



# Hume Public School Annual Report



2016



4407

## Introduction

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

Leonie Lewis

Principal

### School contact details

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## School background

### School vision statement

At Hume Public School we strive to provide:

Every Child, Every Chance, Every Day

Opportunities in an inspiring and progressive learning community that equips students to achieve personal growth, emerging as confident, respectful and responsible citizens.

### School context

Hume Public School provides for students with a diverse range of needs and backgrounds. Hume Public School has K–6 mainstream classes, a Preschool and a Special Education Unit incorporating Early Intervention and students from K – 6 with Moderate and Severe Intellectual delay. The school has a student population consisting of 30% Aboriginal students and 8% ESL students.

Hume Public is made up of a dedicated staff, committed to creating a student-centred educational environment that stresses high expectations and addresses physical, social and emotional needs of children with a variety of ability levels and learning styles. Staff engages in ongoing professional learning and training to ensure our teaching and learning programs are engaging, innovative, and challenging. Students are well supported through significant in-class support and specialist teachers who are able to support individual needs. Our school celebrates and encourages whole-school participation and pursuit of excellence in academic, cultural, performing arts, technology and sporting activities. We encourage and celebrate individuality and achievement. Our student welfare programs ensure the promotion of respect, responsibility and achievement.

We are an active and committed member of the Northern Spirit Learning Community, made up of neighbouring public schools, our local high school, James Fallon, and Charles Sturt University.

## 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 the domain of Learning, our school was validated *Sustaining and Growing*; in the domain of Teaching and the domain of Leading, our school assessed as *Delivering*. Hume Public School understands that learning and engagement are related and that every child is engaged in personalised, meaningful and future focussed learning experiences. Staff are provided with focussed and supported professional learning that is relevant and based on evidence and addresses individual student needs. Resources are allocated to ensure that staff are able to review, collaborate and implement future learning intentions. Staff are also provided with leadership opportunities outside of the classroom.

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

### Learning

## Purpose

Purpose:

**Every student is engaged in personalised, meaningful and future focused learning experiences. Students strive to become successful and confident learners, creative individuals and achieve their full potential as a learner, a leader and a responsible and productive citizen.**

## Overall summary of progress

Staff provided innovative learning opportunities for students to learn and achieve in a variety of ways. Throughout the year student data has been used to lead learning and interventions.. Staff have used the Literacy and Numeracy continuums together with other assessment data to understand where students are in their learning and where they need to progress to. The Learning Support Team, Instructional Leader and class teachers work together to implement intervention plans, individual learning plans and behaviour management plans. Teachers have been trained in literacy and numeracy initiatives including TEN (Targeting Early Numeracy), TOWN (Taking Off With Numeracy) and L3 (Literacy, Language and Learning). These initiatives are having a significant impact on student learning, particularly in the Kindergarten to Year 2 classes. Curriculum development has been enhanced by learning alliances with other schools and organisations in the development of a positive learning culture and consistency across the local school community.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• 100% of teachers use PLAN data to differentiate the curriculum.</li><li>• 100% of students at risk have specific early intervention strategies in place at the point of need.</li></ul>	<p>This has been achieved through:</p> <ul style="list-style-type: none"><li>• Pre-Lit Literacy Program for all Kindergarten students; Mini-Lit and Multi-Lit Literacy programs used with targeted students from Year 1 through to Year6</li><li>• All staff participated in Visible Learning observations at Wodonga Primary School; then returned and implemented visible learning methods into their classrooms</li><li>• 7 Steps to Writing/Daily 5 literacy practices have been implemented into all Yr 3–6 classes...</li><li>• Individual student progress continues to be monitored on a regular basis. Data is collected by staff every 5 weeks. Staff professional conversations are aimed at developing and</li><li>• Tracking and Monitoring of Students on K–6 continuums. Establishing targeted groups using literacy and numeracy data Adjusted Learning and Behaviour Management Plans to be updated:<ul style="list-style-type: none"><li>• Timetabled, professional conversations between the Instructional Leader and class teachers have been able to identifying the learning needs of specific students and implement interventions on a regular basis.</li><li>• The Home Learning Club, aimed at addressing the needs of ATSI students, has been held in the Library each Tuesday and Thursdays. Staff (teacher and Aboriginal SLSO) support these students in an environment that is conducive to completing learning activities...</li><li>• AWAHS Dental Team visited Hume Public School, providing education and assessments of dental health. Parents are provided with referrals if</li></ul></li></ul>	<p><b>\$67,200</b></p> <p>EAFD grant: \$45,100; TPL: \$18,300; Literacy &amp; Numeracy: \$18,100</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"> <li>• 100% of teachers use PLAN data to differentiate the curriculum.</li> <li>• 100% of students at risk have specific early intervention strategies in place at the point of need.</li> </ul>	<p>follow-up dental care is needed at AWAHS.</p> <ul style="list-style-type: none"> <li>• Learning Journals – to be viewed with parents/carers Individual Student Progress: Throughout this year, there has been an increase in parents/carers attending our Learning Journey days. Individual Student Journals record learning and progress throughout the year; these are displayed and shown to parents and then kept as a keepsake</li> </ul>	

