

Bangalow Public School

Annual Report



2017



1118

Introduction

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

Larissa Polak

Principal

School contact details

Bangalow Public School

Byron St

Bangalow, 2479

www.bangalow-p.schools.nsw.edu.au

bangalow-p.School@det.nsw.edu.au

6687 1434

School background

School vision statement

Providing high quality inclusive education based on respectful relationships in a positive, dynamic and nurturing learning environment that equips students to be successful future focused learners and global digital citizens.

School context

Bangalow Public School, with an enrolment of 291 students, is part of an active, supportive community that makes up the historic village of Bangalow. The school provides a friendly, welcoming environment in which parents and staff work together in a strong, collaborative partnership for the benefit of all students. Parents and carers are encouraged to be actively involved in class and whole school programs to support the learning of our children.

Our school seeks to provide an academic yet creative and engaging curriculum focusing on continual improvement in student learning. Our mission is to provide quality teaching for the 21st century and foster a lifelong love of learning through developing confident and articulate creative and critical thinkers. The core values of our school 'Respect, Responsibility and Personal Best' underpin our student wellbeing and learning programs. Bangalow Public School stands proudly on Arakwal land within the Bundjalung Nation and is a member of the Lighthouse Valley Learning Community.

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 Version 2. 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.

In the domain of Learning

The school's focus has been on collaboration skills, wellbeing, self-reflection and regulation with our students. Staff developed a collaboration continuum as a tool to integrate within class programs and to use in project-based learning opportunities. Students were given more of an opportunity to identify explicit strategies when working with others as well as a way to assess their skills and set goals for future projects through the use of peer assessment and feedback.

In the area of wellbeing, the staff reviewed the use of intrinsic and extrinsic reward systems within the classroom and how the Positive Outcome Process (POP) can be used to identify and monitor individual student needs. This focus was shared with the community in the form of parent seminars set up in conjunction with the P&C to compliment the school's 'You Can Do It' program. Dr Megan Oaten a Psychologist and Senior Lecturer led a parent information session covering resilience, mindfulness and anxiety topics with parents and giving them practical tools and skills to use at home.

Consistent use of setting high expectations for learning, using learning intentions, success criteria and feedback remained a major focus within the classroom. During staff, stage and executive meetings all staff reviewed current classroom programs and moved to improve whole school practices aligned to the 'What Works Best' strategies. Students benefited from teaching and learning programs that set out clear learning pathways, set high expectations, collaboration and effective feedback strategies.

In the domain of Teaching

In the areas of History and Geography, the school focused on implementing Aboriginal perspective into the current classroom programs. Over a number of staff development days and staff meetings the staff developed quality teaching and learning programs that incorporated local Aboriginal history and language perspectives. Students were provided with authentic learning experiences which relate closely to their local environment.

As part of the RFF program, all classes participated in weekly Outdoor Education lessons in 2017. Students worked collaboratively in a variety of learning spaces across the school. A specialist sustainability teacher was employed to work with the students, staff and wider community to educate them on how their work impacts on the sustainability of our local environment and how this work can contribute to global issues. This resulted in students taking ownership for improving sustainability practices including waste and water audits within our school.

An expert music teacher was employed once a week to develop a whole school music program. Weekly music lessons across the school aimed to upskill teachers knowledge and understating of how to teach music.

In the domain of Leading

A focus for the year was on developing the capacity amongst staff in the area of STEM by engaging with up to date pedagogy through collegial discussions within whole school staff meetings, stage meetings and staff development days. As a result a whole school STEM scope and sequence was developed. Authentic learning opportunities were presented across multiple stages that improved problem solving and critical analysis skills for students. Students have been provided with opportunities to showcase their learning.

The school also developed a Peer Support program to support the implementation of 'You Can Do It' lessons. Student leaders also worked with staff to deliver a number of important initiatives including the Walk Safely to School program and Harmony day activities. This gave students at our school an opportunity to develop their leadership and peers support skills whilst also highlighting important issues across the school.

School leaders have encouraged staff to develop their capacity by offering differentiated one on one guidance and support to all staff. Staff have set and measured their goals as part of the Performance and Development Plan Framework. Forward planning, regular meetings and varied professional development opportunities were negotiated to ensure each teacher was giving the best opportunity to thrive.

