

Chertsey Primary School

Annual Report



2016



4398

Introduction

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

Toni Skinner

Principal

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School background

School vision statement

At Chertsey Primary School, teachers, students and parents work together to empower students to become confident lifelong learners in a caring and inclusive environment.

School context

Chertsey Primary School has a current enrolment of 233 students, including 13% Aboriginal and Torres Strait Islander students. There are 9 mainstream classes and 4 support classes (2 for students with hearing impairment, 1 class for Autism and 1 Multi Categorical class for students with autism and other special needs).

The school fosters strong community support and involvement with an established reputation for close ties to the community. Chertseydale Cottage is an integral part of the Springfield community and provides many services. The school enjoys a strong partnership with the Local Tjudabaring AECG supporting our Aboriginal community.

Chertsey Primary School has high expectations for student engagement and achievement. The school provides programs such as Language, Literacy and Learning (L3), Focus on Reading 3 – 6 (FoR), Reading Recovery (RR), Language Other Than English (LOTE) –AUSLAN and quality learning and support programs to engage learners of all abilities. Students are taught to think creatively and critically, to communicate effectively and to cooperate and build positive interpersonal relationships using the Positive Behaviour for Learning (PBL) Framework.

Chertsey Primary School is situated amongst the residential area of Springfield. Students make use of large grounds to enjoy physical activities.

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.

The results of this process indicated that;

In the domain of Learning our focus has been primarily on delivering quality programs ensuring that all students will learn successfully irrespective of ability or disability. Specific school programs have been designed to address the needs of identified student groups with a main focus on Aboriginal students and Gifted and Talented. Students with high learning needs are being identified early in their school life through classroom teachers and the Learning and Support Teacher. Parents are involved in their Individual learning plans and support their learning direction. Staff have identified aspects and factors contributing to the well-being of our students and how this affects their learning. We have implemented a whole school approach to wellbeing where all students know what is expected of them in terms of behaviour. This has been best met through the implementation of Positive Behaviour for Learning (PBL) and the results have been evident in the changes we have seen in the ways students are relating to each other and importantly, in the increased engagement in learning. Students at Chertsey Primary School are provided with opportunities to create positive behaviours of confidence, resilience and respect leading to personal growth.

In the domain of Teaching all staff are committed to preparing students to meet the demands of an ever changing society, becoming active and informed citizens. Teachers regularly review and revise teaching and learning programs and work together to improve teaching and learning in their stage groups and student groups. Data is analysed and used to drive their planning and understand the learning needs of students in their classes. These are evident in whole school assessment data and entrenched in teaching and learning programs. All Staff are encouraged to share learning especially in supporting beginning teachers and the professional development of others on staff. At Chertsey Primary School teachers work beyond their classrooms to continue to broaden school programs whilst developing strong partnerships with our learning community and importantly they are developing evidence based practice through their reflection and evaluation of our schools collective work.

In the domain of Leading our priorities at Chertsey Primary School have been to foster supportive partnerships between school and community providing all students with the opportunity to become confident engaged learners. Our parents and community have the opportunity to engage in a wide range of school based activities and they are positive about our education priorities. The P&C and parent body have supported many programs which has allowed our leadership team to be successful in leading initiatives in our school, which in turn build the capabilities of staff to create a dynamic school learning culture. Throughout the year we observed an obvious increase in parent interaction and input into the schools direction and celebration.

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 Innovative and inclusive curriculum

Purpose

To maximise student learning achievement through highly effective delivery of quality programs, ensuring that all students will learn successfully irrespective of ability or disability.

We are committed to preparing students to meet the demands of an ever changing society, becoming active and informed citizens.