## Next Steps

- Continue to employ an Instructional Leader with a priority of improving student learning outcomes and teacher performance
- Learning Support Team to provide staff with differentiated learning solutions and point of need intervention opportunities.
- Ensure staff are provided with learning opportunities to ensure consistent teacher judgement across all year levels when plotting students on the Literacy and Numeracy continuums.

<b>Respect</b>	<b>Responsibility</b>	<b>Achieve</b>
Behaving in a considerate and thoughtful way to yourself, others and the environment.	Making the right choices and being accountable for your own actions.	Behaving in a manner that creates an environment that allows yourself and others to learn and succeed.

## Strategic Direction 2

### Teaching and Learning

#### Purpose

Purpose:

Build workforce capacity through focused and supported professional learning and development that creates a culture in which every staff member is engaged in ongoing, relevant and evidence-based learning and practice to address individual student needs and strengths.

**Enable all staff to demonstrate systems leadership and innovation within a committed culture of organisational improvement through a collaborative approach to decision making that is accountable, transparent and reflects local and systemic priorities.**

#### Overall summary of progress

Quality teaching, assessment, consistent teacher judgement and the use of effective feedback have been a key professional learning focus throughout 2016. All staff have participated in teaching observations from peers and supervisors with negotiated areas of focus and explicit feedback on performance. Professional learning opportunities for staff have been identified by individual teachers in their Professional Development Plans and aligned with school goals. To further develop teacher capacity, the school has made arrangements for mentoring and coaching. Leadership opportunities are also provided to staff outside of the classroom.

Teachers follow systematic processes, policies and programs to identify and address individual student learning needs. Interventions for students are monitored and assessed in an on-going manner. Curriculum provision and support meets community needs and expectations, and provides equitable academic opportunities. Teachers provide a range of extra-curricular activities that encourage student development. Quality teaching and professional practice are evident in all learning environments, providing students with opportunities to connect, succeed and thrive.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of teachers provide and receive planned and constructive feedback from peers, school leaders and students to improve teaching practice.	Staff have participated in regular lesson observations with peers, supervisors and in some cases, the students. Regular professional conversations are held with the Instructional Leader, from which teaching strategies are discussed and future strategies specific to the student cohort are discussed, implemented and reviewed.	
All staff members participate in strategically planned professional learning activities linked to school plan and the literacy and numeracy targets.	Teachers have participated in whole staff meetings, individual and stage meetings and professional conversations with a focus on consistent teacher judgement, differentiation of the curriculum in each classroom.  The Instructional Leader examines student data collected by staff every 5 weeks. The Instructional Leader and class teachers then discuss and plan the next 5 week intervention and teaching strategies for students. All staff have participated in writing workshops, using the Writing Analysis Tool; this provides all staff with the opportunity to discuss judgements in student work samples and where to place students on the continuum. Through these meetings and professional conversations with the Instructional Leader staff have collaborated and	<b>\$59,000</b>  KLA: \$6000; TPL: \$53,000

