-based learning and practice at an individual and collective level.

Overall summary of progress

Through the involvement in on going professional learning staff are continuing to build their capacity to provide quality evidence-based teaching and learning opportunities for our students. Expertise within the school is also utilised, to enable teachers to build capacity with their colleagues, by actively sharing new learning.

The continual utilisation of the Teacher Performance Development Framework has led to staff engaging at a much deeper reflective level, when seeking assessment and ongoing development of their teaching practices. Regular and effective monitoring and feedback processes are in place to discuss progress, support and to plan for growth.

Staff members have engaged with the new strategic planning process and are routinely monitoring, evaluating and reviewing milestone implementation and impact.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
An increased number of teachers accredited by the Board of Studies and Teacher Education Standards(BOSTES) at proficient and higher levels.	All staff through their involvement in the Teacher Development Framework have met proficient levels. Four staff have also had their maintenance accreditation at proficiency level approved, whilst another four staff have completed the L3 Literacy and Learning training.	TPL Funds \$12 000
All teachers will have high level confidence and knowledge of professional standards and will demonstrate strong evidence regarding achievement of all standards.	Additional relief provided to teachers to allow collegial support, feedback sessions, and the development of evidence-based teaching and learning practices have contributed to the growth in teacher confidence and knowledge of the Australian Professional Standards for Teachers. Staff members have engaged with the new strategic planning process and are routinely monitoring, evaluating and reviewing milestone implementation and impact. All staff were involved in the formal school validation process, conducted in Semester 2.	QTSS Funding \$11 227 TPL Funds \$3 000

Next Steps

To further develop and support structures that allow for sharing of professional practice and a feed-forward culture to enhance strong teaching pedagogies.

To further support a culture where all staff have opportunities for purposeful leadership roles based on professional expertise, ensuring sustained and measurable whole school improvement.

Strategic Direction 3

Quality Relationships

Purpose

Build stronger, positive relationships as an educational community, inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practices to ensure our students thrive and show growth in their learning in a supportive and mutually respected environment.

Overall summary of progress

After much discussion and research by staff and the parent body it was decided to purchase and implement the social and emotional development program Second Step. All staff were trained in the program and implementation commenced at the beginning of Semester 2. Initial findings through observations and analysis of RISC data indicate a reduction in incidents of negative behaviour in the classroom and playground.

The School Wellbeing Team, led by Megan Baker reviewed and updated our School Wellbeing policy, incorporating strategies and core elements from the DoE's new Wellbeing Framework. The newly developed policy has given all stakeholders a deeper understanding of the strategies and practices that can lead to our school providing a healthy wellbeing environment.

All classes successfully developed class charters based on our existing school values. Teachers report that students have developed a clearer understanding of how to recognise and consistently display our school values.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
An increased number of students demonstrating appropriate behaviour, social and leadership choices.	All students involved in lessons from the social and emotional development program, Second Step. Student data saw a reduction in the number of students displaying negative behaviour from 10% to 7%.	\$4,100 Equity Funding
Parent, staff and student surveys reveal a positive school/home relationship, based on mutual respect and joint commitment for improving student learning.	95% of respondents to our Tell Them From Me Surveys, agreed that a positive, mutually respectful relationship exists between home and the school, with a joint commitment to improving student learning and engagement.	\$ Nil

Next Steps

Provide staff with the relevant support and resources to ensure the consistent and successful implementation of the Second Step program 'across the school'.

Provide staff with opportunities to develop their social and emotional understandings competencies through presentations at Briefings and/or Stage Meetings.

