



Kurri Kurri Public School Annual Report



2016



7422

Introduction

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

Eve Eather

Principal

School contact details

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Message from the Principal

2016 has been a golden year for Kurri Kurri Public School. Our results in mathematics competitions have been spectacular. Our participation in writing competitions has seen us recognise as a school of excellence in writing. Our scholars have gained recognition in artistic fields, including Edfest and in their participation in a range of other competitions. Both our Dance ensembles successfully auditioned to participate in the highly selective Hunter Dance Festival. Our Choir has been highly commended for their performances at Choralfest and Abermain Eisteddford. We have had scholars successfully participate and achieve at a high level in debating, public speaking, chess and engineering challenges. We have had an amazing year in sport, reaching high levels in Primary School Sports Association knockout competitions, and successful participation in a range of other locally based competition. Additionally we have had scholars achieve qualification for representation at State competition. A highlight of the year has certainly been our School Musical "Wonder in Aliceland", that saw every child involved in the production and brought to light the special talents in performance and production of many children. Over and over this year, Kurri Kurri Public School scholars have glittered.

Every scholar at this school has certainly shown strong growth during the year. Growth can be faster for some than for others, however I cannot think of a child in the school who hasn't made significant growth academically, and some have grown by discovering new interests and talents, or by developing in themselves the self – control and awareness they need to focus on their learning in the classroom.

Where to Next?

In quality teaching practice this is the question we always ask ourselves, and a school must constantly examine what it is doing to ensure that we are always doing the best for our scholars. We want to have a strong focus on classroom instruction, and as a result we will attempt to limit distractions from normal school routines as much as possible for the first half of each term. At the same time we will continue to offer our scholars a range of curricular and extra-curricular opportunities utilising the talents of our staff and the wider community. The combined efforts of our team of Instructional Leaders working shoulder to shoulder with teachers will continue to ensure that Kurri Kurri Public School scholars are receiving the highest quality of teaching and assessment. We will continue the work that ensures that scholars know that they own their learning, and that what they do has purpose. We are going to continue to see Kurri Kurri Public School scholars succeeding across academic, sporting and cultural activities, and we are going to see Kurri Kurri Public School scholars achieving solid growth in all KLAs, with every child able to demonstrate and achieve at their full potential throughout the year

School background

School vision statement

Our Vision

At Kurri Kurri Public School we are focused our mission statement of Learning, Caring and respect for all. Through this we ensure an inclusive, safe, supportive and connected learning environment to educate the 'whole child' to be a successful citizen of the future

Teaching at Kurri Kurri Public School

Core Principles

- Commitment to 21st century teaching and learning for all
- Teacher accountable learning
- School wide wellbeing
- Effective school community relationships

Teaching at Kurri Kurri Public School

Non –negotiables for Every Learning Environment

- Passion and Compassion
- High expectations and excellent classroom practice
- Maintain a quality learning environment to improve outcomes for all students

Imperatives of Student Engagement

- Students are safe, have trust, respect and feel valued
- Learning experiences are challenging, motivating and significant
- Students are engaged in their progress towards their short and long term learning goals

School context

Kurri Kurri Public School has a proud history of providing quality education. It is the centre of the Kurri Kurri community, in the area of the Hunter identified as the Coalfields. In 110 years of providing Public Education, the school has served generations of families. We are proud to be part of the ongoing lives of the community.

In 2014, as part of the implementation of Positive Behaviour for Learning, the school community endorsed a mission statement "learning, caring and respect for all". This underpins the philosophy and practices of the school.

Kurri Kurri Public School provides quality outcomes with an emphasis on best practice in a caring learning environment within the context of supportive and proactive student welfare policies, programs and procedures. The school strongly pursues academic excellence and values individual and team achievement in sporting, cultural and personal endeavours.

Kurri Kurri Public School is a large regional primary school with an enrolment of 660 (450 families) which services a diverse community. In 2014 there were 28 classes including three support (two multicategorical, one IO/IS) classes for students with specific additional needs. Boys make up 52% of the student population, girls 48% and 13% of the student population identify as Aboriginal and Torres Strait Islanders. The school has a small, enthusiastic Parents' and Citizens' Association and a large group of parent volunteers. School learning, wellbeing and cultural programs are also supported by the local AECG committee.

The school is an active member of the Kurri Kurri Learning Community (KKLC) which includes Kurri Kurri High School and its partner schools (Stanford Merthyr, Pelaw Main, Weston, Mulbring, and Kurri Kurri Public School). The schools work together to promote a comprehensive education from K–12 in the Kurri Kurri area, through enlarging the

opportunities available to students, and through staff at the schools working and learning together to improve student outcomes.