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All staff members participate in strategically planned professional learning activities linked to school plan and the literacy and numeracy targets.	provided consistent judgement across stages. Interschool relationships have been built on further with our local Northern Spirit Learning Community staff development days and interschool meetings for Literacy and Numeracy. Within the school, whole school staff meeting occur weekly, and senior and executive staff have mentored and coached younger staff. All staff (teaching and SASS) participated in Northern Spirit Learning Community staff development day in Term 3. Beginning teachers were mentored and coached throughout the year by executive and senior staff and provided with opportunities for professional development outside of the school. All staff participated in professional conversations with stage groups and individually with the Instructional Leader. In these conversations, teaching practice, interventions strategies and professional development opportunities were reflected upon.	

## Next Steps

- Australian Professional Standards for Teachers are used by staff to identify and record development through the Professional Development Plan process.
- Provide professional learning to all staff in the Curiosity and Powerful Learning Program. This program provides an evidence based approach to student learning and growth through building teacher capacity.
- Ensure the successful implementation of the new geography curriculum through specific professional learning and staff meeting opportunities



## Strategic Direction 3

Connecting

### Purpose

Purpose:

**To establish an accessible and inclusive community of learners in which student learning and wellbeing are the responsibility of all members of our school community.**

### Overall summary of progress

Student learning and progress is the main focus which is achieved through positive and respectful relationships within the school and community. Well developed and current policies, programs and practices identify, address and monitor student learning needs.

The school has consistently implemented a whole-school approach to well-being with clearly defined behavioural expectations that creates a positive teaching and learning environment. Students, staff and the broader community understand the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
20% increase of students, staff and parents meaningfully connecting with student wellbeing programs in the school	<ul style="list-style-type: none"> <li>• Specialist PDHPE Program – teacher allocated to the role; each class accesses PDHPE lessons (Class teacher on RFF)</li> <li>• Bluearth Program: Classes provided with fortnightly lessons from specialist Bluearth teacher</li> <li>• PBL: introduction of in-class PBL welfare system</li> <li>• RAS Tutors: refugee students and other students with speech difficulties supported by community health students from CSU</li> <li>• Learning Support – parents provided with school reports outlining achievements of their child/ren.</li> <li>• Transition Programs: Successful completion of the Term 4 Countdown to Kinder program(40 students); Yr 6 students participated in a range of transition programs to local high schools, with a majority attending James Fallon High School.</li> <li>• Dental Screening: AWHS Dental Van attended school; education program and dental checks completed for ATSI students. Referrals made to AWHS for follow-up treatments. ATSI students:               <ul style="list-style-type: none"> <li>• Proud and Deadly Awards: Students attended Albury High School for the annual Proud and Deadly Awards ATSI students:</li> <li>• PACE Cup – ATSI students attended the PACE Cup</li> <li>• NAIDOC Week: Story Poles Artwork completed with local Aboriginal artist</li> <li>• Extra curricular activities offered including dance, choir, keyboard, chess and active sport</li> </ul> </li> </ul>	<p><b>\$15,500</b></p> <p>Flexible WB: \$5,500; Learning Assistance Program \$10,000</p>
20% increase of students showing positive behaviours for effective learning	PBL whole school rewards completed with students achieving incremental rewards. Major awards achieved. Individual Student Awards updated and reflective of PBL Values and school vision. In-class PBL expectations introduced in Term 4. All classes have a PBL focussed delivery each week in	Extra Curricular: \$7000



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
20% increase of students showing positive behaviours for effective learning	the classroom and on the playground focussing on Respect, Responsibility and Achievement.  Detention and suspension incidents decreasing. Regular Reflection addressed student issues daily.	

