

Vincentia Public School Annual Report



2016



4592

Introduction

Message from the Principal

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

I am humbled to relieve as Principal while Mr Field is away working as Principal School Leader. I would like to take the opportunity to thank the whole school community. The staff are dedicated and the children are happy and engaged. The community is very supportive and understand that "it takes a village to raise a child".

2016 was another extremely busy year at Vincentia Public School. The teachers and support staff, parents along with the community and of course the children should all be very proud of their achievements. The school once again performed well academically, on the sporting field and culturally.

I am looking forward to further leading the school during 2017 and keep the school moving forward.

John Bond

Principal

Message from the Students

2016 was a blast at Vincentia Public School! We had a fantastic variety of fundraisers like our mufti days, Year Six cupcake day and many more. We all had many opportunities at school, for example, Southern Stars, Chess Club, Debating Teams and Book Club. We had camps, such as Year Six camp which is a 2 night stay and the Year Five Canberra Excursion. We had many educational opportunities like the RAP room groups, Maths Groups and Coding Club.

Our classes were adjusted in the middle of the year. Everyone took it with resilience and respect. Our classrooms were full of discussions, creativeness and friendship.

We hope that we did a great job helping our peers and were great role-models and mentors to the 2017 leaders.

Our school had many sporting opportunities. These included, swimming 25m and 50m carnivals, athletics, cross country, netball, soccer and dragon tag gala days.

Our Year Six farewell was outstanding. We had a great time with all the food and dancing. Everyone looked fabulous on the day!

The P&C were generous with their time and support to our school with monthly meetings and canteen days.

By Lilli and Jasper 2016 captains

School contact details

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School background

School vision statement

We are a dynamic school community, committed to delivering an inclusive education so that all students have a chance to become respectful, confident and creative individuals who contribute to a positive society.

School context

Vincentia Public School:

- Has 350 students from Vincentia, Old Erawal Bay, Erawal Bay, Hyams Beach, Bayswood, and Worrowing Heights;
- Is part of the Bay and Basin Learning Community;
- Has 11% of students who identify as Aboriginal or Torres Strait Islander;
- Has an active and innovative Parents and Citizen's Association;
- Is an active member of the Bays and Basin Aboriginal Education Consultative Group;
- Has 12% of children from Defence families and a Defence School Transition Aide to support those students;
- Has a very experienced and professional staff;
- Is inclusive of students with special needs; and
- Our core values are respect, responsibility and resilience.

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.

In the domain of **Learning**, our school has reviewed information around the elements of Curriculum and Learning, Student Performance Measures and Welfare.

The school has reviewed the data available around student performance measures. In Years 3 and 5, students show good value added results and a sound proportion of students feature in the proficient bands for NAPLAN.

Curriculum delivery integrates technology, library and information services. Every student engages with relevant applications and software led in a team teaching situation. Students use relevant software in their classrooms to support all the Key Learning Areas including new syllabus content in Geography and History.

The school has an effective plan for student transitions in place. The school has a comprehensive preschool to Kindergarten transition program including information sessions, class visits and meetings with the Learning Support Team as required. Students transitioning from Year 6 to 7 have an inclusive program. Students have a smooth transition to Year 7. High Schools are provided with information about individual students. A high percentage of students attend Vincentia High School. In 2016, 90% of students made the transition to Vincentia High School.

The school has in place a comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual wellbeing of students, which measurably improves individual and collective wellbeing. 2016 saw the second phase of KidsMatter being introduced to the school. Teachers were trained in all modules and we now have a comprehensive plan for student welfare. The school also did a full review of the Learning Support Team and is confident that we are targeting resources to effectively support identified students.

In the domain of **Teaching**, our school reviewed information around the elements of Effective Classroom Practice, use of Data Skills and Collaborative Practice.

Teachers regularly review and revise teaching and learning programs. These programs are provided to their supervisors. Teams plan regularly to ensure consistency across the stages. Regular stage meetings and planning days are held to provide opportunities for collaboration.

Teachers are working towards using performance data and providing explicit feedback to encourage students to take more ownership of their learning. During 2016 teachers began to use visible teaching strategies to encourage students to verbalise their learning intentions and success criteria. This direction will be included in future school planning.

Teachers are beginning to analyse data, using (Planning Literacy and Numeracy Software (PLAN)) to guide their programming and monitor the children's progress. Teachers need to further develop their capacity in using data in planning for learning.

The school is beginning to embed explicit systems for collaboration, classroom observation and the modelling of effective feedback to drive and sustain ongoing, school wide improvement in teaching practice and student outcomes.

Teachers are beginning to use coaching and mentoring to continually look at improving classroom practice. During 2017 teachers will be engaging with the Australian Professional Standards for Teaching to prepare for accreditation in 2018. This will be included in teaching Performance and Development Plans.

In the domain of **Leading**, the school reviewed information in the elements of leadership and management of resources.

