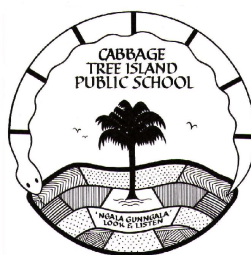


Cabbage Tree Island Public School Annual Report



2017



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Introduction

The Annual Report for 2017 is provided to the community of Cabbage Tree Island 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.

Juanita Thomson R/Principal

School contact details

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Message from the Principal

2017 has been a productive and rewarding year at Cabbage Tree Island Public School. Our students, staff and community have continued to embrace our school motto of 'Ngala Gunngala', 'Look and Listen' and our Positive Behaviour for Learning expectations of being safe, fair learners. Cabbage Tree Island Public School has maintained a school culture of fostering high expectation relationships between staff and students through Stronger Smarter philosophies and professional commitment to pedagogy in all Key Learning Areas with the greatest impact being on our students.

Embedding Early Action for Success initiatives, tracking all students' learning in literacy and numeracy has informed teaching practice and intensity of support given to students. Teaching staff were assisted by an Instructional Leader, an experienced Aboriginal Education Officer (AEO) and Student Learning Support Officer (SLSO) who supported the implementation of a range of programs to maximise learning opportunities.

Sincere thanks must go to our office staff, General Assistant, Aboriginal Education Officer (AEO), casual staff, cleaner, external community agencies and our Ballina Cabbage Tree Island AECG for the ongoing support, dedication and care given to the students, teachers and our school community.

Cabbage Tree Island Public School has a very proud history and it has been rewarding to work in a school that is focused on providing all students with the best educational outcomes. We motivate our students to learn and participate in a range of educational opportunities provided for them. Our school's success is under-pinned by three key elements: learning, teaching and leading. These promote the quality teaching and learning programs that our students, staff and parents/carers value and appreciate.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievement and areas for development.

Mrs Juanita Thomson

R/Principal

School background

School vision statement

Cabbage Tree Island Public School is committed to promoting high expectations within a safe learning environment. Staff have engaged students in high quality learning and teaching practices in a nurturing, inclusive environment. Our students apply a range of skills, knowledge and understanding to be proud, strong, safe and respectful citizens. Our parents, caregivers and wider community work in collaboration with the school to support the learning and wellbeing needs of our students.

School context

Cabbage Tree Island Public School is rich in Aboriginal history. It is situated 22km south of Ballina on the bank of the Richmond River near Wardell and is about to celebrate its 125th Anniversary in September, 2018. The Bundjalung, local Aboriginal culture, language and Stronger Smarter strategies are an inclusive part of students learning within our school. The school has an enrolment of 22 K–6 Aboriginal students and a full to capacity DoE Transition class on site which operates 2 days a week adhering to the Early Years Learning Framework. The school offers access and a quality learning environment supporting the diverse needs of its students.

The school has participated in the Early Action for Success strategy supporting students K–6 in literacy and numeracy in 2016 and 2017. Strong relationships with the local Ballina–Cabbage Tree Island Aboriginal Education Consultative Group (AECG), community, local Aboriginal and Departmental service providers are valuable and respected partners to the school. The school participates actively in Southern Cross Small School initiatives.

Cabbage Tree Island Public School has a teaching principal, classroom teacher, a 1 day a week EAFS instructional leader, a part time transition class teacher, an Aboriginal education officer, a 3 day a week school administrative manager, a part time learning support officer and a 1 day a week general assistant. The school maintains a strong focus on Aboriginal education and quality teaching remains a priority.

The school incorporates innovative technology and creativity across the curriculum. This is evidenced through our well-equipped Library, access to computer technology and iPad technology in our classrooms and interactive SMART Boards being an integral component of the teaching / learning cycle.

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 achievement 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. Time was dedicated through staff meetings and staff development days to analyse the school plan against the School Excellence Framework. This was also used as an opportunity to explore the School Excellence Framework on a deeper level and to identify areas for improvement directly linked to our strategic school plan. The staff had opportunities to become familiar with the Framework, map progress against it and evaluate supporting evidence in Term 4.