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

SUCCESSFUL LEARNERS

Purpose

Inspired, creative, resilient and successful learners. We will ensure success for all students in a rapidly changing world, through:

- Students engaged in dynamic learning that will both inspire lifelong learning and develop the 21st-century skills, fluencies and knowledge to be successful future-focused learners and global digital citizens.
- Student wellbeing and resilience will be improved through explicit teaching of social-emotional intelligence skills and a focus on positive self-regulation of behaviour.

Overall summary of progress

All classes have taken the opportunity to foster and nurture students' curiosity, as well as develop a deeper level of engagement in learning. All classes have engaged in authentic and practical learning experiences to develop their skills in planning, collaborating, communicating, problem solving, creativity, critical thinking and decision making. The RFF Sustainability program provided varied inquiry based learning projects to improve our school environment. The Sustainability 'Learnsapes' Art Exhibition showcased students' collaborative work and inquiry based learning. All students have engaged in ongoing goal setting, feedback and self-reflection in literacy and numeracy.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Student engage in Project Based Learning (PBL) experiences and can explain task expectations and stages in their learning. All students can reflect on their learning.	Nil	Whole school Scope and Sequence developed for STEM in conjunction with the ACARA critical and creative thinking scope and sequence. Feedback strategies developed using the 'What Works Best: Evidence Based Practices to help improve student performance. Collaboration Scope and Sequence was integrated within classroom programs across the school.
The school achieves strong 'value added results' in writing. Data shows 80% of students are at/above expected growth on internal school performance measures in writing – Literacy Continuum. All students can articulate learning goals in writing.	L3 \$15 000	Continued K–2 participation in the L3 program and ongoing professional learning. Development of a school wide tracking approach in writing 3–6.
All students can identify strategies to improve their wellbeing. Students requiring behavioural support have a 50% reduction in repeat incidents of the same nature by using the Positive Outcome Process (POP).	Parent workshops \$2000	Stage 2 trialled program focusing on neuroscience and how it relates to student wellbeing. Parent forums to support teaching of wellbeing at home.

Next Steps

Each teacher will have a well developed and evidence based approach to programs and assessment processes to identify, monitor and review individual learning needs of all students. Learning intentions, differentiation, timely feedback and assessment strategies will be the focus for all classes in 2018. Students will articulate their learning and understand what they need to learn next to enable continuous improvement.

Strategic Direction 2

LEADERS IN LEARNING

Purpose

Staff provide a vibrant and dynamic future-focused learning environment. We will ensure success for all students in a rapidly changing world, through:

- Staff and leaders are supported and committed to providing a vibrant and dynamic learning environment that nurtures and empowers successful future-focused learners. Staff are innovative, reflective and responsive in their teaching and learning.
- Leadership capabilities of staff are extended through engagement in ongoing high quality professional learning.

Overall summary of progress

Throughout 2017 K–6 classes have embedded many strategies to support future focused learning. The STEM team also developed and implemented a program logic to support the integration of STEM across the school. The team trialled teaching and learning programs across stages 2 and 3 in line with our BPS STEM scope and sequence. All staff have developed and achieved PDP goals related to the school plan and leaders have effectively monitored the process, discussed progress and supported all staff to plan for future growth. The BOMBB leadership team has continued to develop the capacity of their leadership and build collegiality.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teaching programs and practice demonstrate excellence in 21st century pedagogy and assessment.	STEM Team Grant – \$8000 Robotics – \$6000	STEM scope and sequence development Implementation of STEM programs K–6 Stage 2–3 STEM robotics and coding rotations Implementation of collaboration, critical and creative thinking continuums.
Increased leadership capacity/mentoring-coaching utilising skills to support/ensure staff set and maintain meaningful Professional Development goals. All teachers collaboratively plan & support each other.	Art of Leadership – \$5000 PDP meetings Casual cover – \$3000	Collaborative stage planning days. Two Executive team members participated in the Art of Leadership course to build leadership skills within the school. QTTS planning days focused on collaboration and curriculum development.
The BPS Window of Success is embedded into school culture and used as a reference point by all staff, students & parents to guide all decisions and future directions.	Nil	Revisited the 'Window of Success' with new staff members. Updated school vision statement.
All aspiring and current leaders are an integral part of the BOMBB leadership support network.	Casual release – \$1000 Tony Hughes presentation – \$200	Regular meetings with BOMBB APs across each term. Presentation of the Covey's 7 habits.

