

# Albury Public School Annual Report



2017



1017

## Introduction

The Annual Report for 2017 provided to the community of **Albury 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.

Carolyn Howard

Principal (Rel)

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## School background

### School vision statement

Providing excellence in a dynamic and positive environment.

### School context

The community is proud of the history of Albury Public School.

Albury Public School welcomes diversity and has an established culture of high expectations of both students and staff.

Whilst recognising its heritage, the school is committed to providing educational programs for today's students which will adequately prepare them for their place in society. The school aims to develop children who are self-motivated learners who work both cooperatively and independently whilst striving to reach their full potential. The academic, cultural, physical, social and moral development of each child is encouraged.

School programs include: The Stephanie Alexander Garden Program for Year 4 students; Bluearth, a wellbeing program; and Live Life Well.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

The evidence collected indicated that Albury Public School was overall delivering in the area of Learning. In the area of Teaching we were delivering in effective classroom practice, data skills and use, and professional standards. In the Teaching area of collaborative practice we were sustaining and growing. In the area of Leading the evidence indicated that we were working towards delivery in management practices and processes. Whilst we were delivering in school resources and leadership. Subsequent reflections will lead to further improvements in the delivery of education to our students, by informing, monitoring and validating our journey.

To improve in the Teaching and Learning domains, we elected to participate in Phase 2 of the Early Action for Success initiative as a self-funded school. We continue to build student and teacher capacity in both literacy and numeracy, by providing quality differentiated professional learning and direct literacy and numeracy support using the expertise of an Instructional Leader.

In the area of Learning, staff have developed 'I Can' statements and success criteria in the areas of Reading Texts, Comprehension and Writing to assist students in understanding what they need to learn next to enable continuous improvement. We actively collect and use information to support students' successful transitions, with a particular focus on providing extra transition for Year 6 students with additional needs to ensure a successful integration into high school. With the implementation of the learning Business Management Reform, staff participated in professional learning to increase capacity to monitor attendance effectively. New procedures included digital roll marking that allowed teachers to take prompt action to address attendance issues with individual students.

In the area of Teaching, staff are committed to ensuring that the content of teaching programs is based on the curriculum and evidence-based teaching strategies are utilised which meet the needs of all students. Our focus has been on collaborative practice. We have used the literacy and numeracy continuums to develop assessment tasks to improve consistent teacher judgement practices. Data collection tools such as NAPLAN and PLAN have been used to inform planning, identify interventions and modify teaching practices. This will be an ongoing priority in 2018. All teaching staff identified specific professional learning goals based on the strategic directions of the school plan in their Performance and Development Plans. Non-teaching staff participated in introductory workshops to build their understanding of the process and requirements in completing their own individual Performance and Development Plans.

In the area of Leading, we continue to mentor and provide professional learning and experiences for staff who are

aspiring school leaders. The Principal School Leadership Officer worked collaboratively with the executive team to develop their skills and knowledge to increase the capacity of their stage team to meet the strategic directions of the school plan. Three staff were successful in gaining relieving executive positions in other schools for 2018 and a further four staff were successful in gaining Assistant Principal roles at Albury Public School.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## Strategic Direction 1

Positive and respectful relationships in an engaging, supportive and productive learning environment.

### Purpose

Students who are innovative and resourceful achieving their best, utilising technology, communication skills, collaboration, independent thinking and resilience with an expectation that every student will do their best.

Students demonstrating a social conscience and a values system to become productive and effective community members and lifelong learners.

### Overall summary of progress

During 2017:

- All Stage 3 classes have participated in a Robotics Program and staff participated in the train the trainer model;
- Professional learning for Student Learning Support Officers (SLSOs) to support students with autism and learning difficulties;
- Additional SLSOs to implement Multilit literacy program and support students in the classroom and playground;
- Attendance Policy was updated to reflect new procedures for electronic roll marking;
- Stage 2 extension groups were continued for the number strand;
- Learning and Support teachers received professional learning from the Instructional Leader to analyse PLAN data to implement targeted intervention strategies across classroom groups for students not achieving stage appropriate outcomes;
- 'I Can' statements and success criteria were implemented for all stages in the areas of Comprehension, Reading Texts and Writing. Data walls were displayed and utilised in all classrooms.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Albury PS student growth in literacy and numeracy is 10% above the state average growth rate at Year 3, Year 5 and Year 7.	Professional Learning– \$18 750 Resources– \$44 066  Literacy and Numeracy funds \$15 697 SAKGP– \$8 912  Stage 2 extension mathematics program– 0.2 QTSS staffing component Multilit– \$13 770	Learning intentions and success criteria were implemented across all classrooms. Staff report students demonstrated greater responsibility for their own learning.  The Stephanie Alexander Kitchen Garden program was successfully delivered to all Year 4 students.
5% reduction in students recorded for negative behaviour.	Bluearth program– \$12 000  Student wellbeing teacher 0.6 (0.3 supplemented with school funds)	The Home School Liaison Officer supported identified students, which led to improved attendance rates.  The Student Wellbeing Teacher implemented mindfulness and social skills programs, which contributed to improved student engagement.