Overall summary of progress

Teachers continue to gain a deep understanding of the new syllabus documents and how to differentiate their teaching practices to ensure that learning experiences are engaging and effective for all students. They understand the importance of remaining up to date with current departmental documents while continually becoming involved in professional learning to improve student outcomes. Staff are confidently utilising a range of assessment practices to inform their teaching and developing engaging learning experiences based on the new syllabus documents. The implementation of the Professional Development Framework reflects their development and teacher performance in line with the framework. Continual evaluation and monitoring supports the teacher's individual plans.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
NAPLAN data as compared to state in reading, numeracy, spelling, writing and grammar & punctuation.	NAPLAN results and data analysed and all students who did not meet expected growth were placed in small focus groups. These students received extensive support which will continue into 2017. Students with top 2 bands were also placed in small groups for literacy and numeracy receiving small group instructions to enhance results.	\$6500.00 extra staff \$1500.00 Casual relief for analysis
Literacy & numeracy continuum	All K–2 staff competently use continuum for assessment and reporting. In semester two stage 2 and 3 teacher trained during staff TPL sessions as to how to use continuum to support teaching, learning and assessment.	
Staff maintain Personal Development Plans	All teaching staff completed the annual cycle of the professional development plan. These plans reflected at least 3 goals for each staff member for the year. Professional development was allocated to support these goals as well as ongoing whole school PL in all curriculum areas. Classroom observations were completed throughout the year and resources were provided where necessary.	TPL for all staff \$18000.00
Student engagement in focus groups for both literacy and numeracy for students in top bands in 2015 and 2016 NAPLAN.	Staff employed to run small focus groups for students to ensure top bands are maintained using results from 2015 and 2016. Data analysis was used to write individual programs indicating areas of need for students selected.	\$20.000 extra staff
Effective numeracy teaching strategies are evident in teaching programs and student work samples.	Classroom observations and regular book collection by supervisors each term. TPL provided to staff and all beginning teachers as	TPL where necessary

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Effective numeracy teaching strategies are evident in teaching programs and student work samples.	to their areas of need.	
RR levels	<p>Seven students throughout 2016 had reading recovery., 2 students were discontinued successfully at level 18+, 4 referred to learning and support teacher for processing difficulties and 1 referred for attendance.</p> <p>All seven students worked hard and made pleasing progress.</p>	

Next Steps

- Staff engage in online Mathematics building blocks for numeracy modules.
- Focus on Reading phase two implemented.
- Staff engage in TPL sessions on improving all students K–6 in literacy and numeracy.
- Continue using NAPLAN data and resources to drive programming.

Strategic Direction 2

STRATEGIC DIRECTION 2 Student Wellbeing and Equity

Purpose

To promote student well-being in a safe, inclusive environment which develops lifelong responsible learners. Students have opportunities to create positive behaviours of confidence, resilience and respect leading to personal growth.

Overall summary of progress

Students feel safe and secure at school whilst feeling a sense of worth from all parties and understand school expectations and consequences through PBL. Our continued school wide focus on this program has enabled us to achieve significant progress in the strategic direction. Students actively participate in learning opportunities based on PBL and all teachers are explicitly teaching skills to assist students develop their social and emotional skills. Teachers engage in continual discussions and professional learning to complement our welfare policies and parents are more aware of their contribution to their child's learning feeling valued as a respected partner through two way communication and awareness of expectations and consequences. School leaders have a deep understanding and knowledge of our welfare policies at Chertsey Primary School and support the staff and students where necessary.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
PBL expectations	All students have received rewards from reward menu, participated in fun days and are aware of all three expectations	Prizes \$500.00 Teacher relief \$1000.00
Planning room referrals decrease	In 2016 from February through to December these decreased by 49%	
Improved attendance	Attendance monitor released weekly to follow up with students attendance that is of a concern.	
Consistent consequences exist for all positive and negative behaviours	Consequences for positive behaviour is in line with our PBL expectations and rewards system. Consequences for negative behaviour is in line with behaviour flow chart.	
Students are happy and engaged	Students have many opportunities to involve themselves in extra curricula activities All students are happy and engaged in the playground with many social skills games and teacher/ SLSO interaction available to ensure everyone has someone to engage and feel safe with.	SLSO employed to work with children in the playground

Next Steps

- Fortnightly lessons with a specific PBL focus
- Lessons promoted throughout the school and to parents through facebook and newsletters
- Signs made for each class to teach explicitly how to behave in each area of the school
- Whole school approach to reward and teach PBL.
- Increased information sessions for parents on programs in our school e.g. Athletics.
- Awards redesigned to match the PBL focus
- New visual stimulus promoting positive behaviour displayed around the school

Strategic Direction 3

STRATEGIC DIRECTION 3 Enhancing Community engagement and participation

Purpose

To foster supportive partnerships between school and community providing all students with the opportunity to become confident engaged learners.