## Next Steps

- The school community work towards building strong relationships as indicated by an increase in attendance at P&C meetings and school–community events.
- PBL strategy to further develop focus for classroom learning and recognition of individual students.
- The school and families share responsibility for student learning and wellbeing. Parents are provided with information to support their child's learning needs on a regular basis throughout the year.



What does respectful behaviour at Hume Public School sound like?

How does responsible behaviour at Hume Public School look?

When you achieve at Hume Public School you are feeling.....

LOCATION: All Settings			
	Respect	Responsibility	Achieve
Expectations	<ul style="list-style-type: none"> <li>• Wears school uniform with pride</li> <li>• Speak politely to others</li> <li>• Hands and feet to self</li> <li>• Use positive talk</li> </ul>	<ul style="list-style-type: none"> <li>• Make smart choices</li> <li>• Do your best</li> <li>• Be in the right place at the right time</li> </ul>	<ul style="list-style-type: none"> <li>• Have pride in yourself, your learning and your school</li> <li>• Stay on task</li> <li>• Participate</li> </ul>

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>Aboriginal Education Officer engaged with entire school community – Preschool to Year 6.</p> <p>Aboriginal Learning Support Officer and teaching staff offer Homework Club to students twice a week in the library.</p> <p>NAIDOC Day celebrations involved excursions to significant local areas.</p> <p>Language Program implemented in consultation with AECG, Hume P&amp;C, Lands Council and Elders. Program delivered by the AEO.</p> <p>Continued building our relationship with AWASH Health Van which provided education, health checks and referrals for all Aboriginal students .</p>	<p><b>\$92,500</b></p> <p>AEO: \$65,000; SLSO – Aboriginal: \$25,000; NAIDOC Day: \$1500; Language Program: \$1000; AWASH Health Van: Complimentary</p>
<b>Low level adjustment for disability</b>	<p>Class teachers are able to provide specific targeted activities and programs, delivered by the SLSO. These activities and program include Mini-Lit and Multi-Lit literacy programs and targeted and interventionist maths groups for throughout the school. Support is also provided in other Key Learning Areas, where smaller student groups are able to focus on specific learning needs (dance, chess, public speaking, science)</p>	<p>Learning and Support Flexible</p> <p><b>\$100,000</b></p> <p>RAM</p> <p><b>\$150,000</b></p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>Quality Teaching Strong Students entitlement and beginning teacher funds were used for teacher mentoring. Negotiated support identified areas that require support for the teachers and also provided release time for the executive staff.</p> <p>Accreditation support provided to three teachers to complete BOSTES Accreditation process. All teachers successfully completed.</p>	<p><b>\$4000</b></p>
<b>Socio-economic background</b>	<p>Additional funding for students to access quality learning activities and opportunities has ensured that all families that wish that their children participate have been able to do so.</p> <p>Transition programs have ensured that students are prepared for the next stage of their educational pathway. The programs are able to identified students that need additional support to ensure their needs are being met within the school system.</p>	<p><b>\$45,000</b></p>
<b>Support for beginning teachers</b>	<p>Beginning teachers were able to develop skills and knowledge, based on specific classroom experience and practice. They were supported through the provision of in-school mentors who were able to provide appropriate support and guidance.</p>	<p><b>\$1000</b></p>
<b>Targeted student support for refugees and new arrivals</b>	<p>6 tutors were provided by Charles Sturt University Community Health Department to provide specific targeted support to improve</p>	<p><b>\$8000</b></p>

**Targeted student support for refugees and new arrivals**

speech and language skills. The tutors are current third year Speech Pathology students who are able to address a range of speech and language issues for our EALD students. The Hume Public School staff member that has been timetabled to support our EALD students has been able to address welfare issues and concerns and provide educational support both within and outside of the classroom for these students and their families.