### Next Steps

To provide an engaging, challenging and future focussed learning culture to ensure every student develops the skills and knowledge necessary to become responsible citizens and future leaders. Encourage parents to be active participants in the learning process. Teaching staff will be introduced to the new literacy and numeracy progressions and incorporate PLAN 2 data to differentiate teaching programs.



## Strategic Direction 2

High performing, collaborative and dynamic teachers.

### Purpose

Teachers and support staff working collaboratively to provide curriculum sufficiently flexible to meet the diverse needs of our students; and teachers, who are experts in the classroom.

Lessons and learning opportunities are engaging and teaching strategies utilised are evidence based.

Teachers achieving excellence against national teaching standards.

### Overall summary of progress

During 2017:

- Teaching staff were involved in a range of professional learning activities including Sevens Steps Of Writing, mandatory training ( CPR, anaphylaxis), road safety, SMART goals for individual learning goals for students, mandatory obligations for developing behaviour plans, learning pathways for Indigenous students and Individual Learning Plans.
- All teaching staff engaged in formal and informal lesson observations with their peers and team leader, receiving effective feedback.
- K–2 staff completed professional learning led by the Instructional Leader in the areas of quality literacy and numeracy teaching practices.
- K–6 staff participated in a workshop led by the Instructional Leader focused on the use of the Writing Analysis tool.
- Early career teachers attended a conference specifically targeted to increase their teaching capacity.
- One staff member trained as a Reading Recovery teacher and implemented the program to identified Year 1 students.
- The librarian completed the Oliver training to implement the new administration procedures for the library
- Three staff members attended the Making Space For Learning course, which focused on developing teachers' capacity to meet the needs of students who have experienced trauma.
- Staff attended courses to cater for students with additional needs including, autism and dyslexia
- All staff completed an online course, Mathematics Building Blocks to develop their skills and knowledge in the number strand of the mathematics curriculum.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff and students utilising 21Century Learning technologies to engage in and attain educational learning outcomes.	Additional face to face release for early career teachers– \$2 208  Instructional Leader– 0.6 QTSS  Staffing component 0.2 for mentoring of early career teachers  Professional learning– \$15 571	Teachers participated in professional learning with the Instructional Leader resulting in improved data skills to analyse student results and inform future teaching and learning practices.  Beginning teachers were mentored by an experienced teacher on a weekly basis. This led to increased confidence, a greater understanding of the syllabus and improved classroom management practices.

### Next Steps

Training and development of staff in understanding and implementing evidence–based teaching practices to improve student outcomes and quality teaching practice will continue.

### Strategic Direction 3

Excellent and responsive leadership with a shared commitment for growth for all.

### Purpose

Staff engaged in individualised, team and shared performance within a development framework.

A school community committed to the schools strategic direction and practices.

### Overall summary of progress

During 2017:

- Assistant Principals attended the Albury Assistant Principal Network in the areas of teacher accreditation , English curriculum and key concepts from the Art of Leadership course.
- The administration and executive staff participated in extensive Learning Management Business Reform (LMBR) training.
- Student Councillors and House Leaders attended a student leadership GRIP conference In Albury and led lunch time activities. The participation rates were very high.
- A cyber–safety parent workshop was facilitated by the P & C.
- Extensive community consultation was undertaken to inform the development of the vision and strategic directions of the 2018–2020 School Plan.
- Extra curriculum activities, such as coding club, creation space and robotics were further expanded to provide alternate activities at lunch time.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
20% increase in students who are designing, facilitating and leading activities within the school.	Student GRIP Leadership course– \$280 Student Councillor 'Thank You' luncheon–\$500	Student led activities were evident every week within the school, these included sport and playground activities. Student feedback was positive from both student leaders and other participants.
Staff indicate personal growth through engaging in leadership roles based upon professional expertise.	\$1 100 for AP network + \$2 500 for casual teacher relief \$800 for trauma PL + \$1 300 for casual teacher relief \$2 200 for APs to attend LMBR training \$800 LEAP conference	Three staff had their maintenance level of proficiency approved and two staff members were successful in obtaining proficiency level. Three staff members gained Relieving Assistant Principal positions at other schools in 2018 and four will be in relieving executive roles at Albury PS in 2018..
20% increase in parent/carer attendance and participation in community based forums for school involvement.	\$500 for Helper Morning Tea	Increased numbers of parents attended both Mother's Day and Father's Day breakfasts.  The school musical was strongly supported by the community, with sold out performances both nights.