Specialised programs operate across the school in literacy. For K–2 students these included Language, Literacy & Learning (L3), Daily Five, ES1 and Stage 1 Intensive Reading, and Reading Recovery for students K–2. A strong speech and language program also operated with the support of a speech pathologist. Whole school approaches to literacy include Spelling for Life and Super Six Strategies. In 2014 the school implemented the Ann Morrice Literacy Cycle for years 2–6, which has involved in class support from the creator of the approach Ann Morrice. We are seeing improvements in spelling and writing and engagement from this pedagogy in our school.

In the area of numeracy the school has a strong scope and sequence, and a consistent approach to teaching mathematics across the school. Differentiation of the curriculum is very strong. All years focus on working mathematically, and Newman's Analysis supports children in problem solving. The QuickSmart program has continued to operate for students in stages 2 and 3, with data demonstrating strong improvements in students recall and confidence.

Students are continuously assessed in conjunction with their learning programs, and teachers plot student progress on continuums in literacy and numeracy every 5 weeks.

Aboriginal students are supported both academically, culturally and socially. All staff are trained in 8 ways of Aboriginal learning, which is linked to programming. Norta Norta funds are used to support students in Years 4 and 6, based on NAPLAN results from the preceding years. In 2014 Bro Speak and Sista Speak programs were introduced. A cultural group operated for part of the year. A combined KKLC art project and Drumbeat project gave Aboriginal students an opportunity for cultural learning alongside students from other local schools.

Future Learning and technology are a strong school focus. As well as embedded use of technology across the school, staff are looking at creating flexible workspaces for students that support collaborative and creative work and problem solving.

Quality programs to support positive student behavior and wellbeing operate in the school. The school implemented PBL and continued to implement Kids Matter in 2014. These provide the framework to support student engagement, socio-emotional wellbeing and a safe and orderly school environment. Programs within this framework included a mentoring program, a peer mediation program, Rock and Water and Mindfulness. PBL and Kids Matter committees have driven change within the school that has increased the sense of pride and belonging in the community.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

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 school is performing well across the domains of the School Excellence Framework. Areas in which we are excelling include curriculum and learning, effective classroom practice; collaborative practice; learning and development; professional standards; school resources; management practices and processes. In all other areas the school is sustaining and growing.

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>

For schools participating in external validation processes:

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.

The results of this process indicated [insert a narrative of the progress achieved by the school across the domains of Learning, Teaching, and Leading. Schools may choose to use the information from their executive summary and the panel report to inform their narrative.]

Our self–assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Quality 21st Century teaching and learning practices and environment

Purpose

To ensure students develop relevant 21st Century learning skills through enhancing their learning environment and providing staff with the professional development and support required to deliver and maintain an integrated and engaging curriculum delivery

Overall summary of progress

The school delivered well within all planned processes and practices in 2016. Data such as Tell Them From Me generally maintains the 2015 results, with some areas of growth. While NAPLAN data did not provide student growth data for writing, a focus area with the engagement of a consultant to implement a pedagogy within the school to strengthen literacy, application of effect size to compare the results of Year 5 students with their Year 3 results showed an improvement from 0.6 in 2015 to 1.3 in 2016. The continuation of the Early action for Success program and the provision of an Instructional Leader and interventionists.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
NAPLAN DATA	Scholars who have accessed Quicksmart in 2015 have an average effect size in growth in 2016 NAPLAN numeracy of 1.6, compared to 1.38 for all scholars	\$111000
Tell Them From Me key survey items	Positive Learning Culture was 7.2 out of 10 compared to 7.3 in 2015, skills–challenge ratio was 42% compared to 44% in 2015, rigour of learning was 8.6 out of 10 compared to 8.5 in 2015, and motivation for learning was 82% compared to 84% in 2015	
Professional Learning Plan reflection for teaching staff	All staff finalised Professional Development Plans in 2016, and reflected on goals for 2017	
Student learning goals and progress on goals visible in classrooms, and students can articulate their learning goals K–6	Particularly in K–2 there is a clear articulation of learning goals	\$ 37500

Next Steps

- Continued focus on learning goals K–6, and involvement of parents in learning conferences
- Literacy consultant to focus on professional development of facilitators in current staff, to sustain pedagogy beyond 2017
- EAfS will see 2 Deputy Principal Instructional Leaders K–2. The school will continue to resource an additional DP, so that there will be a DP to focus on Wellbeing, and a DP to operate as Instructional Leader 3–6.