Overall summary of progress

Communication channels at Chertsey Primary School are varied and flexible to ensure that the school community has multiple opportunities for communication on an ongoing basis. This has been made possible with the introduction of School Stream App, Facebook page, an updated website and newsletters both paper copy and email. Parents have a feeling of being welcome at the school and a part of their child's education. Regular review meetings are held and parents feel they have a voice. As a staff we have showed a willingness to include all members of the community through displaying trust and organising inclusive activities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased attendance at assemblies, functions, parent teacher interviews, P & C meetings. From January 2015 to January 2017 parents attending school based activities increases from 63% to 85%	All functions at school are well attended with over 86% of families attending our breakfast meeting, Mother's Day breakfast, Father's Day breakfast, Harmony Day and Grandparents Day. P&C meeting have had a 10% increase in attendance	\$2000.00 catering
Increase in the number of hits on the school website and school app.	Our Facebook page have an average of 604 views for each post. Website hits have had a 10% increase in hits each week since reviewing and regularly updating	\$1500.00 casual relief
All Aboriginal families attend Personalised Learning Plan Review meetings (PLP)	98% of all families attended these meetings during the school year.	\$1000.00 casual relief

Next Steps

- Open days for different Key Learning Areas for parents to attend
- Information sessions made available for parents to train in Athletics and AUSLAN
- Kindergarten open day for new families
- Booklets updated and made available to inform new families about our school

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	All ILP's were implemented with all Aboriginal students given opportunities to achieve at least 2 out of 3 goals developed for the year. Small lessons conducted were focused on raising cultural awareness AEW provided lessons to all classes K–6.	\$21357.00
English language proficiency	All students achieved success working with teacher in small groups. Parents informed on a term basis as to how their child was progressing.	\$17398.00
Low level adjustment for disability	Funds have been spent to employee SLSO's supporting programs in classes and school wide. Students identified have success in accessing the curriculum showing marked improvement in specific areas.	\$20616.00
Quality Teaching, Successful Students (QTSS)	Time has been used to form focus groups supporting students in literacy. Time has also been used to support executive staff observing classroom teachers in line with their Professional Development Plans.	0.11 staff allocation
Socio–economic background	All students have had opportunities to have additional support in the classroom as well as in social situations looking into emotional wellbeing and academic progress.	\$81228.00 Chaplain and SLSO
Support for beginning teachers	All beginning teachers have either achieved accreditation or are well informed as to what they need to do in order to achieve this. TPL sessions were made available to support teachers in the areas of need.	\$3051.00

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	120	124	128	121
Girls	98	118	105	99

Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.6	94	91.6	93.6
1	94	94.3	93.5	93.1
2	93.8	93.5	91.4	91.3
3	92.6	95.1	95.4	91
4	93.6	94.3	91.4	92.5
5	94.3	91.9	90.4	92.6
6	93.7	93.9	91.3	92.4
All Years	93.8	93.8	92.3	92.3
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

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	10.51
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.6
School Counsellor	0
School Administration & Support Staff	6.42
Other Positions	3.11

*Full Time Equivalent

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

At Chertsey Primary School we have 1 member of staff who identifies as Aboriginal. Chertsey Primary School enjoys a close relationship with our local Aboriginal Educational Consultive Group, Tjudibaring.

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	25

Professional learning and teacher accreditation

Throughout 2016 Chertsey Primary School staff engaged in professional learning regularly. The total expenditure for the year was \$3,262.00.

Chertsey Primary School has 3 teachers in the process of gaining their accreditation at Proficient level. There are 4 staff members maintaining their accreditation at Proficient level.

During the year staff engaged in a variety of Professional Development opportunities. During the course of the year we had 100% of the teaching staff participate in Aboriginal 8 Ways of Learning, History/ Geography curriculum development and implementation, Deaf Awareness Training, Focus on Reading, CPR and anaphylaxis.

Other professional learning attended by staff included L3, Reading Recovery, CAPA, Autism awareness, Mathematics and Literacy workshops and Smart data.

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.

Voluntary contributions go towards our library to purchase resources and consumables. We had a total of 21% of parents pay these contributions.

Most funds spent in 2016 were allocated to staffing., which included extra SLSO time and an additional classroom teacher.

We did not have the need to update or add to our English resources however we used money to update Science resources to support our RFF program.

The cost of overall utilities has increased.

Students in stage 2 attended an over night camp in Sydney. Stage 3 students attended a 3 day sport and recreation camp on the Central Coast.