**\$8000**



## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	109	103	95	104
Girls	81	78	84	87

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	86.6	90.3	88.7	89
1	89.9	94.7	85.9	92.7
2	93.2	91.4	91	90.1
3	91.4	94.9	90.6	93.2
4	92.7	92.6	89.8	90.8
5	90.3	90.3	91.7	90.9
6	89.8	93.3	90.1	91.6
All Years	90.3	92.3	89.7	91
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

### Management of non-attendance

In 2016 an executive staff member was responsible for the management of non-attendance. Class teachers record and manage short term non-attendance with executive liaising with families, agencies and the Home School Liaison Officer for long term non-attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	9.93
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	1
Teacher Librarian	0.4
School Administration & Support Staff	7.49
Other Positions	0.39

\*Full Time Equivalent

Hume Public School has a full time substantive Aboriginal Education Officer and a 0.4 substantive School Learning Support Officer for Aboriginal students and the school uses funding to employ an additional two School Learning Support Officers for Aboriginal students which equated to two part-time positions.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

### Professional learning and teacher accreditation

Significant amounts of professional learning were undertaken by Hume Public School staff. The K-2 staff completed training in L3.

Various other individual professional learning was achieved, both online and face-to-face.

Accreditation: 3 staff achieved Proficient and one staff member qualified in Reading Recovery training,

Compliance training which is a compulsory requirement for all staff was completed.

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

### Financial information

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

Income	\$
<b>Balance brought forward</b>	<b>352 562.44</b>
Global funds	264 900.78
Tied funds	618 401.44
School & community sources	41 131.11
Interest	8 178.86
Trust receipts	14 933.00
Canteen	0.00
<b>Total income</b>	<b>1 300 107.63</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	5 866.30
Excursions	19 207.03
Extracurricular dissections	13 647.38
Library	1 389.34
Training & development	1 925.88
Tied funds	659 941.31
Short term relief	52 254.98
Administration & office	50 314.94
School-operated canteen	0.00
Utilities	81 539.25
Maintenance	45 504.14
Trust accounts	14 292.18
Capital programs	0.00
<b>Total expenditure</b>	<b>945 882.73</b>
<b>Balance carried forward</b>	<b>354 224.90</b>