Strategic Direction 2

Fostering positive shared School and Community approaches to academic achievement through a focus on positive behaviour for learning and social – emotional wellbeing for all

Purpose

To support the development of the whole child within our community by strengthening relationships between home, school and the community through extending opportunities for engagement and establishing common school community understandings and aspirations for children at Kurri Kurri Public School

Overall summary of progress

The school has

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
TTFM survey data – student, teacher, parent	TTFM survey 7.2 out of 10 children identified that there is a positive learning climate. This is the state norm, and not a significant change from 2015, although unfortunately not an improvement In TTFM survey, 31% of children identified as victims of bullying, compared to 43% in 2015	190000
SENTRALdata collection of parent attendance at Speed Interviews and Three Way ParentConferences	40% of parents attended Speed Interviews and Three Way Parent Conferences	\$12500

Next Steps

- Include parent and student voice in PBL
- Maintain DP Wellbeing position
- Use additional funding to enable LST coordinator to have additional release time to support LaSTs and welfare programs in the school
- Continue and extend Mindfulness across the school
- Use Facebook to promote learning and wellbeing programs, and connections to parents

Strategic Direction 3

Consistent, high standard educational practices across the Kurri Kurri Learning Community group of Public Schools

Purpose

To ensure learning for students across the Kurri Kurri Learning community is continuous K–12, and is based on quality educational delivery and consistent, high standards and shared professional practices

Overall summary of progress

COMMUNITY

The Community Team within the Kurri Kurri Learning Community had an extremely successful year through their implementation of various projects. The Team aimed to provide support for parents and students through the promotion of student achievement clearly demonstrated through the popular EdFest and NAIDOC week celebrations. The creation and subsequent implementation of a Positive Behaviour for Learning within the Kurri Kurri community was a major undertaking of this team throughout 2016. Utilising student leaders, students established core values and completed a community survey to establish indicators for positive behaviours. As a result four key values were established and a mascot was created. The values of; Be Responsible, Act Safely, Show Respect and be an Active Citizen were chosen to support the mascot BASA. Local organisations were chosen to trial the project before wider implementation throughout 2017. This initiative has shown a close working partnerships between staff and students throughout the Kurri Kurri Learning Community.

ABORIGINAL EDUCATION

Staff from all schools in the Kurri Kurri Learning Community have received training in 8 ways and the embedding of this pedagogy into teaching programs and practices is ongoing. Executive staff from each school monitor programs and regular feedback has been provided to the Aboriginal Education team. Our evaluation concluded that the embedding of 8 ways in schools throughout 2016 has not been as thorough or meaningful as it needs to be and this has resulted in the formulation of some revised practices for 2017. All staff have completed introductory online modules for Stronger Smarter and all schools in the Kurri Kurri Learning Community have received training in MGoals. The aim for all schools in our learning community to have aboriginal student personalised learning plans on the MGoals website by the end of 2016 is 83% complete. The Kurri Kurri Learning Community of schools also demonstrated a strong commitment to cultural events including NAIDOC celebrations with Indigenous games, Aboriginal Drumbeat, a boy's dance group and a combined art workshop for students from all schools. The art workshop resulted in the creation of a large mural which was proudly received by Weston PS. Staff from our learning community also regularly attend Aboriginal Education Consultative Group meetings and work in partnership to plan and support initiatives for our Aboriginal students. Our combined average school attendance across all settings is 72.5% with four of our six schools achieving our targeted improvement measure to have average school attendance for Aboriginal students at or above 90%.

CURRICULUM

Throughout 2016, Stage 3 teachers from Weston Public School, Pelaw Main Public School and Mulbring Public school have continued to work with Stage 4 teachers from Kurri Kurri High School on Integrated Curriculum Planning. This was trialled by Kurri Kurri Public School, however it was determined that the planning did not align with scope and sequences or existing school programs. Evaluation has concluded that the Integrated Curriculum Planning has enhanced collaborative practices across the KKLC. Units have been developed to follow a two-year scope and sequence so that they can continue to be used with minor adjustments at a school level. Feedback from those involved has indicated that further collaboration in relation to writing would be beneficial, particularly in relation to consistent teacher judgement for plotting students on the Literacy Continuum. Kurri Kurri Learning Community debating programs continued throughout 2016 with great success. Unfortunately, Mulbring Public School was unable to participate this year. 24 students from across the KKLC participated in a debating workshop held at Kurri Kurri Public School and feedback on the day was positive. The day was set up as a workshop for students but also allowed for staff professional learning as well. Teachers were able to work together to teach all KKLC students debating and public speaking skills. 32 students participated in the debating gala day held at Weston Public School and evaluation concluded that this was viewed as a positive collaborative learning opportunity for all.

ASPIRATIONS AND ACHIEVEMENT

Transition programs went well with KKHS transition coordinator liaising more with the Primary schools for transition

programs from Year 6–7. There were many opportunities for students starting Kindergarten in 2017 to participate in range of programs, supported by the Early Childhood Network team.

The "I am going to" tee-shirts were very popular and the students wore them proudly on Kindergarten transition days and the Teddy Bears Picnic.