In the domain of Learning, our school focused on learning culture, wellbeing, curriculum and learning along with assessment and reporting. Commitment was demonstrated by the staff to create a positive, engaging learning culture throughout the school. Professional learning has specifically targeted literacy and numeracy. Resources have been purchased throughout the year to assist teachers with planning and to accommodate learning for all students. Evaluating Positive Behaviour for Learning articulated expectations of students within all settings of the school environment. Five weekly data analysis tracked individual student progress in literacy and numeracy and identified trends within the data. In the domain of Teaching, staff collaboratively analysed data to drive student improvement and inform future strategies for learning. Our school based Early Action for Success Instructional Leader worked shoulder to shoulder with staff developing their practice to best meet the learning needs of our students. Staff further developed their teaching practice by participating in professional learning to build capacity in accordance with the Australian Professional Standards for Teachers. In the domain of Leading, management practice, school planning and consistent and effective implementation of our key strategic directions and milestones were our priorities. The school is committed to working in partnership with the wider school community and has continued to work with the Ballina–Cabbage Tree Island Aboriginal Education Consultative Group (AECG). 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

High expectation relationships in a dynamic and relevant learning environment.

Purpose

To ensure all students will have access to relevant, engaging and challenging learning experiences to achieve goals and high expectations.

Overall summary of progress

Positive, respectful relationships are evident among students and staff ensuring a safe, fair learning environment. There are systematic programs and processes in place to identify and address student learning needs. Staff have engaged in professional learning to build their knowledge, understanding and classroom strategies to implement into their classrooms. Student reports include descriptions of student strength and areas for growth. Teachers provide explicit, specific, formative feedback to students on how to improve. The school actively collects and uses information to track student learning and to support successful student transition. This is evident through a strong Transition class to Kindergarten program and Year 6 being supported with transparent high school transition experiences.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School based assessment data will demonstrate 80% of students achieving at or beyond expected stage standard in Reading and writing (baseline: 2014K–33%Yr 1–60%, Yr2–66%Yr4–66%Yr 5–50%Yr6–100%)	Early Action for Success Instructional Leader funding \$23,612.87 Aboriginal Equity \$81,560 QTSS \$1320 Disability Equity \$24,714	Forward planning is utilised to create contextually, relevant learning programs. Teachers inform students of learning intentions and success criteria during learning. All students are tracked in 5 week cycles against the literacy continuum. Teaching program evidence of adjustments for students as identified /necessary. Best Start assessment in literacy. Literacy support for students experiencing difficulty. Purchase of reading and literacy resources.
School based assessment data will demonstrate 80% of students achieving at or beyond expected stage standard in Numeracy (baseline 2014–K–100%Yr1–60%Yr2–66%Yr4–66%Yr5–50%Yr 6 100%)	Early Action for Success Instructional Leader funding \$23,612.87 Aboriginal Equity \$81,560 QTSS \$1320 Disability Equity \$24,714	Teachers inform students of learning intentions and success criteria to ensure students understand the purpose of their learning and how to measure their success. All students are tracked through 5 week cycles against the numeracy continuum. Teaching program evidence of adjustments for students as identified /necessary. Best Start assessment in numeracy. Transition to number talks T–6 and movement away from text book based programming.

Next Steps

Systems for collaboration, classroom observation, modelling of effective practice and feedback will be embedded to drive and sustain improvement. Teachers to actively involve students and parents in planning support for students as they progress through each stage of education. Students to use effective self and peer feedback, assessment and reporting processes to reflect on their learning. Parents to have an understanding of what their child is learning and to receive regular information to support their child's progress. The School Learning Support Officer and AEO to participate in professional learning to support Literacy and Numeracy programs.



Strategic Direction 2

Positive partnerships between the school, families and the wider community.

Purpose

To provide opportunities for the school to work with others beyond the school gate.

Overall summary of progress

Increased community participation provided students with expert knowledge and skills in varying areas of the curriculum. Stronger Smarter Leadership facilitated the whole school commitment to the values of courage, honour, patience, presence and challenge as part of the focus on student wellbeing. The school focused on developing a strength based approach to creating Personalised Learning Plans. The parent community were kept informed of school programs and curriculum through the school newsletter, school assemblies and five weekly BBQ breakfasts. The staff and students of Cabbage Tree Island Public School continued to collaborate with Southern Cross Small Schools during 2017 in the areas of professional learning, transition–K and 6–7 and organised curriculum events for students. Collegiality has created greater professional learning opportunities for staff, enhanced the quality transition programs for students and fostered positive relationships between students from small schools.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Survey staff, students, community members and inter–agencies Organise parent workshops/focus groups Self –evaluation team; parent/teacher interviews–Personalised Learning Plan meetings Parent committee feedback Evaluation Plan: Analysis and further planning from data	Aboriginal Equity \$81,560 Disability Equity \$24,714	Stronger Smarter values and strategies are embedded across the school through signage and teachers using check in and out strategies with their students. Small school curriculum events supported by staff, students, parents and the wider community. Open communication with the Ballina–Cabbage Tree Island Aboriginal Education Consultative Group(AECG). Parent and staff member trained in Sista Speak. Transition teacher and SLSO attended Connecting to Country Preschool training hosted on our school site by the Ballina–Cabbage Tree Island Consultative Group (AECG). Website views have been stable during the year. PLPs were reviewed. The community room was booked by external agencies, hosted school assemblies and five weekly BBQ breakfasts for families and the school community.