The school uses strategic financial management to gain efficiencies and to maximise resources available to implement the school plan. In 2016, the school financial administration system changed under the Learning Management and Business Reform. This has included a change to the way our school keeps records around welfare, attendance and all financial transactions. The future management decisions of the school and use of resources will be directly linked to the school management plan.

2017 will see a review of how learning spaces are used within the school and the use of technology for staff and students. This will ensure that technology is used as a tool for learning.

The school has spent considerable time considering succession planning and leadership development for the relieving Principal and the executive team.

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

Reliable data drives student learning

Purpose

To provide a clear and logical path for learning. Determining starting points for learning, charting progress and recognising fulfilment of outcomes is best accomplished by using clear evidence based data.

Overall summary of progress

Teachers regularly update PLAN data to chart growth and plan for additional learning. Student Work samples are collected in aspects of literacy and numeracy to ensure consistent teacher judgement when assessing students.

Teachers conduct Personal Learning Plans and review and modify regularly.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase in the percentage of students that progress through expected clusters as measured in PLAN.	Appropriate assessment tools and mechanisms are developed and shared to make consistent and valid judgements.	\$16000
Increase in the percentage of students in the top two NAPLAN bands in Year 3, 5 and 7.	<p>A fluid personalised learning plan is regularly reviewed for all Aboriginal students and updated on SENTRAL.</p> <p>In 2016 and average of 41.8% Year 3 students, 23.6% Year 5 and 21.2% of Year 7 students achieve in the top two bands of NAPLAN.</p>	Nil

Next Steps

1. All stages use the literacy and numeracy continuum to guide their teaching instruction. Teachers are coached to regularly analyse the data.
2. Students engage with the literacy and numeracy continuum and can articulate their learning intentions and success criteria.
3. Teachers have a thorough understanding of student engagement and have a growth mindset.



Strategic Direction 2

Positive and cohesive student welfare

Purpose

To redesign the existing welfare policy for greater clarity and fairness; a need identified by students, staff and parents. Addressing the emerging issues of student wellbeing and mental health.

Overall summary of progress

2016 was a busy year, with Student Welfare being a major priority. All teaching staff were trained extensively in Kids Matter. This is a program that uses a whole school approach to focus on student well being.

There was a full review completed to evaluate the effectiveness of the Learning Support Team. This review showed that the team is working effectively, however, we need to ensure that the communication processes are regular and clear.

A social skills group was run regularly to assist children make better choices and practice skills taught in a structured and supervised way.

It was very pleasing to see that there was a reduction in detentions (reflections) for students. There were many children who did not have a repeated detention, showing that the reflection works for most students.

Students that have attended reflection more than once are referred to the Learning Support Team to design strategies to assist those students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
% increase of students showing positive behaviours for effective learning, including on time and preparatory behaviours.	Students are taught to accept responsibility for their own behaviours as appropriate to their age and understanding. Notebook files are formulated to target behaviours that are explicitly taught in class and assembly. Regular data is taken on student behaviours. Students can communicate the Core Values and what they mean.	\$37000 (Wellbeing)
% decrease in the number of students receiving 3 or more strikes per week.	The school uses the Kids Matter scaffold to develop aspects of the student welfare and discipline policy reflecting best practice. A staff member was identified to spearhead Kids Matter. Staff trained in components 1, 2 and 3 of Kids Matter.	\$37000 (Wellbeing)
Student attendance is improved to exceed state average	Attendance is regularly monitored and concerns communicated to families in line with policy. All staff use SENTRAL to monitor attendance. The executive and the Learning Support Team regularly monitor attendance. Students with poor attendance are referred to the Learning Support Team.	Nil

Next Steps

Employ a Welfare Teacher for 2 days a week to case manage students and work with groups to improve behaviour and wellbeing.

Consolidate the proactive systems that were put in place last year.

Explicit behaviours are taught each week in class and at assemblies.

Staff Welfare is a focus of staff meetings so that teachers and leaders are at their best each day for the students.

A new attendance monitoring system will be rolled out during 2017 (Synergy). Staff will become familiar with the system and use it to monitor attendance and student welfare.

Regular mental health and wellbeing information will be made available to parents through the counselling service and Learning Support Team.



Strategic Direction 3

A dynamic and responsive learning community

Purpose

To both innovate and respond to local need by using partnerships which have the ability to combine the strengths of many members. The learning community should utilise families, the Bay and Basin Learning Community and educational experts from other locales.

Overall summary of progress

During 2016 communication was identified as an area that the school needed to focus on. Communication methods have changed in recent years with the introduction of social media and the use of computer applications.