Newsletter articles, formal assemblies and P&C meetings used to communicate new School Wellbeing policy to whole school community.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>All Aboriginal students have an individual learning plan (ILP) and are making progress across the literacy and numeracy continuums.</p> <p>Increased awareness of Indigenous culture through all students involvement in visiting performances, special assemblies and Naidoc Week activities.</p>	<p>\$6 761.58</p> <p>Employment of School Learning Support Officer (SLSO)</p> <p>Subsidy to Marcus Corowa Show</p> <p>ILP support</p>
English language proficiency	<p>Support was delivered by an experienced teacher mentor resulting in improvement in writing skills and reading comprehension for targeted students.</p>	<p>\$2 224.08</p> <p>1:1 mentor support</p>
Low level adjustment for disability	<p>All students requiring adjustments and learning are catered for within class programs and other whole school programs.</p> <p>28 students were referred for learning support.</p> <p>82% of students have increased their engagement in classroom learning, with 18% referred for further support.</p>	<p>\$13 579.00</p> <p>Employment of SLSO</p> <p>IEP support</p> <p>Learning and Support Teacher (LaST)</p> <p>0.5 FTE</p>
Quality Teaching, Successful Students (QTSS)	<p>Provided additional release time to allow the opportunity for teachers to collaboratively build their understanding and practices around evidence-based teaching and learning.</p>	<p>QTSS Funding</p> <p>Semester 1 (0.11 FTE) 1/2 day pw</p> <p>Semester 2 (0.22 FTE) 1 day pw</p>
Socio-economic background	<p>All targeted students made sound progress across the literacy and numeracy continuums.</p> <p>Significant improvement in student engagement was also noted.</p>	<p>\$24 350.56</p> <p>Employment of SLSO</p> <p>Subsidies for major excursions</p> <p>IEP support</p>



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	143	156	163	169
Girls	146	143	134	132

Our student enrolment numbers remain at a strong level with 47 kindergarten students enrolling in 2016. Next year we envisage a slight drop in numbers with a smaller kindergarten intake and a number of families leaving to seek employment opportunities interstate.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.9	95.2	95.5	94.7
1	94.7	94.3	94	93.4
2	94.5	94.9	94.4	96.2
3	95.4	95.5	96.1	94.3
4	96.7	94.5	94.3	95.3
5	94.4	96.3	95	95.8
6	95.2	96	95.1	95.4
All Years	95.1	95.2	94.9	95
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

The above table displays the school's attendance rates over the last four years in comparison to other DoE schools. In 2016 our attendance rates continued to be higher than the State average with 95 percent of students attending school on average each day.

Management of student attendance is carried out by the classroom teacher with support from the Principal and School Learning Support team. Parents are contacted if there are issues of non-attendance and the

services of the Home School Liaison Officer are available if required.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	4
Classroom Teacher(s)	10
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.6
School Administration & Support Staff	2.82
Other Positions	0.11

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

5% of staff working at Deniliquin South Public School are identified as Aboriginal. The school enjoys a good working relationship with our local Aboriginal Educational Consultative Group.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	90
Postgraduate degree	10

Professional learning and teacher accreditation

The school's professional learning plan reflected the needs and directions outlined in the school's 2016 School Plan.

The major learning experiences undertaken included:

- All teaching staff involved in the Rural & Remote Initiative which provided training and support to assist with the development of evidence-based teaching and learning practices.
- All staff completed mandatory training in Anaphylaxis, Child Protection, Code of Conduct, CPR, Emergency Care and Complaints Handling.
- Support and mentoring was provided to staff who required assistance with the development of their individual Teacher Performance Development Plan.
- Through involvement in the formal external validation process, all staff developed a very clear understanding of the School Excellence Framework and its importance in shaping and

monitoring school performance.

- The school had four staff members complete training in the the Early Intervention Literacy program L3, and 100% of staff continue with professional learning around the use of PLAN Software to assist with the programming and assessment of students in literacy and numeracy.
- The school had five new scheme teachers maintain accreditation at the proficient level through BOSTES.

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.