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

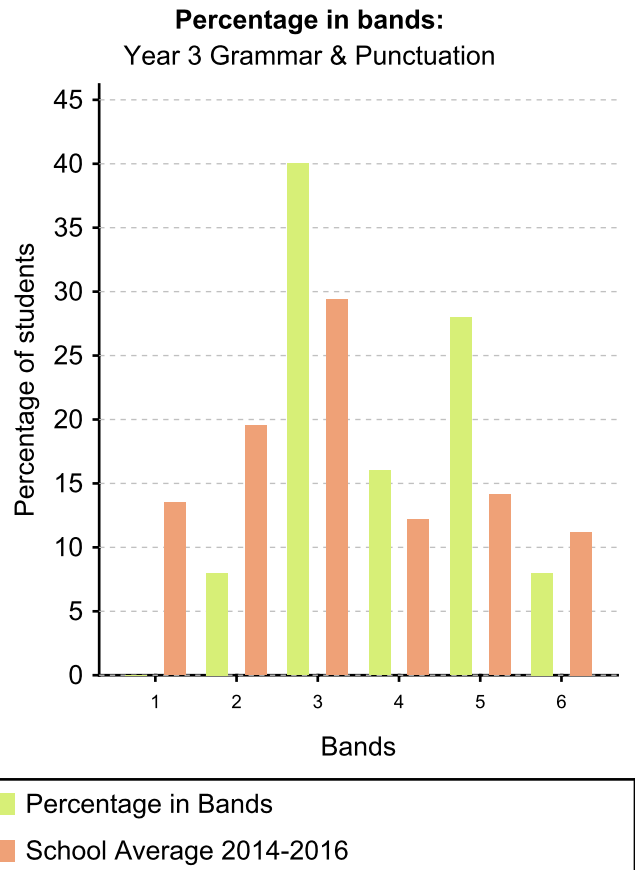
## School performance

### NAPLAN

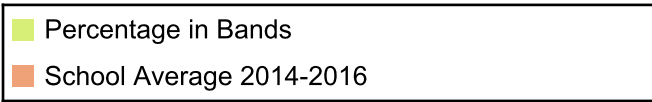
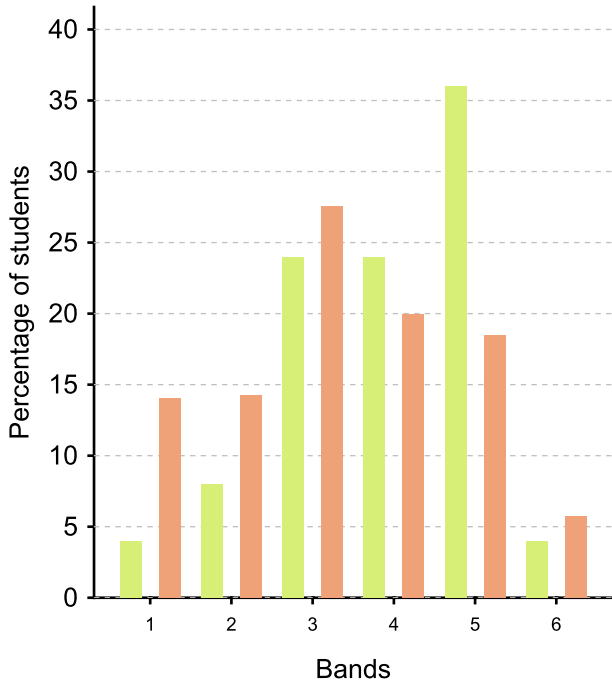
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these

assessments.

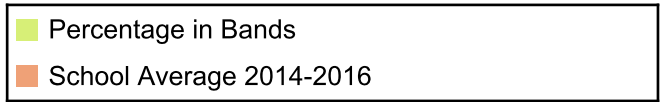
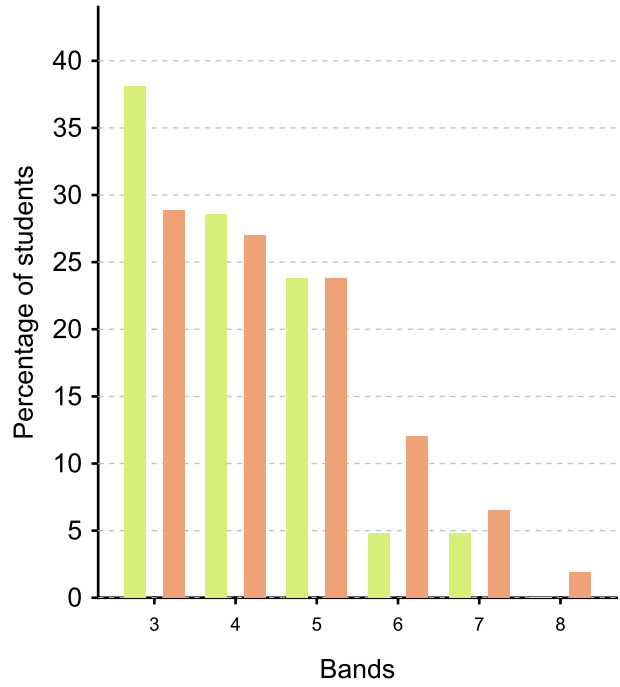
Year 3 Reading results indicate 40% of students were at proficiency. Year 3 Spelling results show a significant increase of students in Bands 5 and 6, along with a decrease of students in Bands 1 and 2. The Year 3 Grammar and Punctuation results show 36% of students in Bands 5 and 6. Year 5 Reading results indicate that 5% of students were at proficiency. These students have been part of the Early Action for Success program since beginning school.