We formed a reference group to investigate how to improve the communication methods and how best to promote the school. This committee gathered feedback and planned improvement measures.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase the percentage of staff, students and parents collaborating to improve student learning outcomes.	Developed a family – school reference group (including students, staff and parents) to elicit feedback on school performance. A review of communication and engagement was conducted. An engagement officer was employed to improve communication and community engagement.	\$9000 (community engagement).
Increase the percentage of parents/carers who actively support the school's priorities as reflected in online surveys.	The Kids Matter action team provided accurate, timely information and sought feedback from families on strategies being formulated. There is open communication and information about Kids Matter and Welfare matters. There are increased opportunities for parents to provide feedback on activities.	\$37000 (Wellbeing)

Next Steps

School leaders seek activities which involve students in BBLC events.
Aboriginal students actively contribute to their collaborative learning plans.
Teaching and SAS staff collaborate with other BBLC schools on projects to share innovations.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>A program of support was developed to improve outcomes for Aboriginal students.</p> <p>Aboriginal students were withdrawn in small groups to work on literacy and numeracy.</p> <p>Aboriginal students had the opportunity to attend cultural events and excursions.</p> <p>Aboriginal students have improved growth according to internal measures (PLAN).</p>	<p>\$21000 (Aboriginal Background).</p> <ul style="list-style-type: none"> Aboriginal background loading (\$21 981.00)
Low level adjustment for disability	<p>A remedial literacy program targeting Stage 1 students in literacy (RAP program) was fully supported.</p> <p>95% of students in Year 3 achieved minimal standards in NAPLAN reading and 98% in writing.</p> <p>Funds were also targeted to emerging issues throughout the year for students who had significant behaviour or learning needs.</p> <p>Students with identified disabilities were given SLSO funding support.</p>	<p>\$16000 (Flexible Disability).</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$118 953.00)
Quality Teaching, Successful Students (QTSS)	<p>Leaders were released to work collaboratively with their teams, coach them and general supervision.</p>	<p>\$12000 (QTSS)</p>
Socio-economic background	<p>Teachers were released to work collaboratively and coach each other on best practice in the classroom.</p> <p>A remedial Maths program commenced for identified students.</p>	<p>\$20000</p> <ul style="list-style-type: none"> Socio-economic background (\$22 773.00)



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	162	160	163	177
Girls	184	194	182	163

We started with 319 students at the beginning of the year and formed 13 classes. Through a steady increase of enrolments throughout the year, we had to restructure classes at the end of Semester 1, creating a 14th class.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.2	94.7	94.2	94
1	94.6	95.2	94.2	92.6
2	95.2	93.9	95.5	92.3
3	92.7	92.6	93.8	94.9
4	94.6	92.9	94.3	95.2
5	93.1	93.2	92.8	93.7
6	93.2	89.1	94.1	91.7
All Years	94	93	94.1	93.4
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

Student attendance is monitored using SENTRAL software. Students identified as having unexplained absences are referred to the learning support team. Letters requesting absence explanations are sent home when a student has returned to school with no explanation or when a student has a number of unexplained late arrivals to school. The school refers students with high absenteeism to the HSLO for further

support to improve attendance.

Workforce information

Workforce composition

Position	FTE*
Principal	2
Assistant Principal(s)	3
Classroom Teacher(s)	11.05
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.8
School Counsellor	0
School Administration & Support Staff	2.92
Other Positions	1.13

*Full Time Equivalent

10% of teaching staff identify as being of Aboriginal or Torres Strait Island descent.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	75
Postgraduate degree	25

Professional learning and teacher accreditation

During 2016 there was a significant focus on teacher collaboration. Teachers used the GROWTH Coaching model to assist each other in having consistent programs in their stages and increase student engagement.

Teachers were trained in Kids Matter modules 3 and 4 to assist with Student Wellbeing.

Teachers were trained in John Hattie's Visible Learning and began to implement some of the strategies in the classrooms.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
Balance brought forward	272 618.81
Global funds	264 101.05
Tied funds	306 872.82
School & community sources	87 132.68
Interest	5 301.95
Trust receipts	4 490.60
Canteen	0.00
Total income	940 517.91
Expenditure	
Teaching & learning	
Key learning areas	38 560.53
Excursions	20 804.69
Extracurricular dissections	36 991.97
Library	11 193.62
Training & development	2 907.07
Tied funds	235 051.72
Short term relief	76 054.30
Administration & office	49 859.46
School-operated canteen	0.00
Utilities	36 839.17
Maintenance	11 291.18
Trust accounts	3 265.73
Capital programs	9 731.99
Total expenditure	532 551.43
Balance carried forward	407 966.48

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

	2016 Actual (\$)
Opening Balance	0.00
Revenue	432 081.49
(2a) Appropriation	425 661.48
(2b) Sale of Goods and Services	2 274.90
(2c) Grants and Contributions	3 887.24
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	257.87
Expenses	-203 065.94
Recurrent Expenses	-203 065.94
(3a) Employee Related	-136 952.48
(3b) Operating Expenses	-66 113.46
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	229 015.55
Balance Carried Forward	229 015.55

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Financial summary equity funding

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

	2016 Actual (\$)
Base Total	2 156 443.04
Base Per Capita	18 481.53
Base Location	3 605.16
Other Base	2 134 356.36
Equity Total	166 097.30
Equity Aboriginal	24 371.31
Equity Socio economic	22 773.19
Equity Language	0.00
Equity Disability	118 952.79
Targeted Total	77 979.99
Other Total	118 510.59
Grand Total	2 519 030.92

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

In reading the school's average was 429 compared to the State average of 421.