Next Steps

Students, staff and community will develop deeper understanding of STEM, inquiry-based learning and an integrated curriculum approach to ensure students can adapt to the changing world. Teachers will use the Australian Professional Standards and PDP process to identify and monitor specific areas for development for continual improvement.

Strategic Direction 3

COLLABORATIVE COMMUNITIES

Purpose

Fostering collaborative and purposeful partnerships within our community. We will ensure success for all students in a rapidly changing world, through:

- Strengthened, purposeful, collaborative and inclusive community engagement and learning partnerships.
- Commitment to improving future-focused student learning and associated 21st-century skills and fluencies.

Overall summary of progress

Community partnerships have been further enhanced with parents supporting in school activities. Students and staff have also been a part of a number of local community events. Students learning has been showcased with a number of learning celebrations across the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved school communication by establishing shared electronic calendars with BOMBB schools and parents.	Nil	Extension of this project included a new newsletter format, regular School Stream notifications and digital surveys.
Improved parent engagement and partnerships within our school programs.	Nil	Outdoor Education program supported by members of the school community. Aboriginal language program instigated with the assistance of local elders and parents.
Improved student engagement in Bangalow community events.	Nil	Continued support of local events including Bangalow Billy Carts, The Blue Grass Festival, Bangalow Show and the ANZAC town march.

Next Steps

Implementation of evidence-based change to whole school practices, resulting in measureable improvements in wellbeing and engagement to support learning. A focus on positive respectful relationships within the community to promote student wellbeing and to ensure optimum conditions for student learning. Greater leadership opportunities for students K-6 will be explored.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$4128.36	The funding allows the school to offer increased cultural and academic support for our Aboriginal children. All Aboriginal students have a Personalised Learning Plan (PLP), developed in consultation with their parents and are reviewed throughout the year. Funding was also used to promote and increase awareness Aboriginal culture through NAIDOC celebrations. Extra SLSO support time allowed Aboriginal students group time to work on their goals and special interest projects. Aboriginal students also participated in a special sports day in the region.
English language proficiency	\$4181.00	Funds provided 1:1 and small group assistance in Literacy for six students. It also allowed teachers time with the LaST to differentiate their learning programs and monitor students.
Low level adjustment for disability	\$64 643.00	The Learning and Support teacher (LaST) was employed for three days per week and provided explicit interventions to support groups of students across the school. Additional School Learning Support Officer (SLSO) time also enhanced opportunities for extra 1:1 programs to improve student learning outcomes. Students requiring additional support were identified and case managed through the Learning Support team. Programs included: small group and individual literacy and numeracy assistance, language programs in small groups, social skills support lessons, individualised social stories and support for ASD students and collaboration time with class teachers to ensure learning adjustments and Individual Learning Plans are in place for students with significant learning needs.
Quality Teaching, Successful Students (QTSS)	\$21940.00	Additional time for executive staff to support staff and students effectively and to monitor the school plan milestones. Time was devoted to mentoring staff using the Professional Development Framework and collaborative planning.
Socio-economic background	\$5631.00	This funding was used for SLSO salaries, as well as equity purposes to assist students who may not otherwise be able to participate fully in all aspects of school life, such as support with the school uniforms, book packs and excursions.
Support for beginning teachers	\$26900	Additional release to develop practice and meet accreditation requirements for first year teachers and was differentiated to support each teacher. Mentor support was also provided throughout the year.
Targeted student support for refugees and new arrivals	NA	NA

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	127	133	145	155
Girls	147	148	146	133

Student attendance profile

School				
Year	2014	2015	2016	2017
K	93.3	94.9	93.9	95
1	94.6	93.2	91	94.7
2	95.2	93	93.2	92.9
3	95.2	93.2	93	94
4	93.6	94.2	92.9	92.3
5	94.9	92.2	95.6	93
6	95.3	94.5	92.5	93.6
All Years	94.5	93.5	93.1	93.5
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