Careers days ran smoothly and all students were involved across all Primary schools. The University of Newcastle was involved during careers day and the Aim High Programs.

A focus group was established in Term 4 to look at the Tell Them From Me surveys and analysed the data to use for the planning of milestones in 2017. One of the areas that was very evident across the LMG was the engagement of boys and their over representation in behaviour data.

Learning Circle saw a larger group of teachers come together, however only Pelaw Main and Kurri Kurri Public School were involved and an aim for 2017 is to gain more involvement from all LMG schools.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
average school attendance for Aboriginal Students above 90% in all settings	The average school attendance fell below this target in 2016	
Evidence of community engagement in school community programs, strategies and events	No accurate data was gathered to evidence this	
Partnerships established with community services and agencies and the KKLC group of schools	Through Kurri Early Connections, a number of community agencies have become engaged with the network. All schools are affiliated with the University of Newcastle. The High School has established links with community businesses to support careers learning	
staff participation in professional learning and collaborative practices across the KKLC	The majority of staff participated in a combined SDD with Simon Breakspear in April 2016. 24 staff across all schools participated in QTR in 2016.	

Next Steps

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	All Aboriginal students K–6 engaged in cultural programs with the Wakagetti group All Aboriginal students in years 3–6 progressed at least one cluster during the year,	\$18336
Low level adjustment for disability	IEP review shows goals met for 97% of scholars	\$143672
Socio–economic background	DP Wellbeing position supports improved attendance and behaviour data Speech and Quicksmart programs have seen significant improvements in students involved, Effect size in writing in Year 5 NAPLAN increased from .6 in 2015 to 1.3 in 2016. There was significant increase in Year 5 students experiencing above expected growth in spelling, grammar and punctuation.	\$717704
Support for beginning teachers	Two second year beginning teachers and one first year beginning teacher achieved accreditation Supervisors and teachers signed off PDPs	\$56456

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	348	348	352	359
Girls	286	312	311	295

Enrolment remains steady. There has been no impact on staffing due to enrolments.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	93	94.5	95.3	94.6
1	92.8	91.4	94.2	91.8
2	91.3	93.5	92.1	92.4
3	93.2	91.7	93.4	90.4
4	92.4	92.9	92.6	91.2
5	92.9	92.8	94.2	90.5
6	91.8	90.9	93.7	92.5
All Years	92.5	92.6	93.7	91.8
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

Attendance has shown improvement from 2015 to 2016. The position of DP Wellbeing monitors attendance, and there is a reference group that meets twice a term to monitor and develop strategies to maintain and improve attendance. The DP Wellbeing liaises weekly with the Home School Liaison Officer, to identify those families whose attendance patterns require them to be placed on HSLO caseload. There are strategies in the school to reward positive attendance that are having impact on attendance.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	24.49
Teacher of Reading Recovery	0.92
Learning and Support Teacher(s)	2.2
Teacher Librarian	1.2
School Counsellor	1
School Administration & Support Staff	7.06
Other Positions	1

*Full Time Equivalent

3 teachers identify as Aboriginal.

1 SLSO identifies as Aboriginal, and supports Aboriginal students

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	20

Professional learning and teacher accreditation

All teaching staff develop Professional Development Plans each year. These plans are reviewed mid year, and at the end of the year. All teaching staff completed end of year reviews, and plans were signed off by teachers and supervisors.

During 2016, 2 permanent and 5 temporary teachers were working towards accreditation. 1 permanent teacher and 3 temporary teachers successfully submitted their accreditation.

No teachers are currently working on higher levels of accreditation.