Next Steps

In 2018 Cabbage Tree Island Public School will continue to work with DoE personnel, the Southern Cross Small Schools Collegiate, the Ballina–Cabbage Tree Island Aboriginal Education Consultative Group(AECG), community and outside agencies to embed a positive school culture that is celebrated and communicated on a regular basis. This will occur through positive communication about what is happening in the school, school newsletters, notes to parents and caregivers, discussions about attendance, positive behaviour for learning, curriculum areas, upcoming events and working with the community to raise the profile of the school. The school will develop a contextually relevant school plan 2018 – 2022 with a greater focus on communicating strong partnerships, wellbeing, processes and systems. The school website will be updated on a regular basis. Surveys will inform future plans.



Strategic Direction 3

Joint school initiatives focused on collaboration and engagement.

Purpose

To provide broader learning opportunities and relevant professional learning opportunities for students and staff in our small school setting.

Overall summary of progress

We have continued to develop and strengthen collaborative working practices across the Southern Cross small schools. This has led to improved professional learning opportunities for staff and learning opportunities for students through cross-school programs. The Performance and Development Framework (PDF) has allowed staff to identify their own professional learning goals and professional learning to assist them to achieve these goals. During this process staff have collated quality evidence to substantiate their achievement. Staff were required to self-reflect against the Australian Professional Standards for Teachers as part of the annual review cycle. The PDF cycle has ensured staff are applying research and evidence based practice on a daily basis. The consistent approach taken to tracking achievement Transition to Year 6 and K-6 achievement along the literacy and numeracy continua has resulted in close monitoring of student progress and assisted in transition of students to two local high schools. It has also assisted in identifying particular trends within data, facilitated formal and informal professional conversation on student achievement and guided teaching and learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Performance & Development Framework (PDF) conversations provide evidence of the effective implementation of processes and strategies of the new curriculum areas	EAFS Instructional Leader \$ 23,612.87 QTSS \$1320 Teacher Professional Learning \$8,245.86	Professional learning plans have been negotiated to meet individual needs and align with the school plan and have been reviewed. Teacher professional learning opportunities have been provided to staff to support attainment of school and personal goals. Professional learning is planned into weekly staff meetings.
Increased capacity in teaching of maths and science evidenced by differentiation, use of continuum, effective integration of technology and use of variety of resources	Computer Coordinator \$2,490.83 Key Learning Area Expenditure \$3,782.17 Extra Curricula Expenditure \$2,015.82	Consistent data collection matched against the numeracy continuum. Improved use of computer technology to communicate with parents via the school website. Six Ipads purchased for classroom use. Staff using technology as a tool to support teaching and learning. Matific online trial. Skill based learning activities implemented using technology. Students participating in coding programs to engage them in learning. Science resources purchased and align to the curriculum.

Next Steps

A supportive collegiate network exists across the Southern Cross Small schools. Our Instructional Leader is an active member of the EAFS State team and regularly participates in local hub meetings. Mentoring and teaching shoulder to shoulder with an Instructional Leader has provided opportunities to discuss curriculum challenges, support the achievement of change action goals, strengthen teaching practice and increase student achievement. The School Administrative Manager (SAM) engaged in SAM Collegial Learning Network meetings and LMBR training. Our school continues to develop and nurture a positive relationship with the Ballina-Cabbage Tree Island Aboriginal Education Consultative Group(AECG) where the Principal and school representatives regularly attend meetings to report on programs Cabbage Tree Island Public School is delivering to support Aboriginal families and students. All professional learning directly links to the school strategic plan, Australian Professional Standards for Teachers and identified performance and development learning goals. Southern Cross Small School Professional learning will strengthen staff theoretical and practical knowledge of strategies for high expectation classrooms with high quality learning practices evident on a daily basis. All students, Transition-Year 6 will have their learning tracked. Regular analysis of data will ensure staff are differentiating the curriculum and their teaching strategies to meet the needs of students. Robust conversations about the trends within Small School data will occur to further enhance student achievement. Teachers