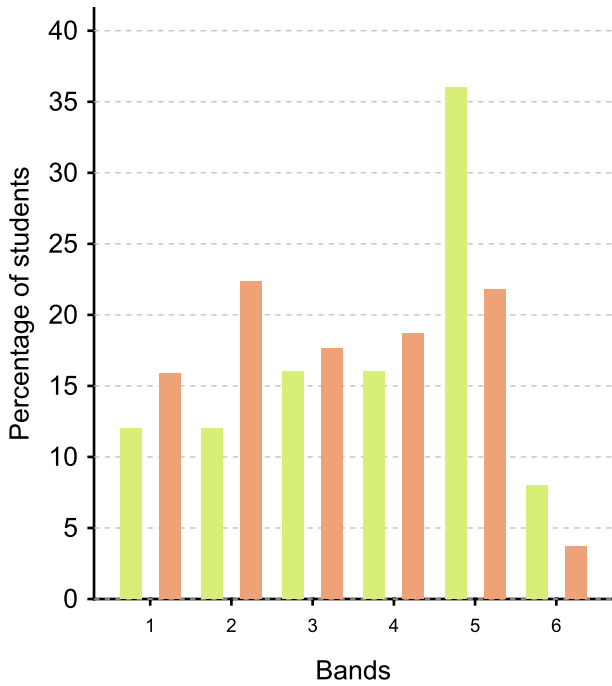
**Percentage in bands:**  
Year 3 Reading



**Percentage in bands:**  
Year 5 Reading

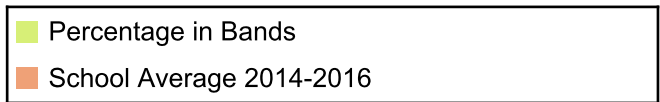
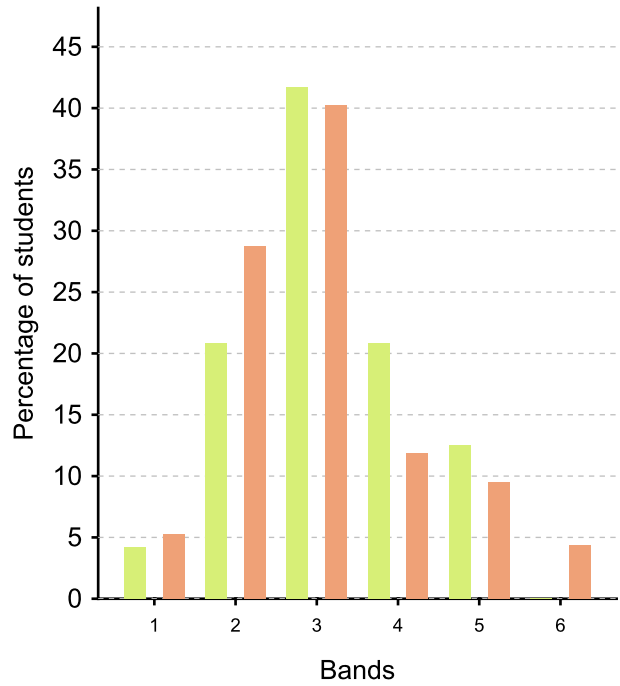