Income	\$
Balance brought forward	270 165.00
Global funds	133 493.00
Tied funds	182 731.00
School & community sources	47 960.00
Interest	2 650.00
Trust receipts	1 645.00
Canteen	0.00
Total income	638 644.00
Expenditure	
Teaching & learning	
Key learning areas	11 280.00
Excursions	14 745.00
Extracurricular dissections	25 871.00
Library	1 187.00
Training & development	3 262.00
Tied funds	179 131.00
Short term relief	16 465.00
Administration & office	33 226.00
School-operated canteen	0.00
Utilities	18 575.00
Maintenance	7 017.00
Trust accounts	39 745.00
Capital programs	0.00
Total expenditure	350 504.00
Balance carried forward	288 140.00

The information provided in the financial summary includes reporting from 1 December 2015 to 31 December 2016.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	689 111.19
(2a) Appropriation	603 922.60
(2b) Sale of Goods and Services	16 608.07
(2c) Grants and Contributions	66 518.01
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	2 062.51
Expenses	-526 347.20
Recurrent Expenses	-526 347.20
(3a) Employee Related	-359 739.79
(3b) Operating Expenses	-166 607.41
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	162 763.99
Balance Carried Forward	162 763.99

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.

Our Finance committee meets once a term to set and navigate budgets in accordance with our school plan.

	2016 Actual (\$)
Base Total	1 545 632.03
Base Per Capita	13 479.65
Base Location	0.00
Other Base	1 532 152.38
Equity Total	222 218.22
Equity Aboriginal	21 357.27
Equity Socio economic	81 228.16
Equity Language	17 399.08
Equity Disability	102 233.70
Targeted Total	833 169.71
Other Total	393 370.87
Grand Total	2 994 390.82

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.

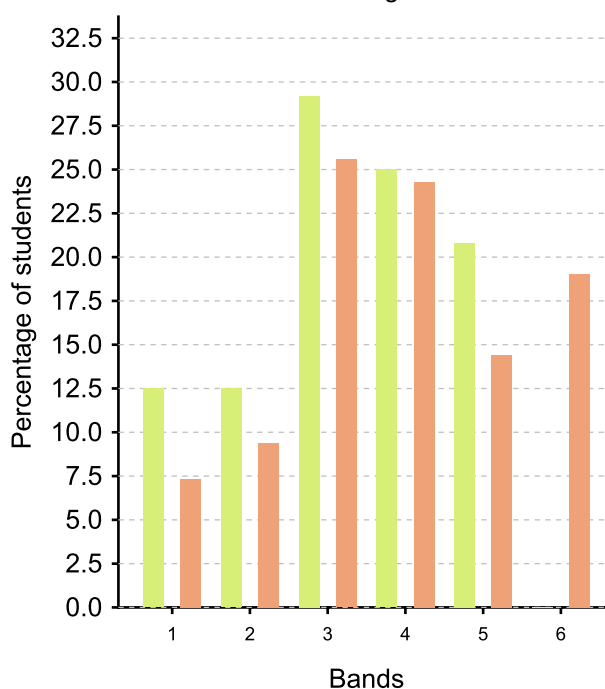
In 2016 24 students in Year 3 sat the NAPLAN assessment whilst 29 sat the Year 5 literacy assessments.

The Year 3 results were pleasing with 0% in the bottom two skill bands compared to 5% in the state. In reading we had 13% of our students placed in the bottom 2 bands and 4% in writing. An extensive improvement program has been devised to support growth in these areas.

Year 5 girls showed growth in reading along with our Aboriginal students well above state average in reading and spelling. All Year 5 students showed above average growth in spelling with over 24% of our students achieving results in the top 2 bands.

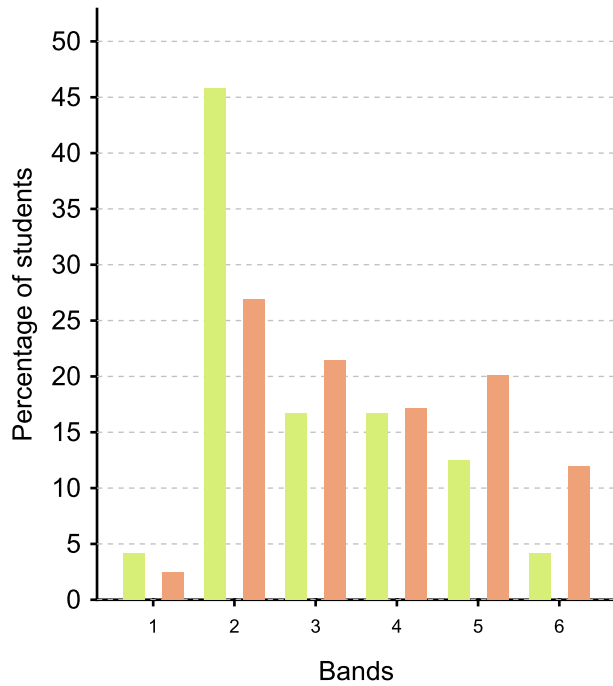
Figures are available for students who have left Chertsey PS and have sat the NAPLAN assessments. Analysis of the figures shows that the Year 7 students have above state average growth in reading. The areas of grammar, punctuation and spelling were below state.