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

Financial information

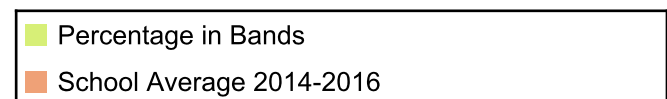
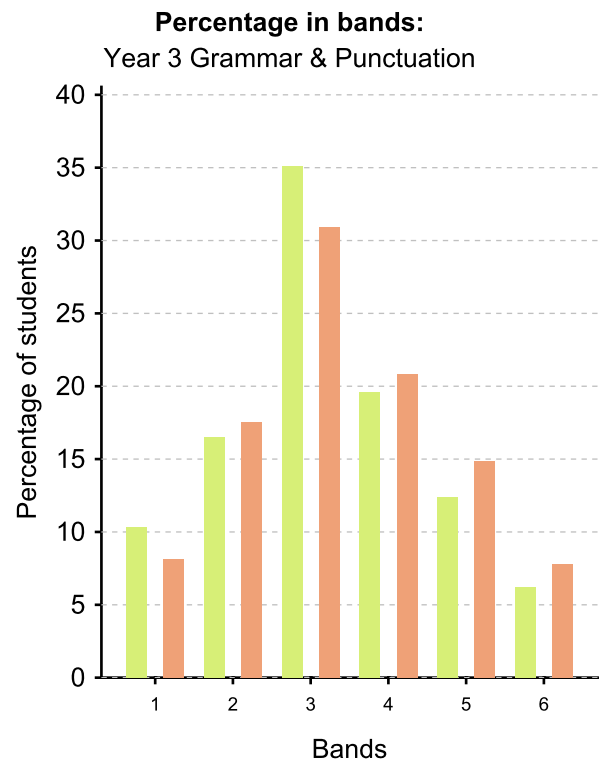
This summary financial information covers funds for operating costs to 30th of November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	1 011 937.00
Global funds	587 158.00
Tied funds	1 496 133.00
School & community sources	171 263.00
Interest	21 406.00
Trust receipts	47 982.00
Canteen	0.00
Total income	3 335 879.00
Expenditure	
Teaching & learning	
Key learning areas	73 120.00
Excursions	96 758.00
Extracurricular dissections	32 721.00
Library	2 080.00
Training & development	9 933.00
Tied funds	1 727 807.00
Short term relief	191 093.00
Administration & office	139 374.00
School-operated canteen	0.00
Utilities	94 143.00
Maintenance	42 813.00
Trust accounts	58 312.00
Capital programs	0.00
Total expenditure	2 468 154.00
Balance carried forward	867 725.00

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.

2016 saw improvement in NAPLAN writing performance with regard to student growth as identified by effect size. This is also reflected in a reduced percentage of students below NMS in Years 5 and matched Year 7 students from 2015 to 2016 (Year 5 28% in 2015 compared to 14% in 2016; Year 7 31% in 2015 compared to 23% in 2016).

- In comparison with 2015 results, the 2016 NAPLAN results showed strong increases in students achieving higher than expected growth in Reading (46.6% in 2016 compared to 37% in 2015), Spelling (56% in 2016 compared to 50% in 2015), and Grammar and Punctuation (49.3% in 2016 compared to 39% in 2015). No writing student growth data was made available in 2016.

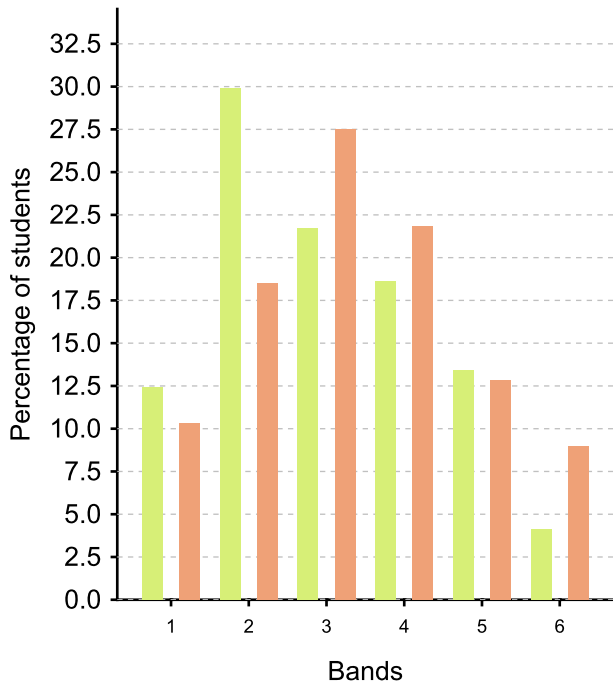


A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

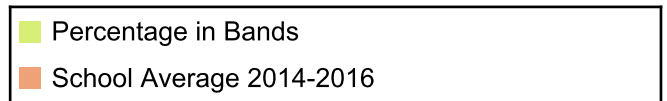
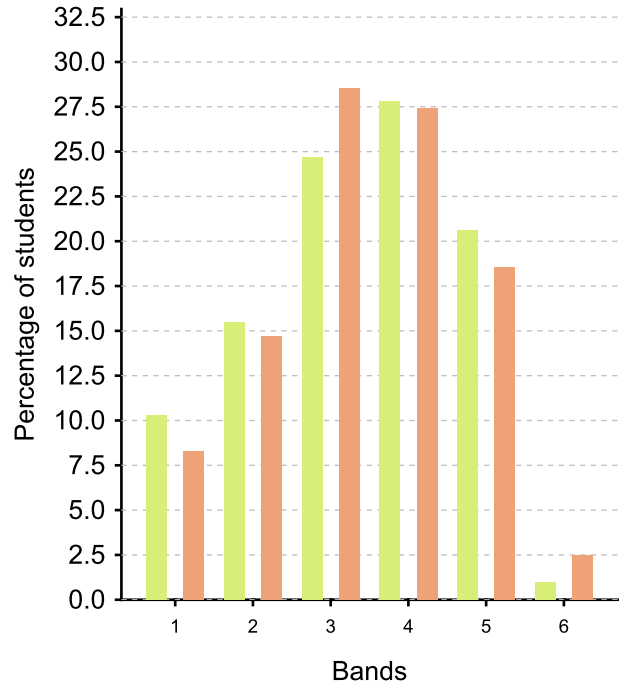
School performance