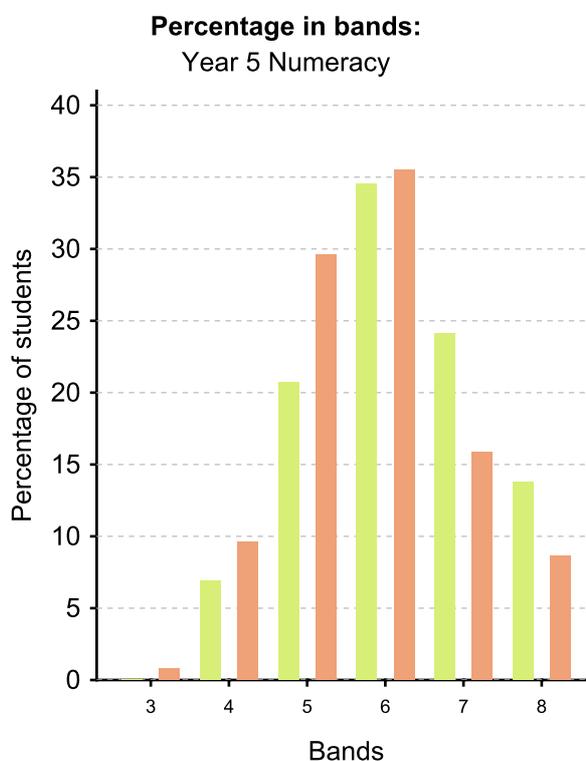
Income	\$
Balance brought forward	183 229.00
Global funds	217 237.00
Tied funds	283 780.00
School & community sources	81 064.00
Interest	4 863.00
Trust receipts	26 276.00
Canteen	0.00
Total income	796 452.00
Expenditure	
Teaching & learning	
Key learning areas	44 666.00
Excursions	36 558.00
Extracurricular dissections	23 608.00
Library	3 626.00
Training & development	20 812.00
Tied funds	260 015.00
Short term relief	49 045.00
Administration & office	37 033.00
School-operated canteen	0.00
Utilities	38 691.00
Maintenance	16 429.00
Trust accounts	30 947.00
Capital programs	0.00
Total expenditure	561 433.00
Balance carried forward	235 018.00

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.

In Reading, Grammar & Punctuation and Numeracy, we had more Yr 5 students in the top two bands than the State average. Our Yr 3 results show that we had more students in the top two bands in all areas tested than last year, with the pleasing news that Writing results improved from 2% of students in the top two bands in 2015 to 35% in 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.

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

The school had 42% of Yr 3 students score in the top

two bands for Grammar and Punctuation and no student score in the bottom band. In Numeracy results we had 51% of students receive scores in the top bands of aspects of the assessment and no student receive scores in the bottom band.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

In 2016, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below:

- The majority of parents surveyed agreed that Deniliquin South Public School is a safe and inclusive school which supports positive student behaviour.
- All staff value and embrace professional learning opportunities as a means of improving student outcomes.
- 92% of students surveyed indicated they valued schooling and that they try hard to succeed in their learning.
- Parents desire that their child will become confident, resilient and well educated whilst at Deniliquin South Public School.

Policy requirements

Aboriginal education

The school had a 5% population of Aboriginal students in 2016.

Individual learning plans were implemented for all our Aboriginal students. School assessment data indicated that eight of the fifteen students enrolled, achieved at or above age appropriate results in literacy and numeracy subject areas, as measured by internal assessment or NAPLAN.

Aboriginal background equity funding received by the school this year to support Aboriginal Education allowed the school to:

- Employ a School Learning Support Officer (SLSO) to work with our Aboriginal students to improve their literacy and numeracy performances as well as increasing their participation and engagement in their learning.
- Increase awareness of Aboriginal Education for all students through the involvement in visiting performances, special assemblies and excursions including the Marcus Corowa Show, NAIDOC Week activities and Wamba Wamba Cultural excursions.



Multicultural and anti-racism education

The school has a small group of students from ethnic backgrounds. The staff continues to be committed to developing within students, understanding about the multicultural nature of Australian society and tolerance respect towards others from different cultural backgrounds.

All classrooms were involved in planned multicultural lessons which foster student understanding of cultural diversity, racism and active citizenship within a democratic, multicultural society.

Equity funding was utilised to appoint a mentor to support the learning of our students with ethnic backgrounds.

The school conducts an annual whole school **Harmony Day Assembly** where multicultural values are promoted through various performances and speeches. This year our guest speaker was Senior Constable Paul Ebsworth and our celebrations included a very successful and well attended **Billy Cart Muster evening**.

Other important events held to help foster a culture of inclusiveness included a whole school **Mini- Fete** to raise funds for our World Vision sponsored Indian child and a Japanese Cultural day run by our senior classes.

Other school programs

School Chaplaincy

This year the school was fortunate to receive Commonwealth Government funding to employ a school chaplain to support our well being and pastoral care programs operating within the school. Former Assistant Principal Mr Philip Hodgkinson was appointed to the position, and he has provided an enormous boost to the well being of our students and school community in general. Highlights and successes of the program thus far, include the organisation of targeted students to participate in a **Golfing With The Stars**, grandparent supported program; and also partake in fortnightly supervised visits to local age care facility **Orana** to develop pastoral care and strengthen ties with our community. The school chaplain also supported the implementation of our new social and emotional learning program, **Second Step**, through the delivery of

1:1 and small class and playground group sessions focusing on building resilience and social skills within our students.