In writing the school's average was 404 compared to the State average of 418.

In spelling the school's average was 412 compared to the State average of 424.

In grammar and punctuation the school's average was 429 compared to the State average of 432.

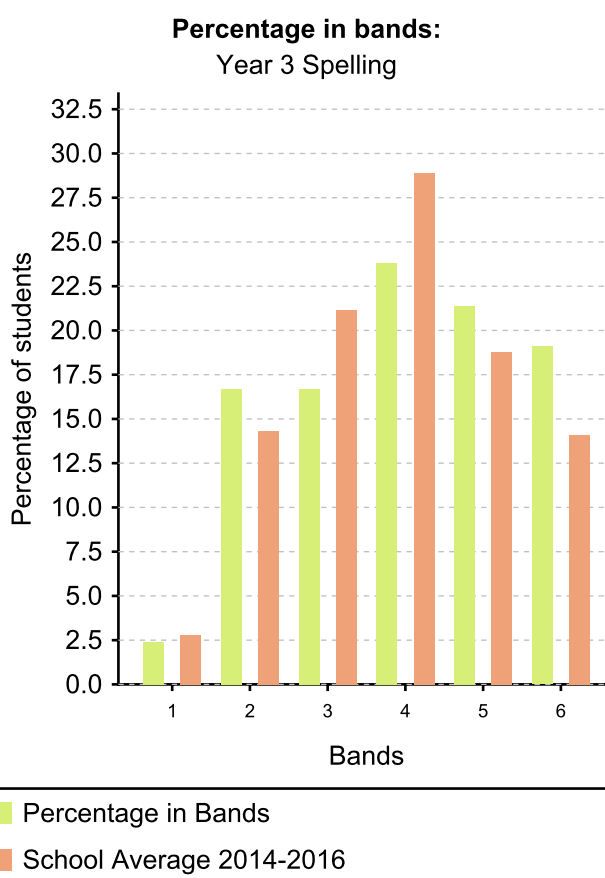
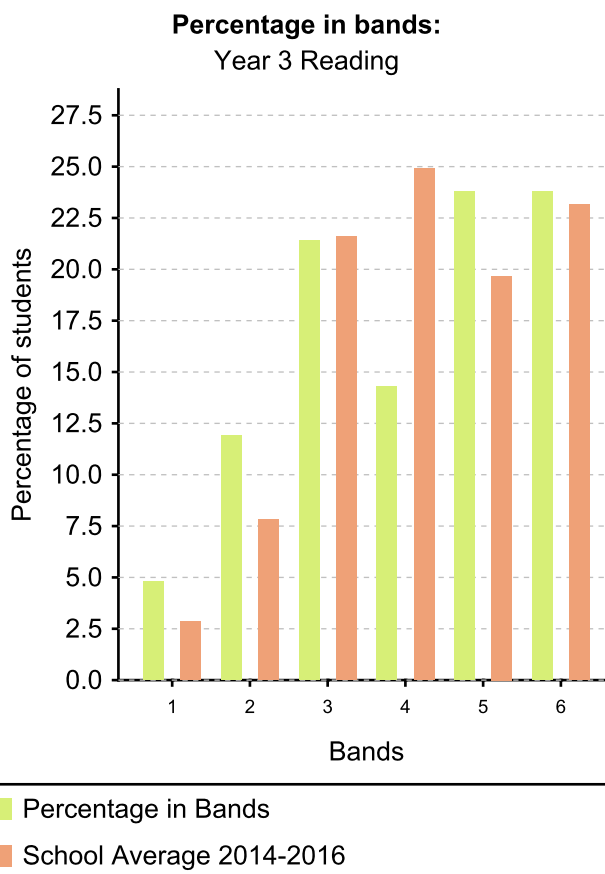
Year 5

In reading the school's average was 498 compared to the State average of 494.

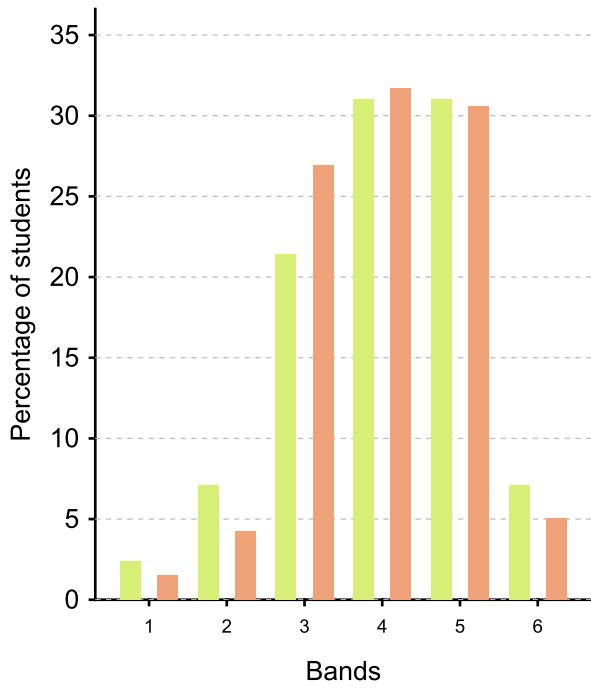
In writing the school's average was 473 compared to the State average of 471.