Class sizes

Class	Total
KT	14
KD	18
1/2H	22
1/2Y	24
1/2M	23
2/3T	24
3M	29
4P	27
4G	26
4/5R	29
5/6M	30
5/6B	29

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	11.22
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	0.5
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	2.62
Other Positions	0

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on the Aboriginal composition of their workforce. The indigenous composition of the staff in 2016 was 0%

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies. In 2017 Bangalow Public School the teaching staff allocation included 3 executive staff, 10 classroom teachers and 2 specialist support staff. Two classes had shared teaching arrangements. The teaching staff was supported by a School

Administration Manager, 2 School Administration Officers, 3 School Learning Support Officers and a General Assistant.

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	1

Professional learning and teacher accreditation

Staff undertook a range of professional learning opportunities that were aligned to our strategic directions, stage specific targets, mandatory training and individual professional development plans. Staff participated in combined Community of Schools professional learning, whole school staff development days, regular stage and staff meetings, network meetings and professional learning delivered by external providers. All staff completed an individualised Professional Learning Plan and through targeted professional learning, observations and collegial conversations were supported to achieve their professional learning goals. Executive staff worked collaboratively with the BOMBB schools to plan and lead whole school professional learning activities based on future-focused pedagogy. Significant professional learning included:

Leadership –

- The Art of Leadership
- BOMBB network professional planning
- Network Meetings
- LMBR Training
- Lesson Observations and Quality Feedback
- Online NAPLAN training
- BOSTES Teacher Accreditation and Maintenance of Accreditation.

Literacy & Numeracy –

- Language, Learning and Literacy (L3) ongoing training for ES1 and Stage 1 team,
- Ongoing Reading Recovery Training
- TENS training
- 20/20 make it count.

Student Engagement –

- Halogen Student Conference
- Sue Larkkey Autism course
- School Athletics Officiating & Re-Accreditation
- Wellbeing Conference
- Aboriginal Education

Any teacher who commenced or returned to teaching with the NSW Department of Education after 2004 needs to gain accreditation with the NSW Institute of

Teachers. Five of our teaching staff maintained their accreditation and two teachers completed their accreditation at proficient level.

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.

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 (\$)
Opening Balance	0
Revenue	369,482
Appropriation	305,007
Sale of Goods and Services	608
Grants and Contributions	63,705
Gain and Loss	0
Other Revenue	0
Investment Income	163
Expenses	-207,229
Recurrent Expenses	-207,229
Employee Related	-106,095
Operating Expenses	-101,134
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	162,253
Balance Carried Forward	162,253

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 (\$)
Base Total	2,047,014
Base Per Capita	44,472
Base Location	5,825
Other Base	1,996,717
Equity Total	78,584
Equity Aboriginal	4,128
Equity Socio economic	5,631
Equity Language	4,181
Equity Disability	64,643
Targeted Total	59,450
Other Total	167,058
Grand Total	2,352,106