Percentage in bands:
Year 3 Reading

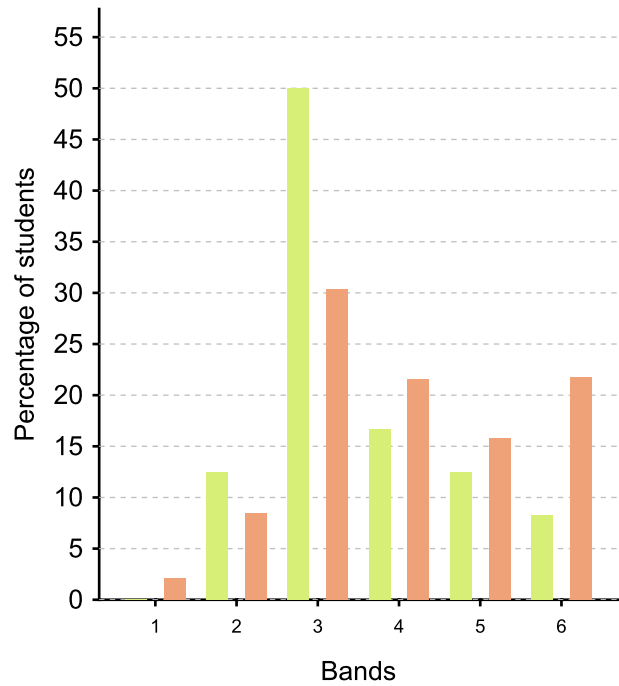


■ Percentage in Bands
■ School Average 2014-2016

Percentage in bands:
Year 3 Spelling



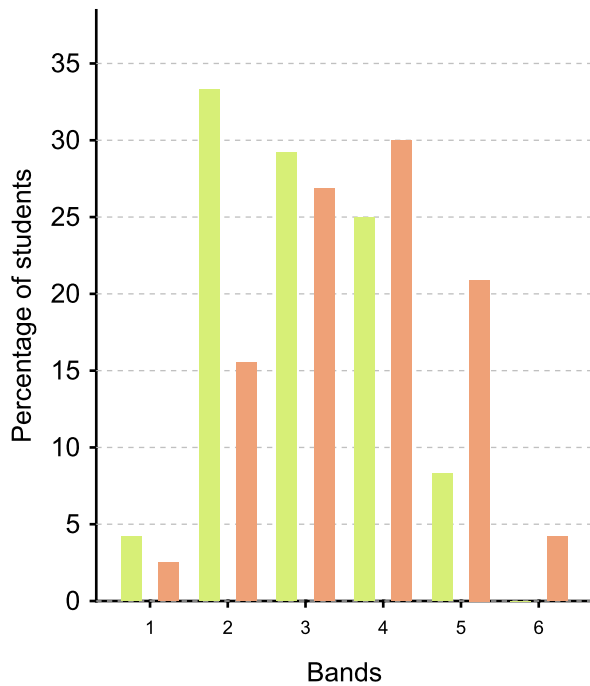
Percentage in bands:
Year 3 Grammar & Punctuation