will apply self-reflection strategies to display their impact on student learning and identify future learning directions. Staff will continue to receive professional learning in key curriculum areas. Our commitment to wellbeing and communication is to increase in 2018 through regular consultation with parent bodies through scheduled school events with the goal of increasing parent and community engagement. Positive and respectful relationships across the school community will continue to be developed by the AEO and staff.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal Equity \$81,560	Aboriginal Education Officer employed to assist students, parents and to forge school and community links, to follow up speech therapist programs with individual students and to listen to students read. Aboriginal Support Learning Officer employed two days a week in the Transition classroom. These roles have assisted students in understanding their culture and culture being valued. Transition teacher and Transition Support Learning Officer attended Preschool Connecting to Country course hosted at our school by the Ballina–Cabbage Tree Island Aboriginal Education Consultative Group.
Low level adjustment for disability	Disability Equity \$24,714 Integration Funding \$11,030	Support Learning Officer employed to increase student engagement and social connectedness in classrooms. The Learning Support team regularly meet to target social, emotional and academic needs of individual students. Resources purchased for classrooms, playground and transition settings to support student needs and student engagement.
Quality Teaching, Successful Students (QTSS)	QTSS \$1320	Release time for planning literacy and numeracy programs. Collegial support in using PLAN, input of literacy and numeracy data, developing a strong understanding of continuums and analysis of data.
Socio–economic background	Socio–Economic Background \$33,095	Aboriginal Education Officer assisting with wellbeing, Positive Behaviour for Learning, literacy and numeracy programs. Learning support Officers to assist with learning associated to the three Strategic Directions. SAM employed an extra day per week in Term 3 and 4 to assist in school roll over from OASIS to LMBR, to assist with regular weekly school newsletter printing for school community and to contact families in regards to student attendance. Purchase of Mathematics and reading resources.
Early Action for Success	Early Action for Success Annual Allocation \$23,612.87	Employment of EAFS Instructional Leader 1 day per week. Support for professional learning in literacy and numeracy. Data indicated student growth and student learning moving towards State targets



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	15	13	11	8
Girls	4	3	3	8

School enrolments have shown a steady increase in Semester 2 2017. The school has a higher proportion of boys in each grade level. Transiency in the community can increase and decrease enrolment.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.1	71.3	88.2	82.9
1	87.8	94.1	94.4	85.5
2	96.9	87.4	92.8	74.2
3	100	46.9	83.1	87.8
4	96.2	96.7		82.7
5	73.9	87.9	92.5	
6	96.7	90.6	90.3	87.6
All Years	88.9	81.2	89.3	84.1
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
5	94.8	94	93.9	
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Enrolment has increased due to a greater number of Transition students enrolling into Kindergarten. Attendance at Cabbage Tree Island Public School is monitored daily. In Term 1 2018, attendance will be monitored online through ebs4. The Home School Liaison Officer (HSLO) and Aboriginal School Liaison Officer (ASLO) work closely with the school to support families.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	0.64
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.2
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.7
Other Positions	0

*Full Time Equivalent

Cabbage Tree Island Public School employs three teachers. Two being permanent and one as a temporary staff member. All are accredited at proficient level. There were no beginning teachers working toward Board of Studies Teaching and Education Standards. No teachers sought voluntary accreditation or maintenance at Highly Accomplished or Lead.

Two members of staff have Aboriginal heritage. Cabbage Tree Island Public School has an Aboriginal Education Officer (AEO) employed five days a week and an Aboriginal School Learning and Support Officer (SLSO) employed two days a week in the Transition Class.

The school also has an appointed part time (0.2) Early Action for Success Instructional Leader working with students and staff in 2017.

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	10

Professional learning and teacher accreditation

In 2017 staff undertook various facets of professional learning. Professional learning involved staff completing mandatory training, attending courses on and off site, mentoring, online training and individual learning as required. We also assisted community members to be trained in Sista Speak and offered our community room as a venue for training. The Principal and K–2 teacher participated in once a term Small School Collegial Network professional development.