### Next Steps

Staff and students are provided with opportunities to further develop their leadership skills. The school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$6 728	<p>All Aboriginal students have an Individual Learning Plan (ILP) and are making good progress in literacy and numeracy. A teachers and several SLSO's were employed to implement.</p> <p>All Aboriginal students participated in small group art lessons with Aboriginal artist David Dunne, during National Aboriginal and Torres Strait Islanders (NAIDOC) Week.</p> <p>All K–6 students attended a cultural visiting performance of an Aboriginal performer.</p>
<b>English language proficiency</b>	\$47 075	<p>A teacher was employed to support students in the classroom and in small groups, to develop English language proficiency.</p> <p>Staff were employed to connect with parents/carers and ensure they were comfortable within the school setting.</p>
<b>Low level adjustment for disability</b>	\$141 688	<p>Additional Learning and Support staff and SLSO's were employed to support identified students in the literacy and numeracy areas.</p> <p>Extra teaching staff and SLSO's accompanied students on excursions and overnight camps.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>0.7 Staffing Entitlement in Semester 1</p> <p>0.91 Staffing in Semester 2</p>	<p>In Term 3, we joined the Early Action for Success Initiative and an Instructional Leader (IL) was employed for three days a week. The IL provided professional learning, class observations and feedback, to provide tailored learning for students in literacy and numeracy. PLAN data was used to deliver differentiated programs</p>
<b>Socio–economic background</b>	\$32 220	<p>All students who required additional financial support were able to attend excursions, school camps and events.</p> <p>Teaching resources were purchased to support differentiated programs.</p>
<b>Support for beginning teachers</b>	\$6 508	<p>Staff attended targeted professional learning activities, in accordance to their needs identified in their Performance and Development Plans. Support, time and advice was given to teachers to complete their accreditation reports.</p>
<b>Targeted student support for refugees and new arrivals</b>	\$605	<p>Resources were purchased to support students to develop their literacy skills.</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	290	301	309	288
Girls	294	292	303	283

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.2	95.7	95.2	95.8
1	95.1	94.1	94.8	94.1
2	96.3	95.3	94.1	94
3	94.4	93.5	94.4	94.6
4	94.2	93.3	94.1	94.8
5	94.6	94.9	93.2	93.8
6	94.8	93.7	92.4	93.5
All Years	94.9	94.4	94	94.4
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

### Management of non-attendance

A range of strategies are implemented to improve the students' attendance rates which include:

- regular and consistent monitoring of attendance data;
- publishing information regarding the importance of regular attendance in the weekly newsletter;
- follow up with parents and carers of absent students;
- letters of concern sent to parents whose children are exhibiting an unsatisfactory rate of absenteeism; and
- referral of students to the Home School Liaison Officer for additional support as required.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	20.35
Teacher of Reading Recovery	0.84
Learning & Support Teacher(s)	1
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	4.06
Other Positions	0

\*Full Time Equivalent

In 2017, no members of the workforce at Albury Public School identify as Aboriginal or Torres Strait Islander 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	92
Postgraduate degree	8

### Professional learning and teacher accreditation

All teaching and support staff at Albury Public School participated in a number of professional learning activities designed to build the capacity of staff to achieve some of the key priorities in the current School Plan.

Staff also have been involved in professional learning activities, not only in the nominated mandatory areas but also addressing the needs identified in their individual Performance and Development Plans.