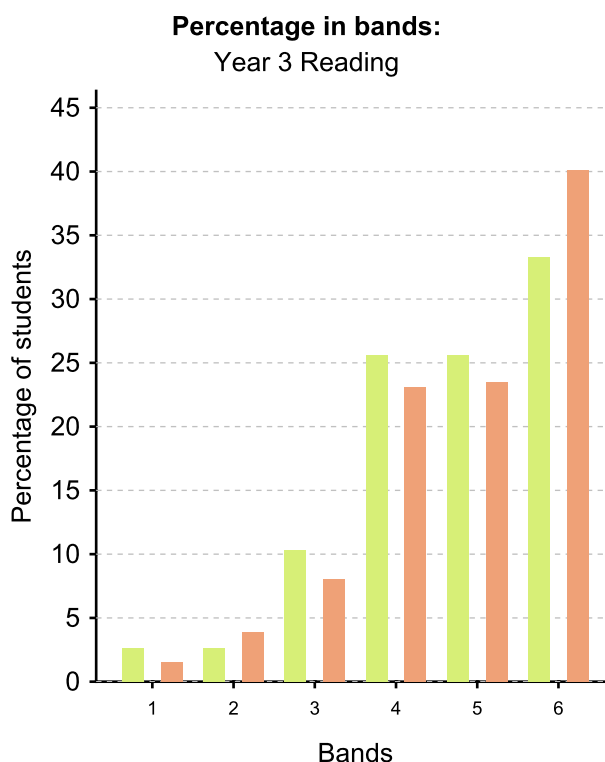
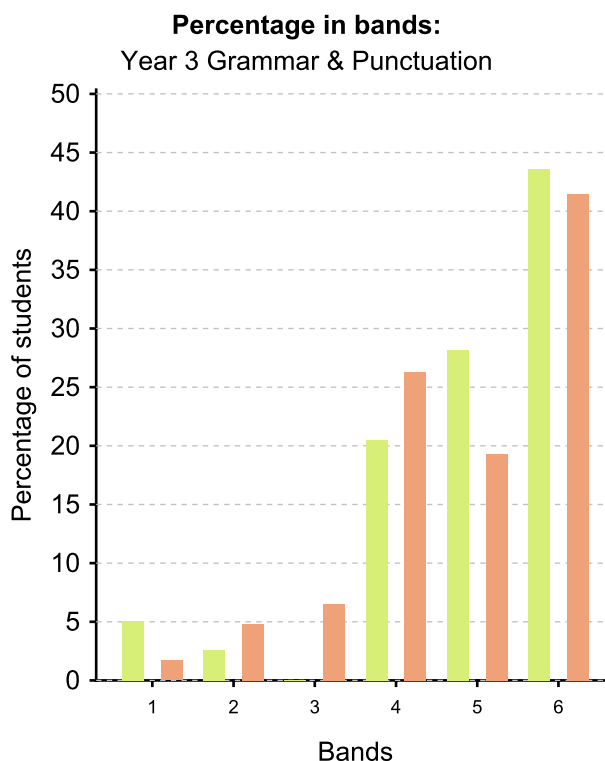
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

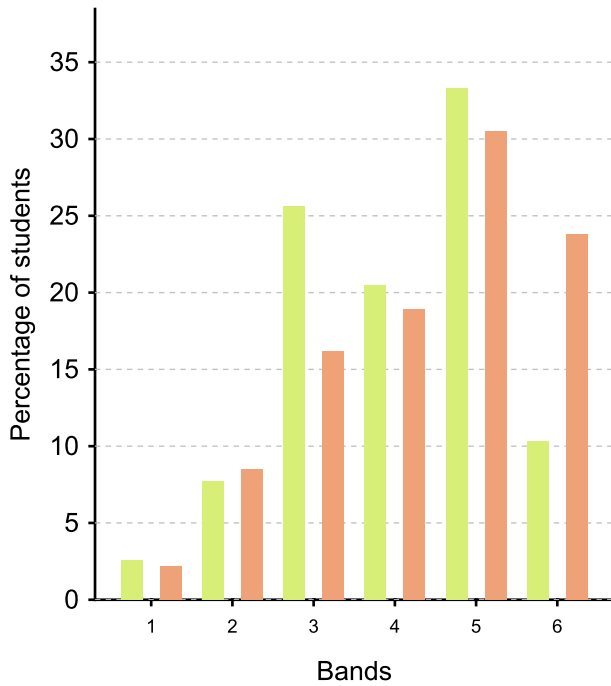
School performance

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.