NAPLAN

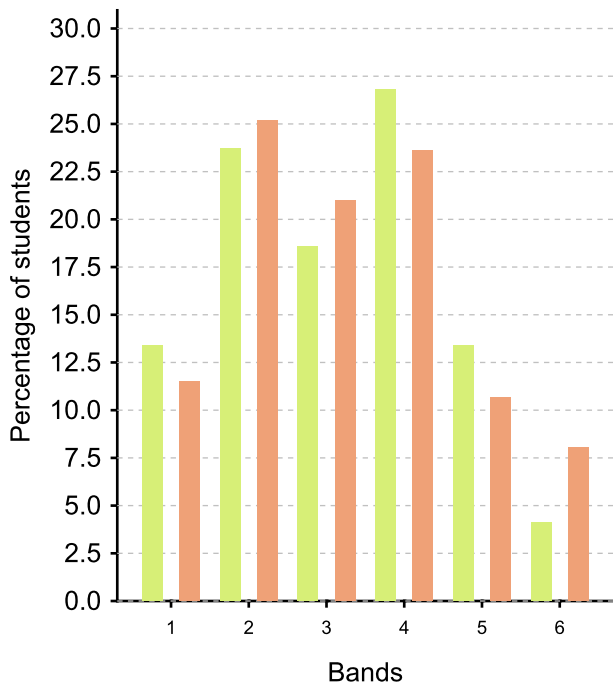
Percentage in bands:
Year 3 Reading



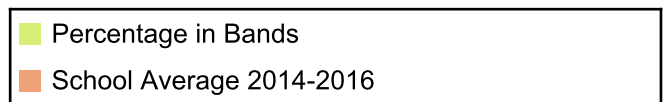
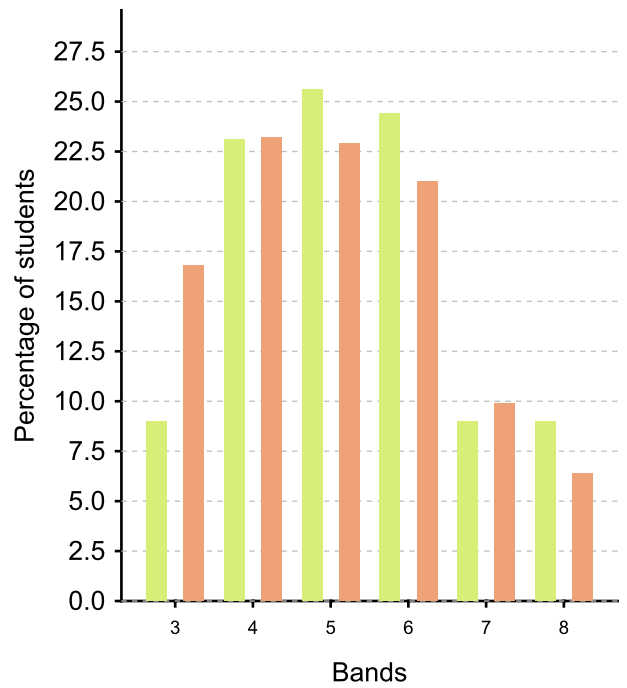
Percentage in bands:
Year 3 Writing



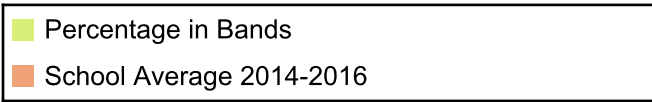
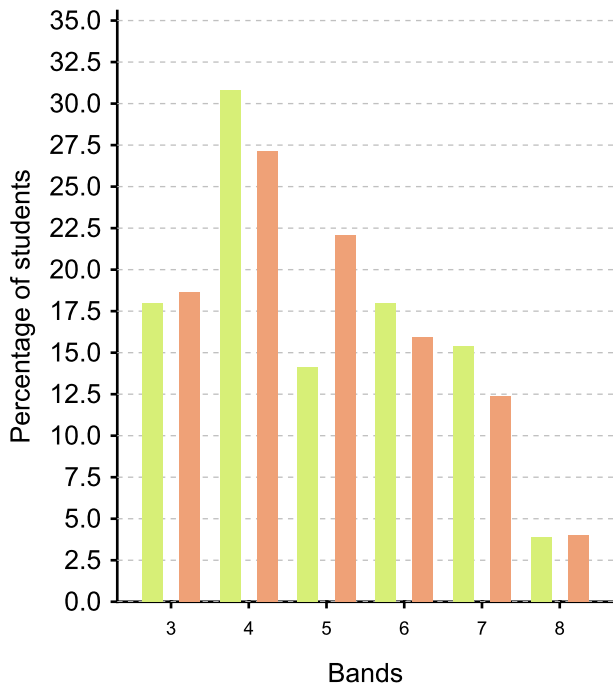
Percentage in bands:
Year 3 Spelling