Professional learning occurred in the following areas–

- School Excellence Framework
- Milestones for school strategic planning
- School evaluation against the School Excellence Framework
- Quality teaching
- LMBR training
- Early Action for Success
- PLAN
- Literacy and Numeracy Progressions
- Early Years Learning Framework
- Sista Speak
- Connecting to Country
- Raiders of the Lost Art
- NAPLAN online
-

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	\$
Balance brought forward	170,414
Global funds	68,874
Tied funds	128,925
School & community sources	1,368
Interest	2,196
Trust receipts	163
Canteen	0
Total Receipts	201,526
Payments	
Teaching & learning	
Key Learning Areas	3,782
Excursions	0
Extracurricular dissections	2,016
Library	222
Training & Development	589
Tied Funds Payments	101,260
Short Term Relief	5,571
Administration & Office	19,139
Canteen Payments	0
Utilities	3,243
Maintenance	7,170
Trust Payments	143
Capital Programs	1,695
Total Payments	144,830
Balance carried forward	227,110

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	233,207
Appropriation	228,984
Sale of Goods and Services	61
Grants and Contributions	4,029
Gain and Loss	0
Other Revenue	0
Investment Income	133
Expenses	-59,584
Recurrent Expenses	-59,584
Employee Related	-42,015
Operating Expenses	-17,569
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	173,623
Balance Carried Forward	173,623

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	283,094
Base Per Capita	2,140
Base Location	1,649
Other Base	279,305
Equity Total	139,368
Equity Aboriginal	81,560
Equity Socio economic	33,095
Equity Language	0
Equity Disability	24,713
Targeted Total	11,030
Other Total	43,753
Grand Total	477,245

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. Due to the small cohort size and to maintain privacy of student details there is no reporting of statistical data from NAPLAN. The school trend data indicates student improvement. Kindergarten students transitioned into school were assessed within their first five weeks of school. This provided a strong understanding of where each child was at, in terms of their learning and readiness for school.

The My School website provides detailed information and data for national literacy and numeracy testing.

Click on the link <http://www.myschool.edu.au>

and insert the school name, Cabbage Tree Island Public School in the Find a school. Select GO to access the school data.

Due to the small cohort size of Aboriginal students who completed NAPLAN and to maintain privacy of individual student details there is no reporting of statistical data provided. Results indicated there were no students performing in the top two NAPLAN bands for literacy and numeracy.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2017 the school sought the opinions of parents, students, teachers and key community members about the school.

Student results indicated:

- Majority of students are proud to attend Cabbage Tree Island Public School.
- Majority of students believe the teachers care and want high expectations for their achievement.

Students identified:

- Modernising the playground to incorporate more hands on learning through science, sport and music as areas for improvement.
- Their strength in sport, friendship and art.

Parent results indicated:

- Aboriginal language and culture was a high priority and a reason why parents wanted their child to attend the school.
- They believe the teachers to be committed.
- They would like to be more involved in the school.

Parents identified:

- They would like to continue to increase knowledge and understanding of the local Aboriginal culture within the school through working with local Aboriginal parents and groups.
- They would like greater opportunities for Aboriginal students to feel pride in their culture.
- The school newsletter was an effective communication tool that they would like continued.



Policy requirements

Aboriginal education

Cabbage Tree Island Public School has 100% Aboriginal enrolment. The school stands proudly on the Bundjalung nation and is aligned strongly with the Ballina Cabbage Tree Island LAECG ensuring that current policies and procedures related to Aboriginal Education and training are reflected within the school and regular teaching/learning experiences. This has deepened all students' knowledge, understanding and appreciation of local Aboriginal history and culture. Parents, community, Elders, Aboriginal agencies, community services, DoE staff are invited every five weeks to a morning BBQ Breaky, special school functions, three weekly assemblies, to volunteer for weekly reading with students, fortnightly Sista Speak activities, sporting events and small school functions such as the spelling bee, general knowledge day and multicultural speaking with students. The school has hosted NAIDOC celebrations, Connecting to Country, Solid Mob events and worked closely with Bullinah Health on the site throughout 2017.

Acknowledgement of Country, flying of the Aboriginal flag and recognition of the Bundjalung people as custodians of country are embedded in daily practice. We recognise and value the cultural knowledge of local Aboriginal families, elders and Aboriginal staff.



Multicultural and anti-racism education

The multicultural component of our curriculum continues to expand. Multicultural education is an important cross curriculum perspective. Our classrooms and school practices are culturally inclusive. We have a strong focus on the development of an inclusive school community and a racism free environment. In 2017 staff utilised library resources to increase student understanding of cultures around the world and we celebrated Harmony Day. Explicit lessons were taught to strengthen student's understanding of what multiculturalism means and how it is put into action.

Highlights for 2017 were State swimming representation, the Red Cross Pillow Project, Recycling and Solid Mob activities.