Three staff members have had their maintenance at the Proficiency level approved and two staff members were

successful in being accredited at the Proficiency level. No staff were actively seeking voluntary accreditation at Highly Accomplished or Lead levels

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

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

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

Receipts	\$
<b>Balance brought forward</b>	<b>314,941</b>
Global funds	222,620
Tied funds	210,191
School & community sources	114,275
Interest	2,775
Trust receipts	3,512
Canteen	0
<b>Total Receipts</b>	<b>553,373</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	30,311
Excursions	24,391
Extracurricular dissections	59,260
Library	4,092
Training & Development	3,143
Tied Funds Payments	143,929
Short Term Relief	30,763
Administration & Office	37,885
Canteen Payments	0
Utilities	30,505
Maintenance	28,788
Trust Payments	3,524
Capital Programs	0
<b>Total Payments</b>	<b>396,590</b>
<b>Balance carried forward</b>	<b>471,723</b>

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom

line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	1,090,579
Appropriation	915,218
Sale of Goods and Services	1,266
Grants and Contributions	172,527
Gain and Loss	0
Other Revenue	0
Investment Income	1,568
<b>Expenses</b>	-698,127
Recurrent Expenses	-698,127
Employee Related	-341,572
Operating Expenses	-356,555
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	392,452
<b>Balance Carried Forward</b>	392,452

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

### Financial summary equity funding

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

	2017 Actual (\$)
<b>Base Total</b>	3,669,905
Base Per Capita	93,530
Base Location	4,182
Other Base	3,572,193
<b>Equity Total</b>	238,888
Equity Aboriginal	17,905
Equity Socio economic	32,220
Equity Language	47,075
Equity Disability	141,688
<b>Targeted Total</b>	205,815
<b>Other Total</b>	241,180
<b>Grand Total</b>	4,355,788

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

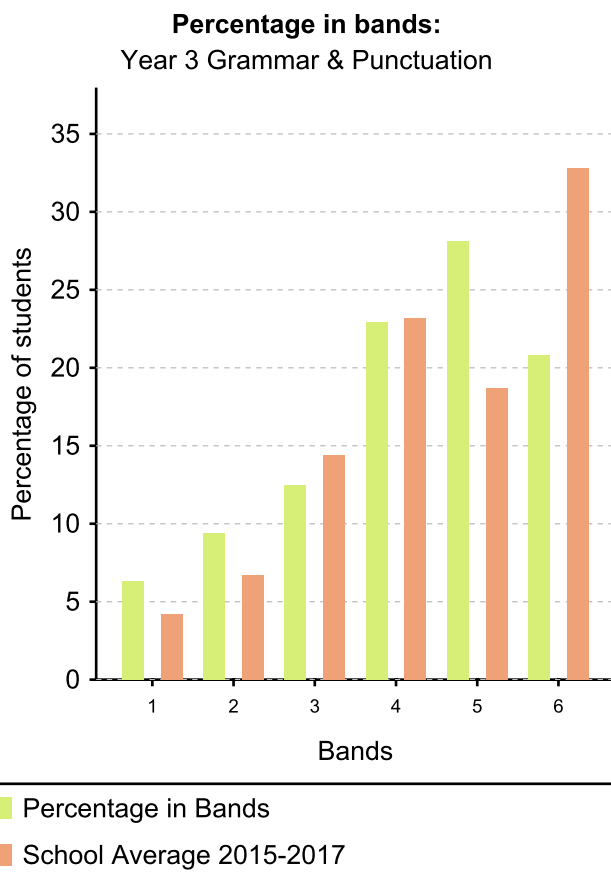
## School performance

### NAPLAN

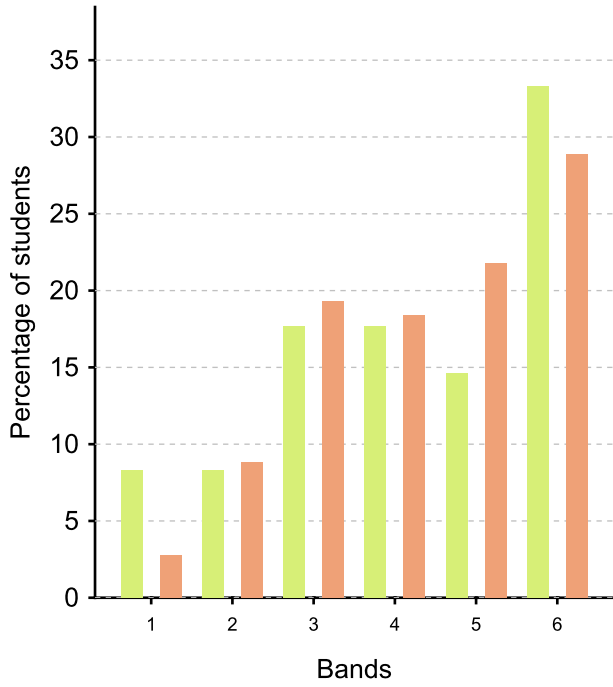
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

33.3% of Year 3 students were in the two top bands for Reading compared to 29.2% of students in the state. From 2016 to 2017 Year 3 Reading results in NAPLAN show an increase in the number of our students in the top band (Band 6) by 8.9%.