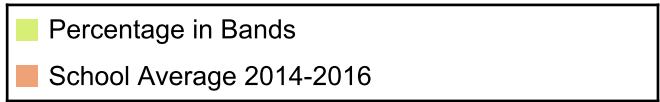
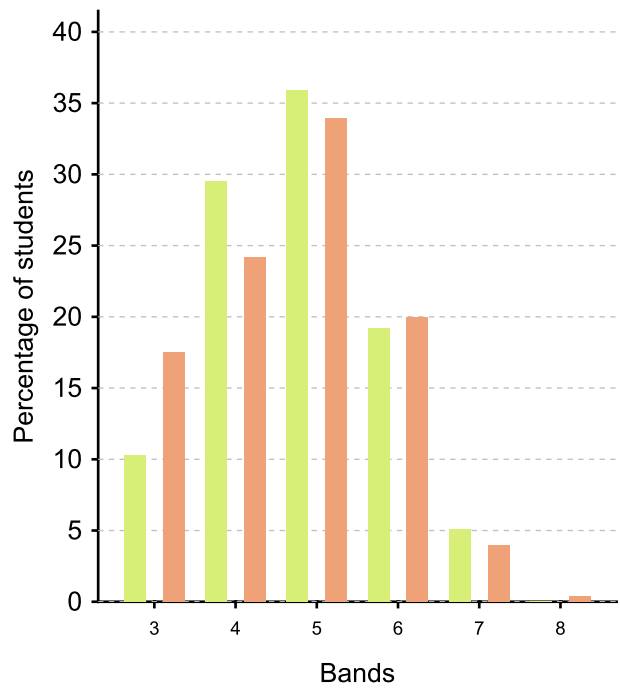
Percentage in bands:
Year 5 Grammar & Punctuation



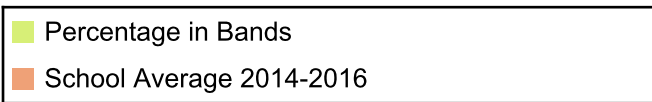
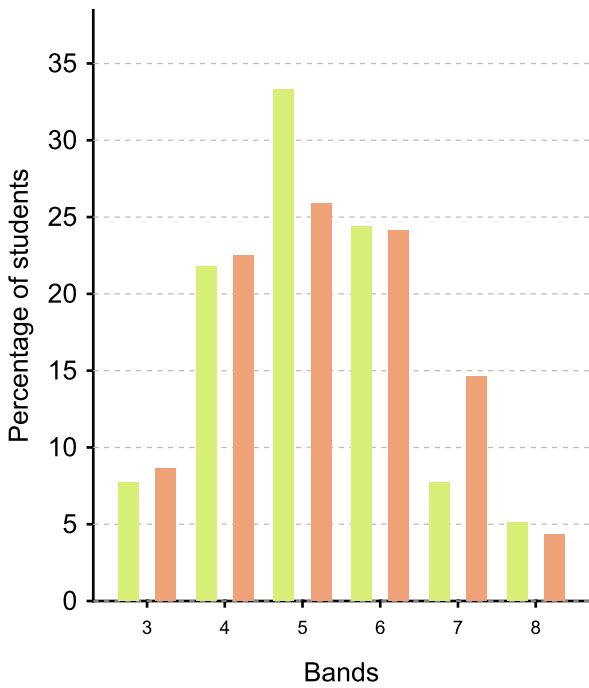
Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing