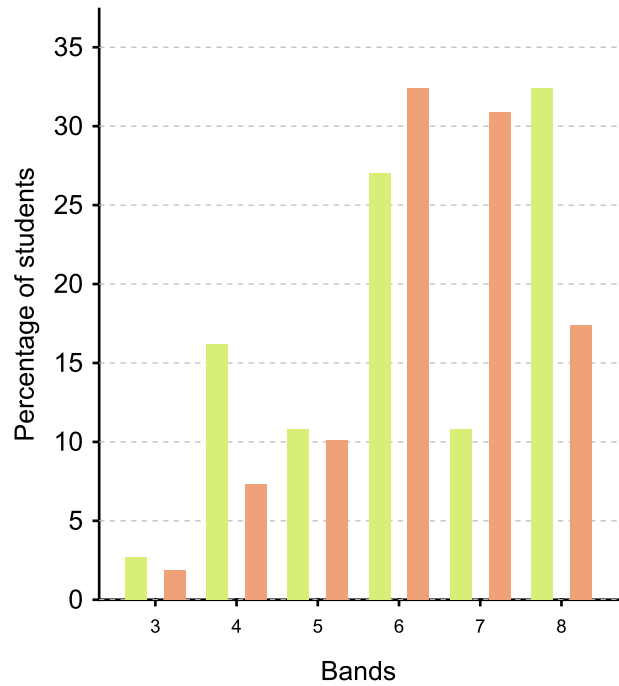


Percentage in bands:
Year 3 Spelling



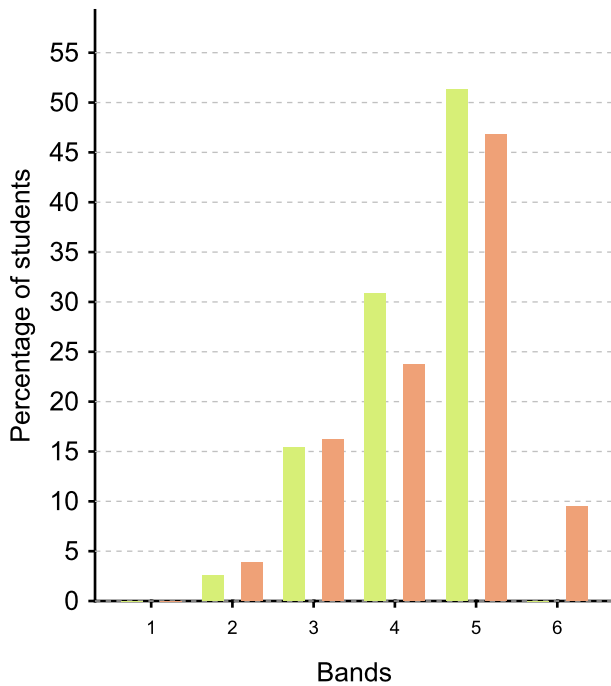
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Grammar & Punctuation



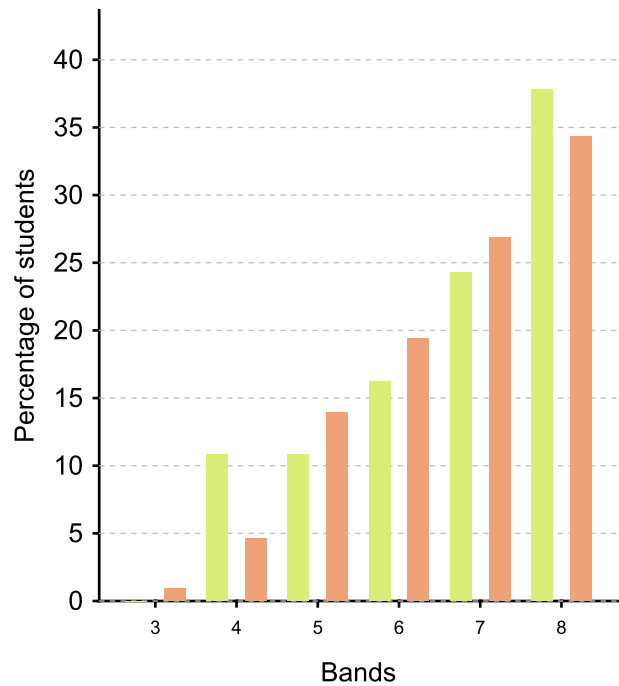
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Writing