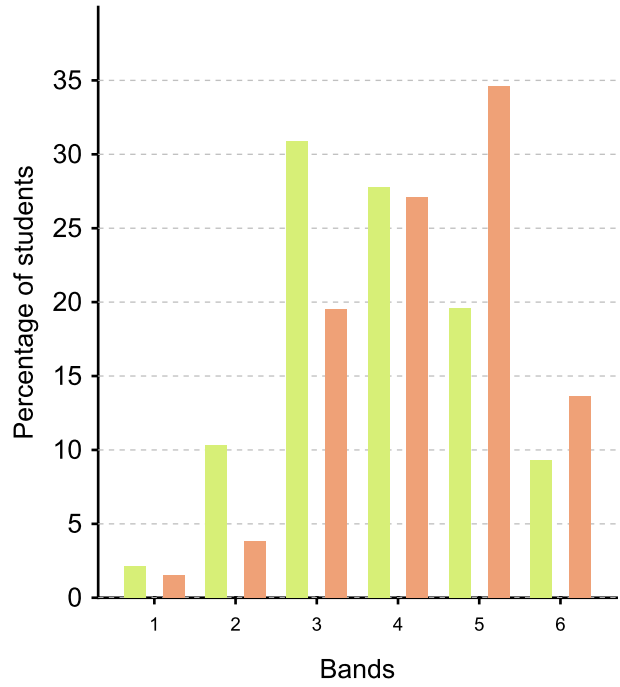
From 2016 to 2017 Year 5 Reading results in NAPLAN show an increase in the number of our students in the top band (Band 8) by 3.5%. Also Year 5 Grammar and Punctuation results show an increase in the number of students in the top band by 8.8%.



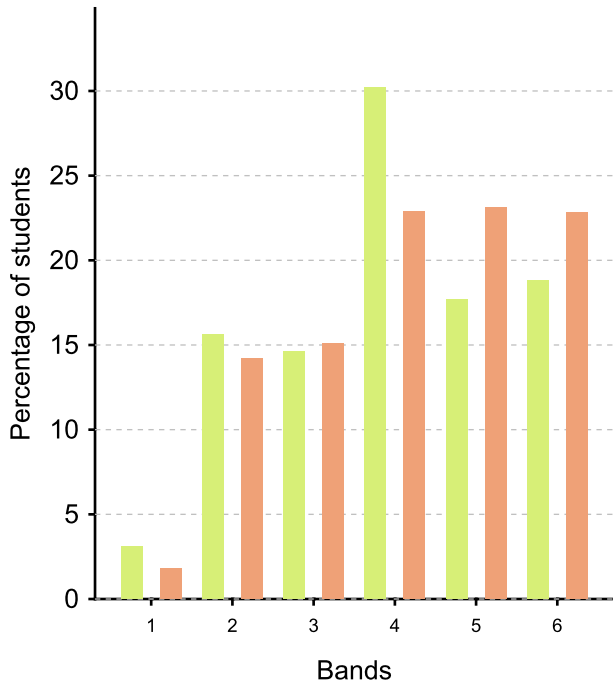
**Percentage in bands:**  
Year 3 Reading



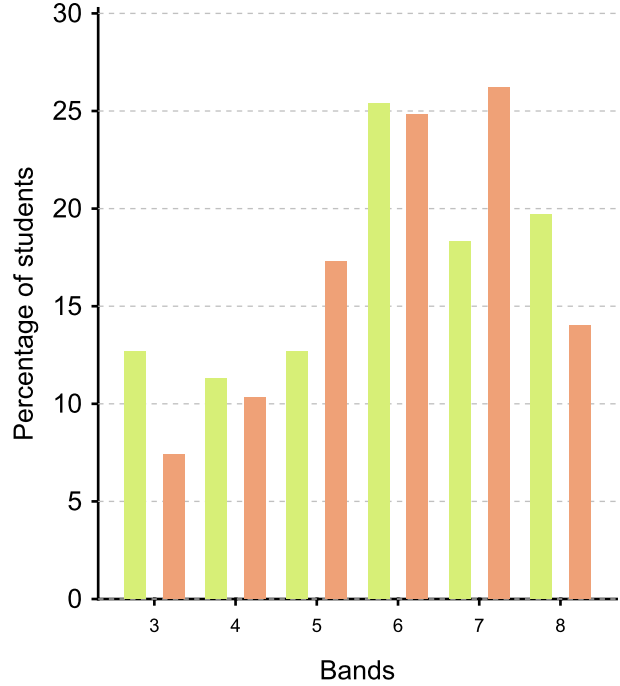
**Percentage in bands:**  
Year 3 Writing