In spelling the school's average was 479 compared to the State average of 496.

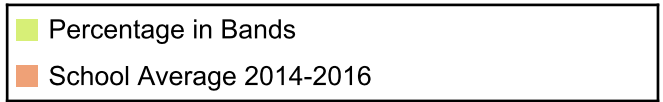
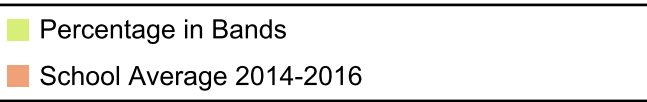
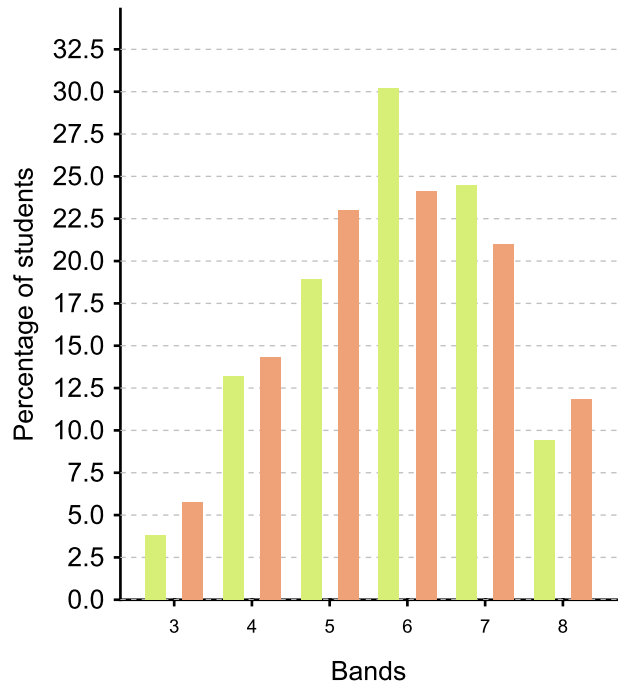
In grammar and punctuation the school's average was 499 compared to the State average of 505.