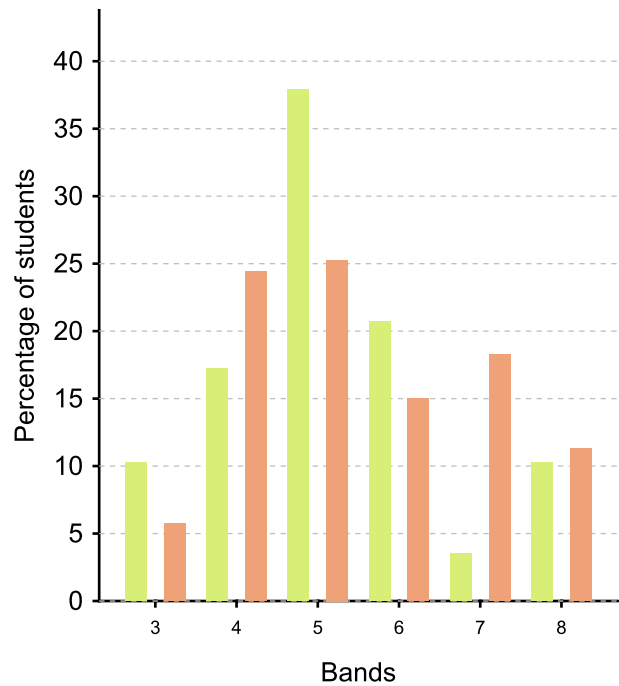
Percentage in Bands
School Average 2014-2016

Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Writing



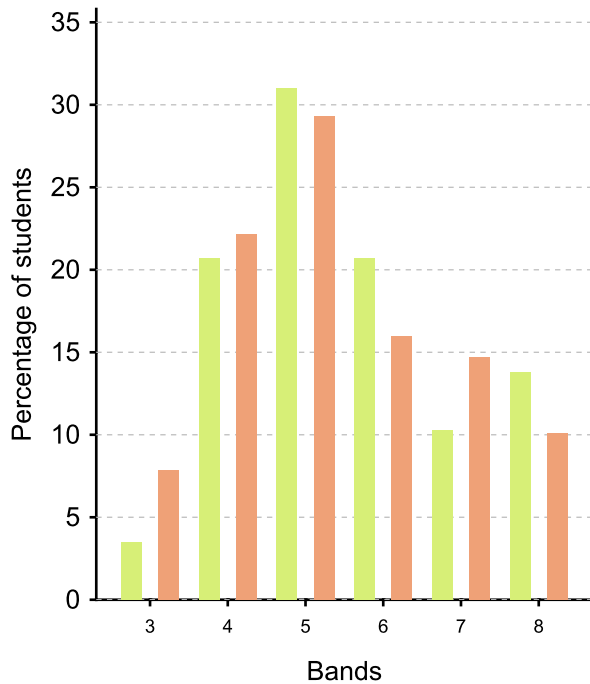
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in Bands
School Average 2014-2016

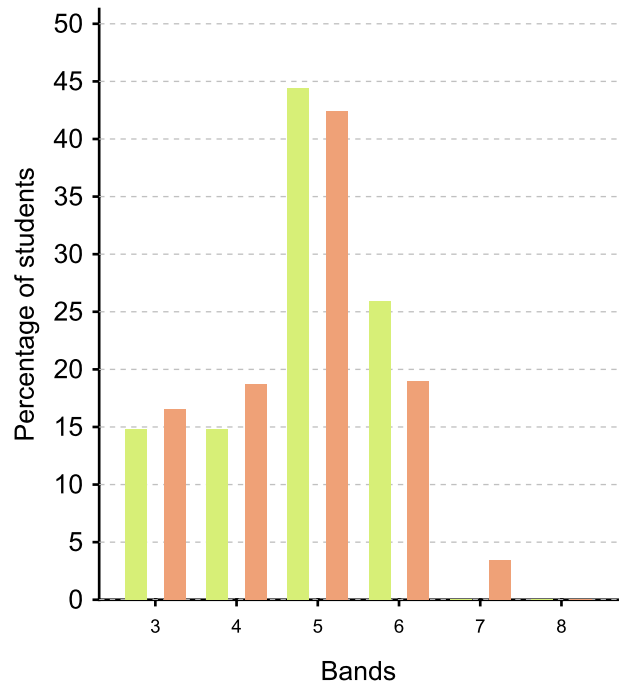
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Reading