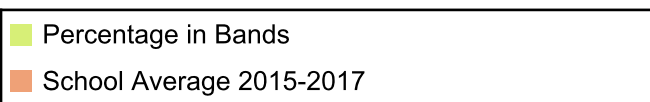
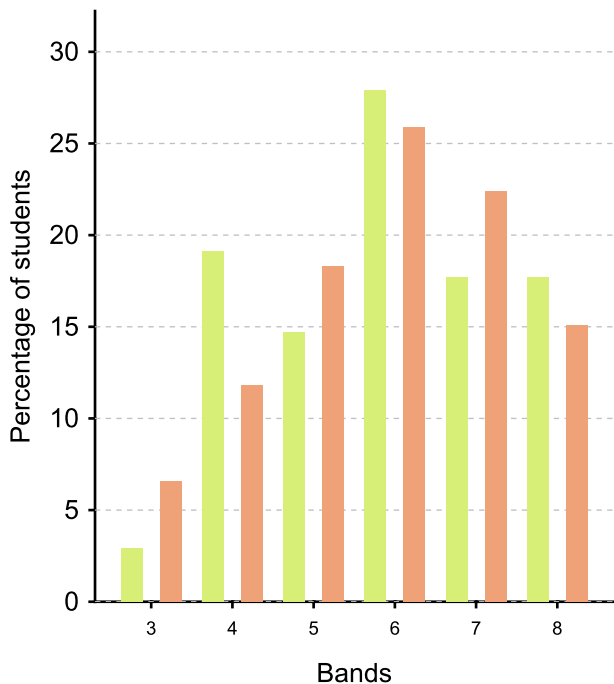
**Percentage in bands:**  
Year 3 Spelling



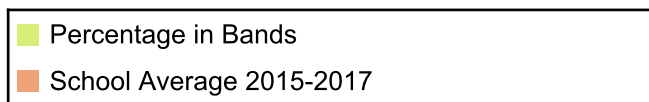
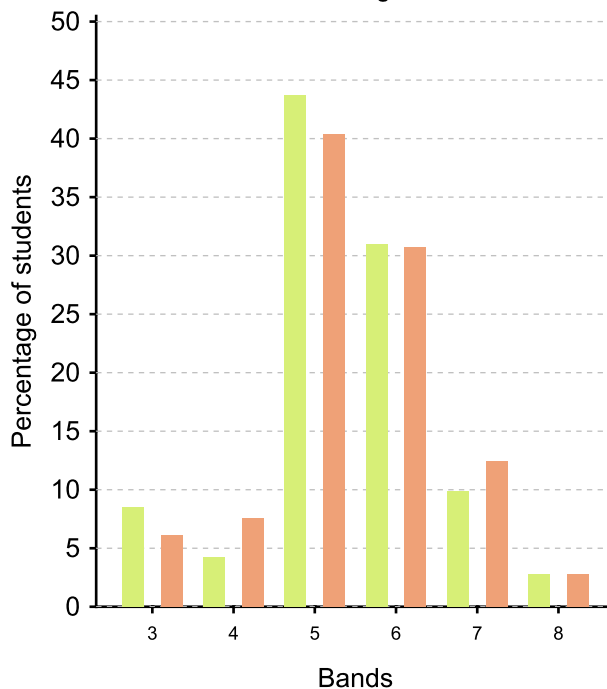
**Percentage in bands:**  
Year 5 Grammar & Punctuation