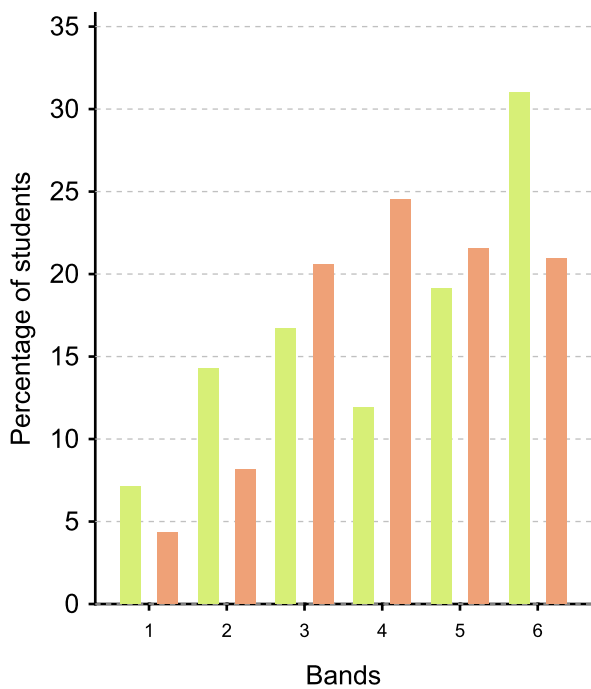
Percentage in bands:
Year 3 Writing



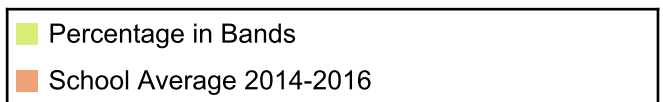
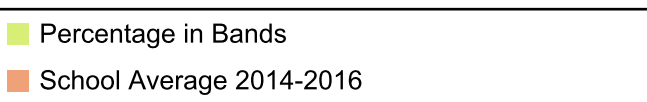
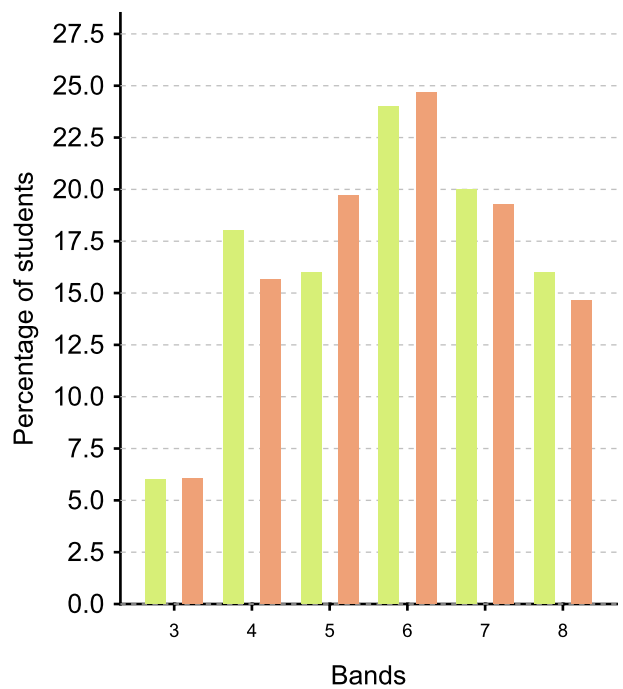
Percentage in bands:
Year 5 Grammar & Punctuation



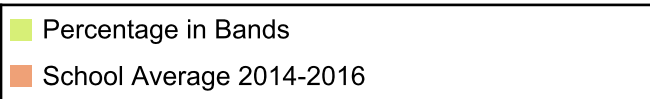
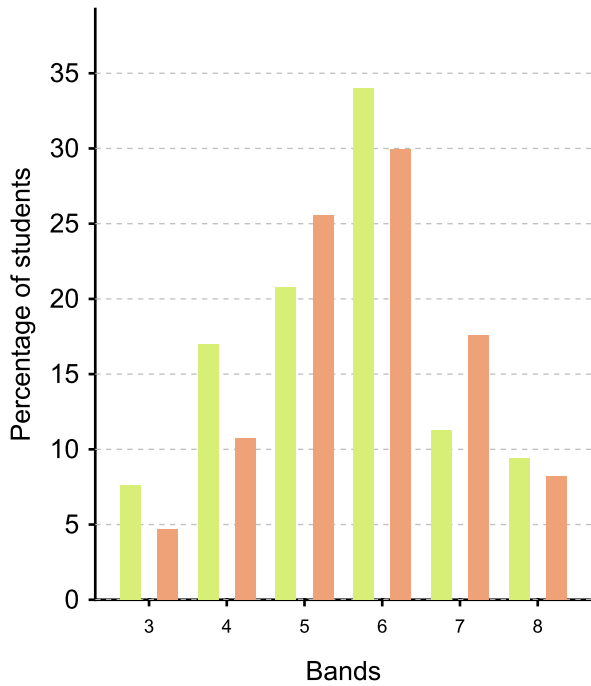
Percentage in bands:
Year 3 Grammar & Punctuation



Percentage in bands:
Year 5 Reading

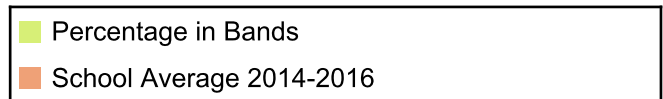
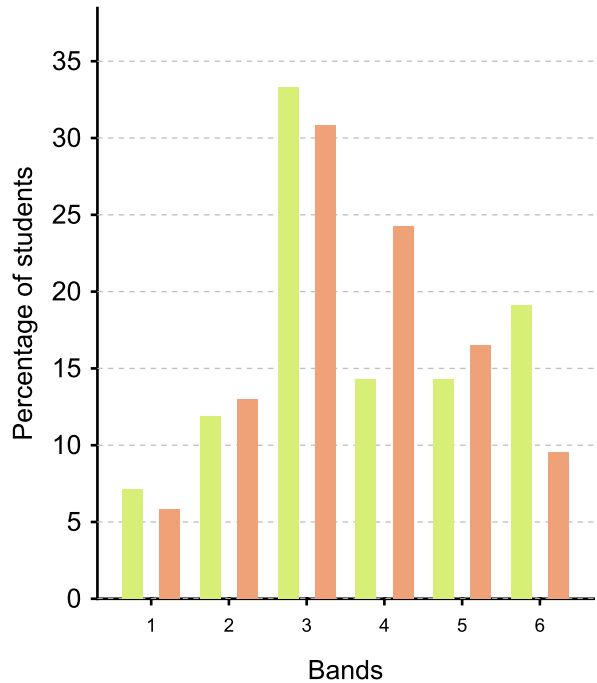