Arts

Deniliquin Public School has continued to place a strong emphasis on all areas of creative and performing arts, with many students throughout the year actively engaged in creative and artistic experiences.

One of the major highlights for 2016 was the school musical, '**Follow the South Brick Road**'. This musical production reaffirmed the importance of inclusiveness, with every student becoming involved in what can only be described as a colourful, entertaining and professional performance.

Other musical experiences throughout the year saw the School Choir perform at special assemblies and the Kindergarten Orientation Program. Our Year 4 Ukulele group and talented guitarist and vocalist Cooper Wall, put on awesome performances at our Presentation Day Ceremony. Quality student performances at various special events throughout the year gave many students the opportunity to showcase their creative talents.

Public speaking was another area in which Deniliquin South School students excelled. Our school debating team comprising of James Thomson, Annie Barling, Katelyn Marshall, Ryan Foran and Zoe Holloway performed incredibly well against other local district school teams in the state-wide Premier's Debating Challenge competition. Cooper Wall, Taitym Savellis and Jacinta Williams represented our school admirably at the Bush Poetry Recital evening held at Intereach, and our annual Year 1 Exposition Presentations were a huge success again this year. Throughout the year, students who have shown a particular talent for the Arts, were invited to participate in a number of excursions and camps. These opportunities further developed their interest and recognised talent in either visual, creative or the performing arts. Katelyn Marshall and Izzy Salter-Warren attended the Aspire Me Dance Camp while, Deanna Matthews and Taylor Leslie were involved in the Aspire Me Art Camp.

The **School Talent Show** was yet another opportunity for those interested in the performing arts to showcase their wonderful talent under the watchful eye of co-ordinator Miss Jenna Purtill.

Sport

The participation level of students in sporting activities in 2016 was exemplary. A large number of students progressed to regional and state level in Primary School Sports Association(PSSA) competitions, with the highlight of the year being our school AFL team being **crowned state champions in the Tony Lockett Shield PSSA State Knockout competition**. Other notable performances at State level included: Jett Liu (AFL and Basketball), Raymond Murphy (AFL), Macie Free (Cross Country), James Thomson (Swimming) and Bobby Hall (Athletics).

At the school level, we saw a continued focus on

participation, cooperation and skill development across all stages. The school acquired **Sporting Schools Commonwealth Government grants** to provide qualified coaches to run successful clinics in gymnastics, basketball and Australian Rules Football. Deniliquin South Public School also participated in the Premier's Sporting Challenge for the eighth consecutive year, with 12 classes attaining a gold award for their efforts.

The school ran very successful swimming, cross country and athletics carnivals. At a District level, Deniliquin South Public School were crowned champion school at the Chummy Bartlett Local schools Round Robin competition and won the boys section of the Paul Kelly Cup football day.

Much enjoyment and sporting experience was gained by the school being involved local competitions such as the, Super 8's Big Bash cricket and Leo Barry Fun days (AFL).

The school also participated in PSSA Knockout competitions in soccer, netball and cricket, with many students excelling in the team orientated sporting competitions.

Visits by specialist coaches: Jack Bradley (AFL), John Arthur (cricket & basketball), Rachel Bucholtz (gymnastics) Dave Coward (soccer) and the NSW Little Athletics Association were extremely beneficial in developing student knowledge and skills in these sports.

Without parental support, it would be difficult for the school to field teams in the numerous sporting competitions and trials on offer. We would like to express our sincere thanks to those parents who gave up their time to help with coaching and transportation to these various sporting events.

Environmental Education and Sustainability

Creative Catchment Kids

The Creative Catchment Kids (CCK) program provides opportunities for discovery and learning about the natural environment, and encourages students to develop creative solutions to agricultural and natural resource management issues.

In 2016 our CCK team, class 4/5 Barton and their teacher Miss Purtill, were involved in writing a very informative and interesting 'enviro-story' about the history and management of our local Edward River.

The project involved several interviews and information gathering sessions with Mr Vince Kelly and Mr John Harvie as well as organised visits to local river spots e.g. Steven's Weir, McLeans Beach.

The students under the guidance of Miss Purtill were able to write a very informative and enlightening story called 'Flowing Facts About The Edward River'.