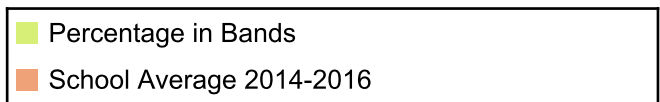
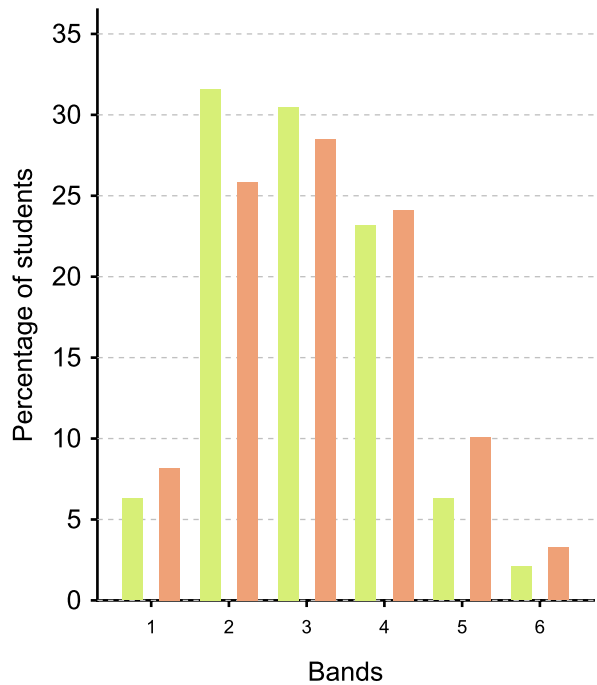


Percentage in bands:
Year 5 Spelling

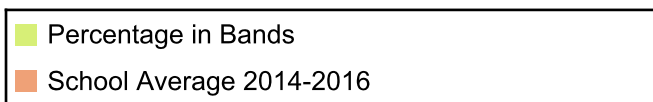
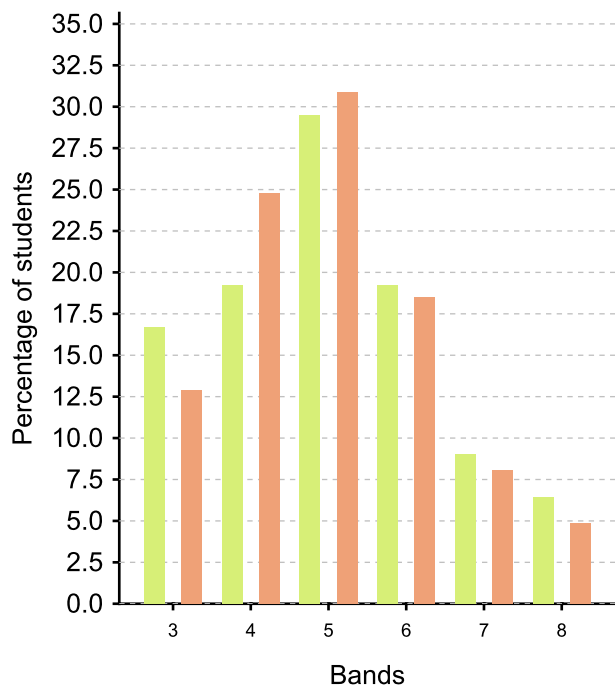


Overall patterns of achievement in 2016 Numeracy for years 3 and 5 followed trends for 2015.

Percentage in bands:
Year 3 Numeracy



**Percentage in bands:
Year 5 Numeracy**



across the Tamworth Area of schools.

Multicultural and anti-racism education

At Kurri Kurri Public School, we want our students to recognise, respect and value the different linguistic, religious and ethnic backgrounds of others and to regard diversity as strength. Multicultural Education has been addressed in several ways this year. Units of study with a strong multicultural perspective were undertaken by all students.

The school celebrated Harmony Day in March. Students and staff dressed in orange, and undertook a range of classroom activities focused on diversity and multicultural education in the classrooms.

There are increasing numbers of students from backgrounds other than English coming into the school. We will continue to recognize the home cultures of families through our celebration of Harmony Day, and initiatives such as the cultural totem poles begun in 2014

Parent/caregiver, student, teacher satisfaction

Based on TTFM data, and the school evaluation parent forum and student focus groups, there is a high level of satisfaction with programs implemented by KKPS

Policy requirements

Aboriginal education

The school utilised Aboriginal equity funding to implement a range of academic, social and cultural programs to support Aboriginal scholars. These included engagement of a cultural group to support both cultural identity for Aboriginal scholars, and Aboriginal perspectives in curriculum for all scholars. The school implemented 8 ways of Aboriginal learning across the school and KLAs, reflected in teaching and learning programs K–6. Bro speak and Sista Speak programs were conducted for groups of Stage 3 boys and girls. An Aboriginal SLSO was employed to support learning 3–6. A Junior Aboriginal Education Team, known as the Mighty Burras, has been formed in the school. This team meets twice a term to ensure the voice of Aboriginal scholars is included in school planning and development. An Aboriginal Education Reference group, consisting of teachers from each Stage, the Principal and Aboriginal community members meets twice a term. Along with the Kurri Kurri Learning Community the school celebrates NAIDOC day, and there is a sharing of resources between schools. In 2016 two scholars were recipients of the Galuwa scholarships, an award given to 10 students