Percentage in bands:
Year 5 Spelling

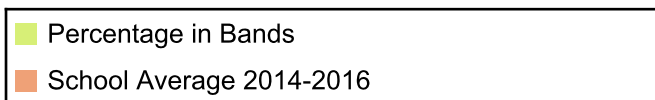
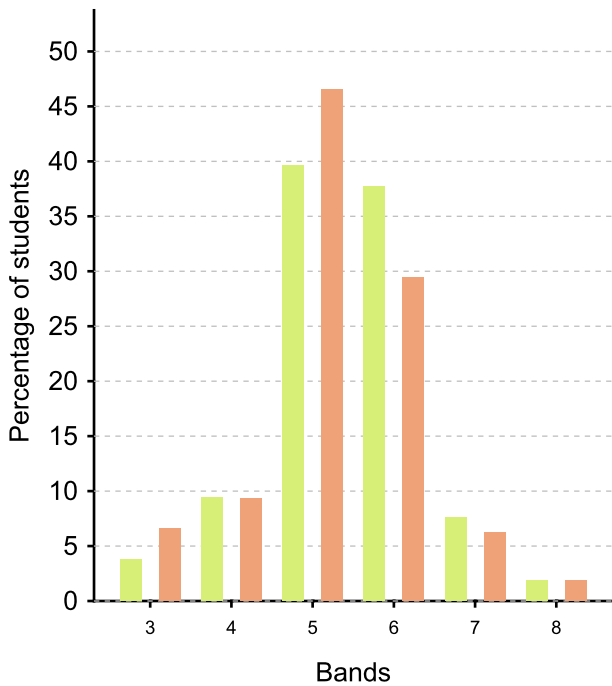


to the State average of 493.

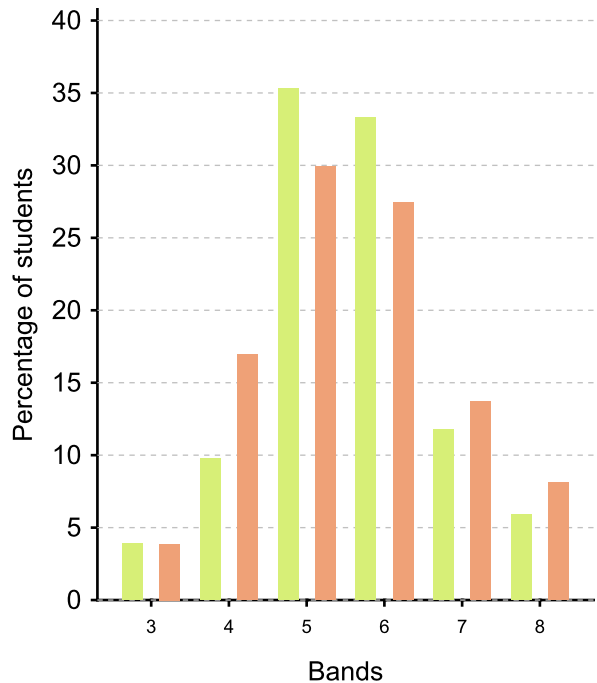
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Numeracy



Year 3

In numeracy the school's average was 393 compared to the State average of 400.

Year 5

In numeracy the school's average was 486 compared

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.

NSW schools are required to address the Premier's Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands.

This will be monitored carefully and become an integral part of future planning. Vincentia Public School has a large proportion of students in the middle two bands. There have been significant resources moving the bottom to the middle. The school will still continue helping these students, however, will also target more resources moving the middle to the top.



Parent/caregiver, student, teacher satisfaction

Student Input

Students completed the Tell Them From Me Survey during 2016. They were asked a series of questions about engagement and school climate.

93% (85% state norm) of students have friends at school they can trust and encourage them to make positive choices.

97% (96% state norm) of students believe that education will benefit them personally and economically, and have a strong bearing in the future.

74% (81% state norm) feel accepted by their peers at school.

69% (63% state norm) do homework for their classes with a positive attitude and timely manner.

92% (83% state norm) do not get into trouble at school for disruptive or inappropriate behaviour.

80% (78% state norm) are interested and motivated in their learning.

95% (88% state norm) try hard to succeed in their learning.

43% (53% state norm) feel challenged in their English and Maths classes and feel confident of their skills in these subjects.

31% (36% state norm) of students were subjected to

physical, social or verbal bullying or have been bullied over the internet in the last month.

Students rated the following drivers of Outcomes out of 10.

Effective Classroom Learning Time 8 out of 10 (8.2 state norm).

Relevance of classroom instruction 8.1 out of 10 (7.9 state norm).

Classroom instruction is well-organised, with clear purpose, and with appropriate and immediate feedback 8.4 out of 10 (8.2 state norm).

Students feel they have someone at school who consistently provides encouragement and can be turned to for advice 7.7 out of 10 (7.7 state norm).