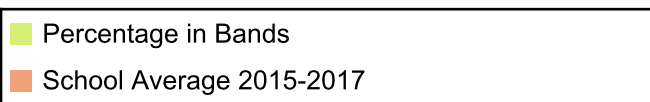
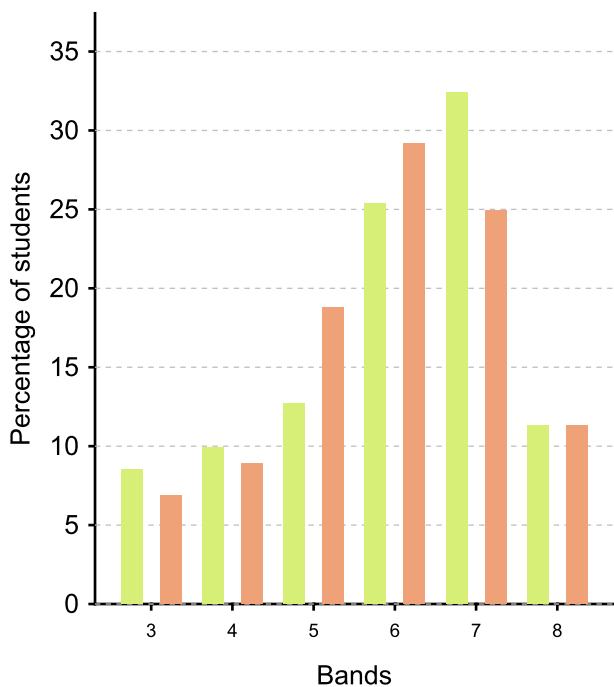
**Percentage in bands:**  
Year 5 Reading



**Percentage in bands:**  
Year 5 Writing



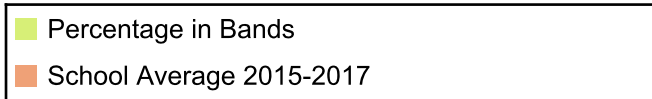
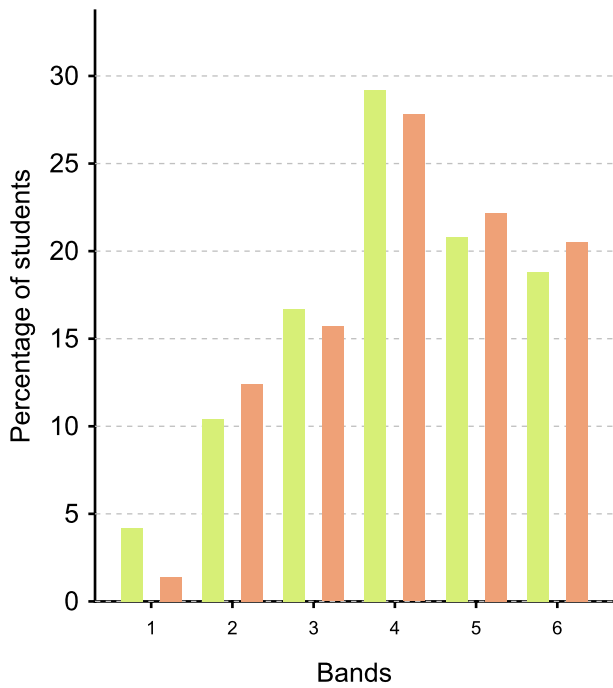
**Percentage in bands:**  
Year 5 Spelling



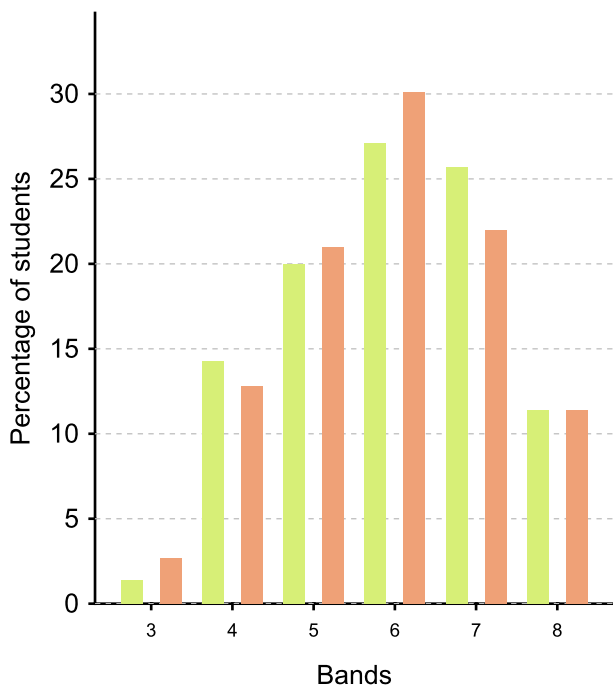
From 2016 to 2017 Year 3 Data, Measurement, Space and Geometry results in NAPLAN show an increase in the number of our students in the top band ( Band 6) by 13.1%. Also 27% of Year 3 students were in the two top bands in this strand compared to 24.2% of students in the State.