**Percentage in bands:**  
Year 3 Spelling

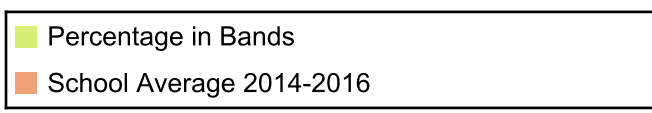
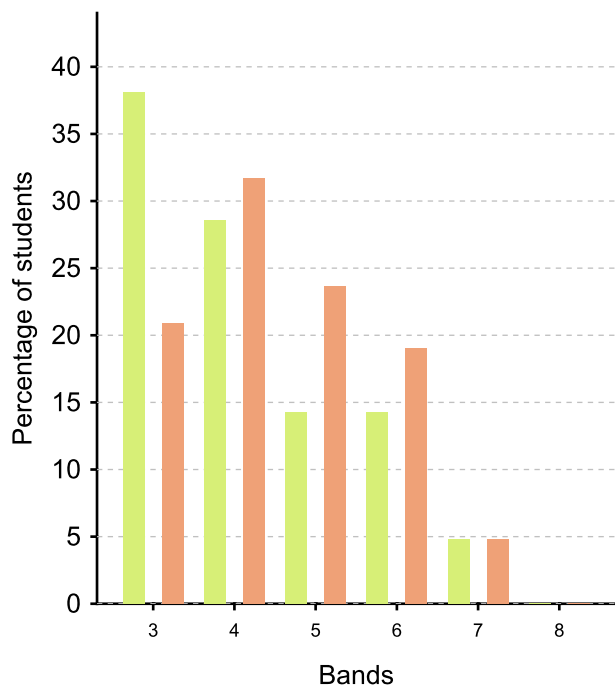


Year 3 Numeracy results show a shift of students from the lower bands up to Bands 4 and 5. These results are consistent with 2015. In Year 5 Numeracy, 5% of our students were at proficiency.

**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Numeracy



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 Year 3, 33% of our Aboriginal students achieved Band 5 in Reading and Writing. 17% of our Year 5 Aboriginal students achieved Band 7 in Spelling.

## Parent/caregiver, student, teacher satisfaction

In 2016, the school sought the opinions of parents, students and teachers about the school through the Tell Them From Me survey. Their responses are presented below.

Parent satisfaction with HPS continues to be very high with 100% of surveys returned either strongly agreeing or agreeing that HPS as a learning community. The school is an attractive and well-resourced environment that is connected to the community and welcomes parental involvement. They also indicated that parents are encouraged to contact the school to discuss concerns relating to their child. Parents felt that the school was inclusive, safe and supports the learning of the children. 100% of parents also strongly agreed or agreed that students are the school's main concern and that HPS has competent teachers who set high standards. The P&C are an inclusive group that is active throughout the year raising funds for a variety of school related resources and equipment

Tell Them From Me Survey from students Year 4 to 6

indicated a high percentage of positive relationships and a sense of belonging. 97% of students indicated they value schooling outcomes and 94% indicated that they try hard to succeed at school. 92% of the students indicated that students were interested and motivated in their learning. A majority of students feel they have someone at school who consistently provides encouragement and can turn to for advice.

The staff of HPS are very proud of the school; they are committed to setting high standards of achievement for all students. Staff feel that the school is inclusive, has a positive learning culture with data informing teaching practice and teaching strategies. This year the substantive principal for the past 8 years transferred to another school. Although unsettling for the students, the remaining staff helped with the transition and were supportive of the new leadership changes with the Assistant Principal becoming the Acting Principal.



## Policy requirements

### Aboriginal education

Hume Public School provides opportunities for all students, staff and the wider community to acquire knowledge and develop a deeper understanding of Aboriginal histories, cultures and experiences. In 2016 the Aboriginal Education Committee met weekly to discuss directions, programs and practice. In Term 2 the school completed a Health Check in Aboriginal Education with MC Education Consultancy. The report from this health check identified our strengths, weakness and advised recommendations for the direction of Aboriginal Education in our school.

The school utilises National Aboriginal and Torres Strait Islander (NAIDOC) Week, Sorry Day and other significant days to promote reconciliation through special assemblies and classroom activities. The whole school participated in the Yindjamurra Sculpture Walk to celebrate NAIDOC Day.

### Multicultural and anti-racism education



Our Anti–Racism Contact Officer (ARCO) was able to manage issues that arose throughout 2016. Harmony Day was acknowledged and celebrated with activities and discussions shared in all classes around the theme "Everyone Belongs".

Students with a Non English speaking background were supported by our designated EAL/D teacher. This support was provide within the classroom to develop their literacy and numeracy skills.