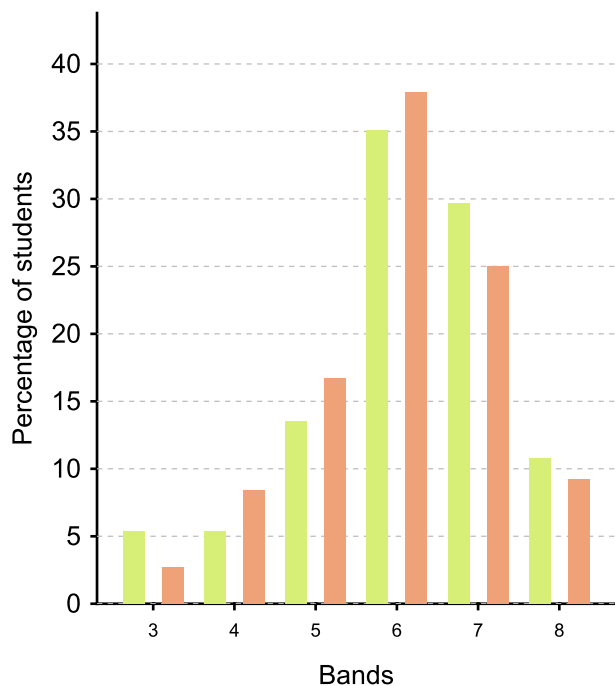
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Reading



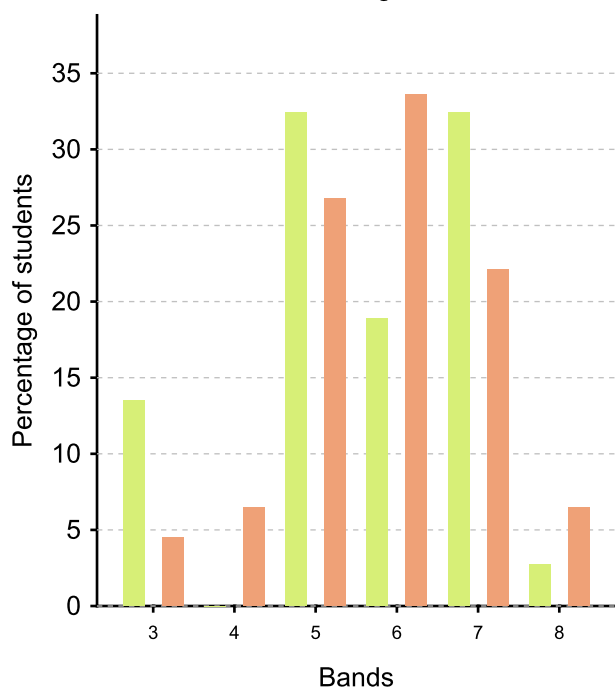
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2015-2017

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers. In 2017 we sought information about school communication and reporting about student learning. Parent responses from the online survey are presented below.

Students

All students in years 4–6 were asked to participate in the Tell them From Me Survey. The survey asked questions about home life as well as looking at aspects of school life to gain an understanding about we can improve our school to make it a better place to learn.

Parents

From those surveyed, the school was able to ascertain valuable information from the parent community.

In the area of communication:

- The school administrative team are helpful when a question or problem arises.
- Written information from the school was clear and in plain language.
- Parents feel well informed about school activities through a variety of communication channels.
- Parents feel welcome when they visit Bangalow Public School.

In the area of school wide behavior:

- Parents feel their children are clear about the rules surrounding behaviour.
- Teachers have high expectation surrounding behaviour.
- Behaviour and classroom management are maintained and controlled at Bangalow Public School.

In the area of safety at school:

- Parents feel their children are safe going to and from school.
- Parents feel their children learn in a safe environment.
- Bullying and behavioural issues are dealt with in a timely manner.

Policy requirements

Aboriginal education

Aboriginal Education

Bangalow Public School stands proudly on Arakwal land within the Bundjalung Nation. Respect for the role Aboriginal culture plays in our community is strongly reflected within school activities. Developing a wider understanding and appreciation for Aboriginal culture in

our students remains an important priority area.

Achievements in 2017 include:

Establishing effective partnerships with Arakwal Aboriginal elders, parents, an Aboriginal language teacher and the Lismore Culture Nest has resulted in the employment of an Aboriginal Language tutor to support the implementation of the Broader Bundjalung language program at Bangalow Public School. This program is developing connections between indigenous and non-indigenous students across the school and is assisting with the integration of cross-curricular priorities.