In Numeracy, 37.1% of Year 5 students were in the top two bands compared to 31.4% of students in the State. Also 44% of the Year 5 students were in the top two bands of the Data, Measurement, Space and Geometry strand compared to 31.4% of students in the State.

**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. Go to <http://www.myschool.edu.au> and insert the school name Albury Public School, in the Find A School and select GO to access the data.

In accordance with the *Premier's Priorities: Improving*

*education results*, schools are required to report their performance in the top two NAPLAN bands in reading and numeracy.

The percentage of Albury Public School students who achieved the top two bands were:

- Year 3 Reading – 47.9 and Numeracy – 39.6
- Year 5 Reading – 35.2 and Numeracy – 37.1

## Parent/caregiver, student, teacher satisfaction

Annually schools are required to seek the opinions of parents, students and teachers about their satisfaction of the school. Their online survey responses are presented below.

Student responses were collected from Year3–6 students in Term 4, 2017. A sample of their responses included:

- 92.8% of students agreed or strongly agreed that their classroom was an interesting place to learn;
- 92.9% of students agreed or strongly agreed that the school has good equipment to help them learn;
- 100% of students responded that the school expects them to do their best;
- 96.2% of students responded that they try to their best and take pride in their learning; and
- 92.6% responded that 'my teacher finds different ways to help me understand'.

Parent responses were also collected in Term 4 with a small response:

- 97.2% agreed or strongly agreed that the 'School encourages parents to be involved in school events';
- 85.3% agreed or strongly agreed that 'Our school is a friendly school, that is tolerant and accepting of all students';
- 80.2% agreed or strongly agreed that 'The school offers challenging and engaging programs for the students';
- 91% agreed or strongly agreed that 'The school maintains a focus on literacy and numeracy'; and
- 91.4% agreed or strongly agreed that "Students are recognised through the school award system".

Staff responses included:

- 100% agreed or strongly agreed that 'The school maintains a focus on literacy and numeracy and 'A wide range of extra curricular activities are offered to students';
- 89% agreed or strongly agreed that the 'Our school is a friendly school, that is tolerant and accepting of all students';
- 88% agreed or strongly agree that 'The school welcomes parental involvement'; and
- 96% agreed or strongly agreed that '2017 has had a great focus upon achieving student proficiency in literacy'.



## Policy requirements

### Aboriginal education

Albury Public School promotes respect for the unique and ancient culture of the Aboriginal people, through ensuring all students are aware of the reason why an acknowledgement of the traditional custodians of the land is conducted in all assemblies and at formal occasions.

Through the inclusion of the Aboriginal perspectives in the teaching programs, all students are provided with opportunities to develop their understanding of culture, history and perspectives.

The school utilises the National Aboriginal and Torres Strait Islander (NAIDOC) Week and other significant days to promote reconciliation through special assemblies and classroom activities. As part of the NAIDOC celebrations, all students attended a cultural performance by a visiting Aboriginal performer and participated in art activities with an Aboriginal artist in residence. Totem poles were designed and painted by the students.

Student achievement was recognised in the wider community, through the Proud and Deadly awards. These awards celebrated and acknowledged the achievement of Aboriginal students at Albury Public School.

### Multicultural and anti-racism education

A staff member is trained as the Anti-Racism Contact Officer (ARCO). The role of the ARCO is to be the contact between students, staff, parents and community members who wish to raise issues regarding all forms of racism.

Throughout 2017, the EAL/D program continued with students from India, Nepal, Iran, Vietnam, Thailand, Italy, Netherlands, Bangladesh, Greece and Kazakhstan involve. The EAL/D program aims to be an inclusive program that provides a sense of belonging for all students.

The new students arriving from India, China and Vietnams were assessed as Beginning, Emerging, Developing or Consolidation English language learners, as classified by the ACARA EAL/D Learning Progressions.

The staffing allocation through the RAM funding was 0.4 EFT. Mrs Hodgson worked with many students, specifically with students in the Beginning and Emerging language development bands. Mrs Hodgson supported these students both in the classroom and in small withdrawal groups, using ICT and the learning space in the Video Conference room. Mrs Hodgson monitored student progress in English language by liaising with classroom teachers, executive and support staff.

All students in Years 3–6 presented a speech that

reflected a multicultural perspective.

In Term 1 the school celebrated the Harmony Day's theme "Everyone Belongs". Students wore traditional cultural costumes or orange clothes and participated in various Harmony Day activities in their classrooms.

EAL/D students participated in school excursions, camps and the annual swim scheme. These students and their families bring a wealth of cultural experiences to our school.