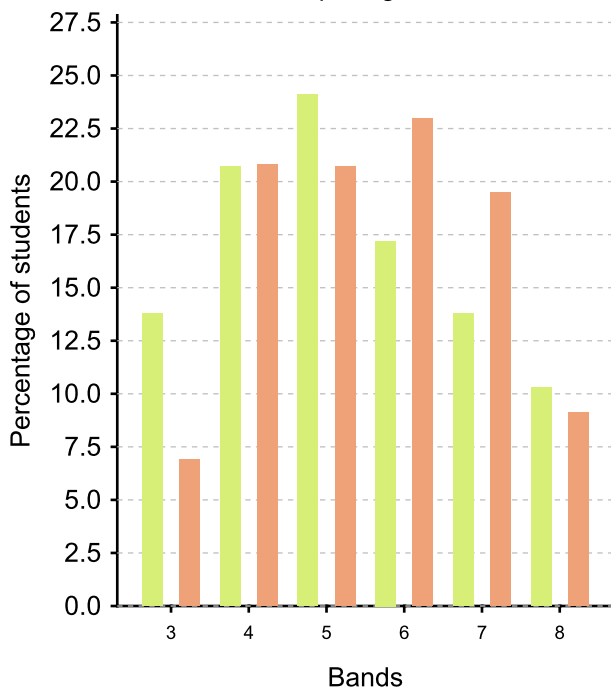
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2014-2016

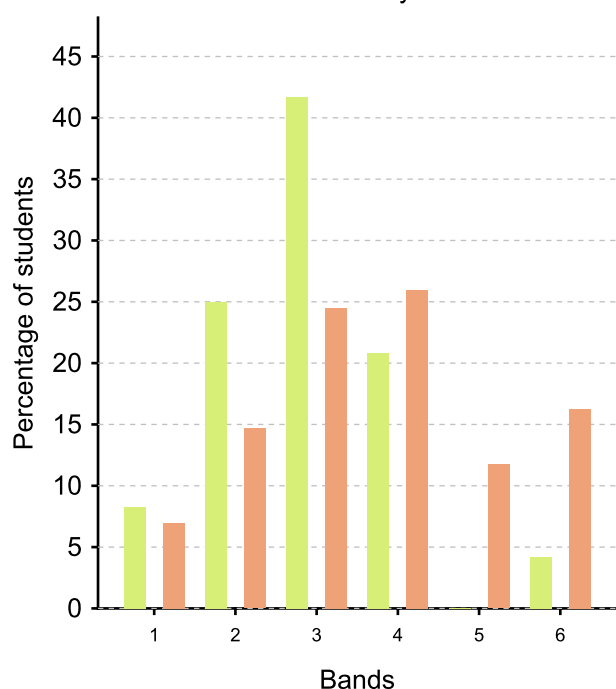
In 2016 24 students in Year 3 sat the NAPLAN assessment whilst 27 sat the Year 5 numeracy assessments.

Year 3 students had a total of 8% working below national standards compared to 5% in the state.

Year 5 had 15% of students working at proficiency level whilst 22.2% of all students achieved expected growth.

Figures are available for students who have left Chertsey PS and have sat the NAPLAN assessments. Analysis of the figures shows that the Year 7 students have above state average growth in reading. The areas of grammar, punctuation and spelling were below state.

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2014-2016

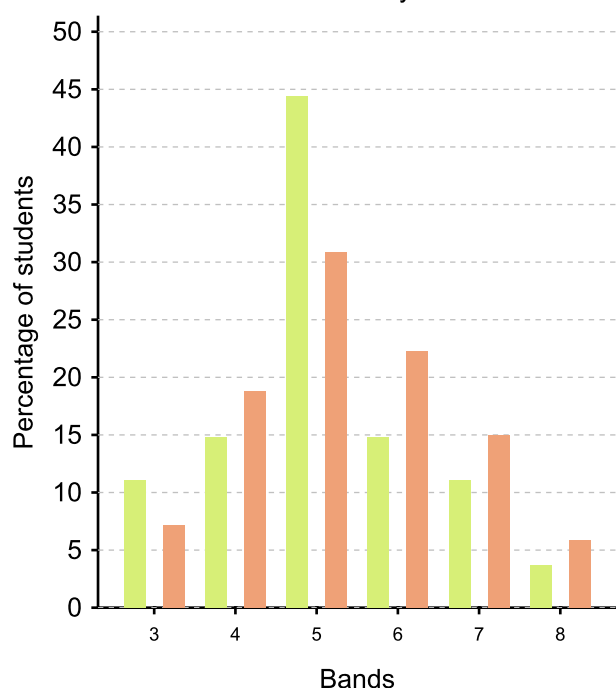
The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data..

All Kindergarten students complete the one on one assessment on entry to school to identify each child's literacy and numeracy skills. Best Start measures a students level of understanding as they commence schooling in relation to the literacy and numeracy continuum.