The implementation of Personal Learning Plans (PLPs) for all Indigenous students has resulted in students identifying individual learning goals that are achievable and measurable. This process is in keeping with DoE policies and procedures and our ongoing commitment to improving student engagement and learning opportunities.

Whole school NAIDOC day celebrations provide leadership opportunities for our students. Together with Arakwal elders, students had the opportunities to lead the NAIDOC day assembly where cultural experiences, songs and stories were shared.

Supporting the teaching of Aboriginal perspectives within History and Geography was an identified priority and formed the basis for staff development day in Terms 2 and 4. This resulted in the development of cohesive teaching and learning programs that focused on local Arakwal culture.

Multicultural and anti-racism education

Bangalow Public School strongly promotes inclusiveness, racial harmony and cultural diversity through curriculum delivery, special celebration days, visiting presentations, workshops and hosting tour group student visits. We recognise and value the backgrounds and cultures of all our students and promote an open and tolerant attitude towards different cultures and beliefs.

The school participated in Harmony day with Year 6 student leaders running peer support activities. Students celebrated various cultures within the school and within our community.

There are twenty one students that use a home language other than English. Students with English as their second language received both intensive small group work and in-class support. Tolerance and respect are core expectations for our school community and is communicated in our school's Window To Success – School Vision, Beliefs, Values and Parent Code of Cooperation statements. The school has an anti-racism contact officer who is trained in methods to address discrimination.

Other school programs

You Can Do It

Bangalow Public School is a proud You Can Do It (YCDI) school. The program identifies the social and emotional capabilities that all children need to acquire in order to be successful. Weekly class lessons focus on the YCDI keys which include Getting Along, Confidence, Persistence, Organisation and Resilience. The program promotes wellbeing, a growth mindset and encourages students to have positive relationships including making contributions to others and the community. The YCDI qualities are reinforced at school through positive interactions, feedback and encouragement offered to our students, as well as recognised within the school merit awards. Stage 2 trialled a new program focusing on neuroscience to develop resilience and stronger emotional intelligence.

Outdoor Environmental Education

Every class was involved in actively caring for their own vegetable garden plot in 2017. The program covered a range of sustainability topics including recycling, composting, being water wise, getting out in nature, energy use and the life cycle of plants. Thanks to a strong parent committee for driving the initiatives in 2016 and gathering sponsorships. A highlight of the year was the creation of a new outdoor learning space, a national Clean Up Australia prize and a visit from ABC Dirt Girl and Scrap Boy.

Creative Arts – Sustainability Art Trail

Our school continues to deliver quality Creative Arts programs throughout 2017. Our biennial Art Show is highly valued by all and is an inspiring example of genuine collaboration within our school community. Staff, parents and community members worked together on outdoor art installations and all students demonstrated their learning about landscapes.

Sporting Achievements . In Years 5–6 students participated in PSSA sporting teams including cricket, basketball, netball and soccer, golf, AFL. A number of students were selected at representative level.

Extra-Curricular Students participated in international academic competitions, Debating, NSW Spelling Bees (State finalist) and Multicultural Public Speaking competitions throughout the year, providing positive experiences and explicit learning for our talented students.

Student Leadership

The student leadership culture within the school is strong and positive. The Student Representative Council (SRC) consists of ten elected members from Years 3–6 in addition to the Sports House Captains and Vice Captains. Students are elected by their peers to be on the SRC each semester. The SRC meet regularly to plan fundraising, organise school activities and run the weekly school assembly. Year 6 students also take responsibility for making our school a safe and happy place for everyone through their organisation and

participation in the Cultural Ministry, Environment Ministry, Technology Ministry and Sports Ministry. Students are encouraged to set a good example at all times and be positive role models.

Transition Programs

Kindergarten students commence the school year supported by a Year 6 buddy. A comprehensive transition program allows students to become extremely familiar with the school environment. Buddies meet during the Kinder Orientation sessions in the previous year and the older student buddies also visit the local preschool. The preschool attends a Buddy Olympics sports day in Term 4 and is invited to performances and school events throughout the school year. Year 6 students transitioning to high school also have numerous opportunities throughout the year to attend special activity days.