Parent Input

Parents are surveyed regularly after events. They were recently asked to respond to five questions on the school's performance:

1. *When is Vincentia Public School at its best?* Many respondents talked about the importance of parent/student and teacher communication. They have acknowledged that we have improved, however there still needs to be an emphasis on it; in particular the consistency of teachers communicating and the amount of notice that is given before events. Parents also like the extra-curricular activities eg ANZAC helicopter landing etc. When students are engaged and discuss what they have been doing at school, was another area that parents like. There were many other individual responses that discussed specific issues or individuals that will be considered on a case by case basis.
2. *What does the school need to target to improve?* Better communication was mentioned several times by parents. Parents would like to see a canteen operating again. There were several suggestions that we will consider on a case by case basis.
3. *Are there any barriers to Vincentia Public School in achieving these improvements?* Most of the respondents said that there were either funding issues and teacher or parent resistance to some of the changes.
4. *What would you like to see Vincentia Public School stop doing?* There were many respondents that would like to see a change in the afternoon pick up routine. There were also many suggestions that were specific that we will take on a case by case basis.
5. *Do you have anything further to add to help us develop our school for the future?* There were several respondents that would like to see more out of school and extra curricula activities. Parents would also like to see more activities for gifted and talented students. There was also several ideas that will be further explored.

Teacher Input

As part of the pre-planning process for 2018–2020 School Plan, teachers were asked to collaborate on four questions:

1. *When is Vincentia Public School at its best?*
Teachers came up with several answers and then prioritised two areas, these included: a. When teachers on stages plan together for a shared vision, sense of belonging and purpose. Teachers are free to develop their own teaching style and autonomy within ownership of what stage has constructed together. b. Relationships between the teachers and the children.
2. *Wouldn't it be great if Vincentia Public School could?* a. Students took control of their own learning. b. All parents valued teaching time and students were dropped off and picked up at the correct time. c. If the curriculum allowed more autonomy in children's learning and our teaching.
3. *Are there any barriers?* (Teachers focused on what they felt they could influence). a. Students behaviour. b. Attitudes of teachers and parents. c. Our expectations. d. Our interpretation of requirements to meet our needs. e. Our planning time. f. Classroom set-up and environment for learning. g. Time for students to engage in their learning. h. Timetabling and routines. i. Thinking outside the square to develop more creative and engaging learning materials.
4. *What would you like to do?* a. Change/modify our learning spaces and the way they are used both inside and outside. b. See technology as a tool for learning and collaborating. c. Develop pathways for students to be more autonomous in their learning. d. Have more authentic, student driven learning experiences. e. Each child and teacher have their own organisational system and space. f. Mapping students on PLAN – students understand where they are and what they need to achieve to move forward and communicate this to parents. g. Use teacher's expertise in the classroom. h. Keep community engagement high by creating new events and give enough notice to attend. i. Have multi-aged learning time with mixed ability.



Policy requirements

Aboriginal education

Vincentia Public School had 31 students who identified as Aboriginal in 2016.

Through the additional Gonski funding for Aboriginal students we employed a full-time class teacher. She worked most weeks during the year for three days to run an Aboriginal Student Support program (ASP).

During Term 1 the ASP targeted Years 3 and 5 children to give them a boost to support them with NAPLAN. Six Chromebooks were also purchased to support children in the program. All staff were introduced to the PLP process and taught how to record it onto the Database Program SENTRAL.

Term 2 Aboriginal students in Years 3 to 6 that required additional support in Literacy attended ASP.

During lessons, children worked with the Synthetic Phonics program and had Guided Reading and Writing Groups. All students went to the Booderee Botanic Gardens and were taught by Uncle Bernie McLeod about the ways Aboriginal people used specific flora and fauna to support their lifestyle. The photos from the day were also used to update the school's Welcome to Country PowerPoint. NAIDOC week was also celebrated in Term 2 where all classes contributed to the NAIDOC Week celebrations through song, dance and art displays around the school. The ASP also started a special interests component which also incorporated culturally specific lessons.

Term 3 Numeracy was the focus for ASP. The lessons involved the students using programs such as Maths Rocks, Studyladder and YouTube clips. All the Aboriginal students participated in Aboriginal dance workshops delivered by the Vincentia High School's Aboriginal Dance Group. This all culminated in a Performance that they presented to the whole school. Some students were involved in filming the whole day Dance activity.

During Term 4 the ASP taught students how to use a video camera and filming techniques. This led to the students developing two short films; the first being the Aboriginal Dance Performance and the second film was in the genre of a Thriller. These films were then sent to a film editing company linked to the Department of Education and presented at a school assembly. Other

ASP lessons in Term 4 involved students continuing to develop their knowledge of how to use Chromebooks; this was done to assist the students with the schools commitment to rolling out 60 Chromebooks for Stages Two and Three in 2017. Other culturally specific lessons were taught in Term 4 which had the children involved in cooking, art and craft, and dance activities.



Multicultural and anti-racism education

Multicultural Education is integrated into the Key Learning Areas. Teachers take every opportunity to teach students about different cultures and beliefs. Students have opportunities to research and present information that they discover at school competitions and through the annual Premiers Multicultural Speaking competition. The new Geography and History syllabuses were introduced in 2016 which have an inquiry based approach to student learning. Students had the opportunity to learn about different cultures within Australia and in other countries.

The school has an Anti-Racism Coordinator. This person ensures that the school follows the Department's Policies and Procedures in regards to education and reporting of incidents. The students are taught tolerance and encouraged to be inclusive of all students through the core values of Respect, Responsibility and Resilience.