PLAN and L3 data is used to report to parents on student's achievements along the continuum in both literacy and numeracy from K-6. Teachers use this data to drive planning and teaching to achieve the best growth.

Chertsey Primary School reports to parents twice a year in line with the Department of Education (DoE) policy. These reports provide information on students learning in each key learning area including comments on students strengths and further development. The reports also include information on attendance, student achievement in relation to school programs additional to syllabus requirements. Social development and commitment to learning are also reported on.

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2014-2016

Parent/caregiver, student, teacher satisfaction

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

Parent/ caregiver survey about learning:

There were 67 parents surveyed about their child's learning at Chertsey Primary School

86% of these responded that they believe their child's classroom is an interesting place to learn.

98% said that teachers talk to them about their child's learning and 89% said that students have access to good equipment that helps them to learn.

94% also said that the school expects students to achieve to the best of their ability and 79% usually demonstrate pride in their work.

Teacher survey about learning:

16 classroom teachers were surveyed about students learning

97% of teachers believe that the school almost always supports communication between home and school.

81% of teachers usually use a wide range of appropriate resources to assist students with their learning.

100% of teachers identify that students have access to guidance from other people to assist their learning.

Student survey about learning:

64 students were surveyed from K–6 about their learning at school

92% of students believe that the school expects them to always do their best.

89% believe that their classroom is an interesting place to learn whilst 87% believe that they try their best most of the time taking pride in all of the work that they produce.

97% of students feel that their teacher helps them to find new ways to help them understand their work.

Policy requirements

Aboriginal education

- In 2016 Chertsey Primary School received Aboriginal background funding to support our students. Our plan included a diverse range of programs and initiatives. Some included;
- An Aboriginal Teacher was employed to support Aboriginal Education
- Senior students were involved in the NAIDOC week celebrations.
- Students in Stage 3 were involved in a Literacy based program called 'Yarning Strong' this gave them insight to Aboriginal culture in both traditional and contemporary opportunities.
- Students from K–6 participated in Dreaming stories and artwork. Children were taught where the stories came from, and the significance of different symbols, colours and methods of artwork according to different areas.
- Support was offered through Eleanor Duncan Clinic for health issues and ongoing assessment and speech therapy was offered to Aboriginal kids in Headstart, via the Aboriginal Language Outreach program.
- An Aboriginal mentor visited our school weekly for the duration of a term to work with Aboriginal boys not engaged in school.

Chertsey Primary School continues to address Aboriginal education in the following ways:

- Personalised Learning Plans were developed for all Aboriginal students. Meetings led by the Principal and Aboriginal Education Consultant seek input and goals from students, parents / and class teacher.
- NAPLAN results were analysed and in 2016 Indigenous growth was exceptional in spelling and reading. Students were more than 10 points above state average. Our Year 5 students exceeded expected growth.
- Reconciliation Week activities include personalised invitations to Aboriginal parents and an open invitation to all non-indigenous parents to a morning tea, followed by a special flag raising ceremony.

Multicultural and anti-racism education

Chertsey Primary School is a diverse community, supporting students from Spanish, Indonesian, Croatian, Samoan, Malay, Thai, Dutch, Portugese, Afrikaans, Vietnamese, Russian and Mandarin language speaking backgrounds. Additionally, we cater for students who are deaf and use AUSLAN as their first language. The variety of languages spoken provides a strong, harmonious relationship between the different cultural and linguistic groups. Teachers participated in professional learning and included strategies for embedding multiculturalism and anti-racism education into their teaching and learning programs.

Chertsey Primary School has a strong culture of acceptance of difference and diversity. Our school offers Auslan (Australian Sign Language) as our LOTE (Language Other Than English), and this program compliments our policy of inclusion.

This year Harmony Day was celebrated on March 17, with the theme 'Everyone Belongs' encouraging inclusiveness and respect. Students participated in a whole school assembly, where they were encouraged to think about ways that our school encourages a sense of belonging. Gifts were given to teachers by students. Orange items were made and sold by students in the playground and money raised was donated to Stewart House. Orange food was made and sold through the canteen and activity sheets and craft activities were completed by students in their class.

Our Signing Choir continues to delight and entertain our whole school community, and assists in raising the profile of Deaf culture within our school and beyond. This year they have performed at the Deaf Awareness expo, Presentation day, Grandparents day, Erina Learning Community performing arts night and our Celebration of Achievement assemblies throughout the year.