

# Coolongolook Public School

## Annual Report



2017



1627

## Introduction

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

Jason Tindall

Principal

## School contact details

Coolongolook Public School

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## Message from the Principal

During 2017, students have continued to make great advances in their K–2 and 3–6 learning environments and I look forward to monitoring this sustained growth in 2018.

At our school we have once again focused heavily on student well-being especially in the area of friendship and getting along. It has been pleasing to witness the growth in this area of our school culture, with all students playing a major role in the happiness of others and the overall improved feel of our now cooperative and happy school environment. Thanks to our 2017 leadership team, Sophie, Khye, Taylee and especially Ethan and Katelyn for fulfilling their roles as school captain.

Sport has continued to be an extremely important area of our curriculum with students attending many activities. The school participated in the Small School Swimming Carnival and attended the Intensive Swimming Program at Great Lakes Aquatic Centre which concluded with our School Swimming Carnival. At all sporting events, emphasis was placed on 'sportsmanship', with many teachers and community members from other schools commenting on our success in this important area.

Excursion highlights this year included the 3–6 camp at Adventureland and our whole visit to GLAICA house. Thank you to the parents who assisted the teachers with the excursions and ultimately helped contribute to their success.

There were also many celebrations held at our school during the year. Apart from our fortnightly assemblies, students were involved in the Easter Hat Parade, NAIDOC Week, Book Week and Harmony Day activities. The school also participated in Clean Up Australia and Day for Daniel. Outside of school, the students once again attended the Bulahdelah Show Student Night.

In April, we joined the community in showing our respect for the fallen during our special ANZAC ceremony that was held in the Coolongolook hall. A big thank you to all involved, especially Neryl Gordon and Beryl Ede for their assistance in researching our local war heroes.

Our school P and C continued to work hard during 2017. Meetings were well attended and considerable money was raised. A big thank you to our amazing executive committee, Rachael Ryan, Jenny Gough, Emily Griffis, Jenny Loveday and Kelly Ede and to the many parents who attended our meetings. Thanks also to the Nabcac Rural Fire Brigade for their assistance with Driver Reviver.

Our school is looking great, with the barbeque area completed, gardens maintained and our old art corner cooking area soon to become our new school library. Students have enjoyed Friday rewards afternoons and our weekly Breakfast Program. A big thank you to Jenny and Carol Gough, Shelley Stanfield, Mrs Donnelly and Mrs Simpson for their tireless work this year in serving our school environment and its students. We greatly appreciate it!

After school 'Coding Club' concluded in Term 3. The learning was led by our Year 6 captain Ethan Griffiths, with the support of his mum Megan. The lessons were engaging and Future Focused driven and the students in attendance have gained so much. On behalf of the school community, I would like to thank you on your efforts and achievements!

We have also been lucky to have volunteers helping in our school during the year. To Mrs Robyn Simpson, thank you for your assistance. We have loved having you learn with us and hope you can continue to assist once again in this capacity during 2018. A big thank you also to Patricia Chapman who has assisted our K-2 students with reading each Wednesday.

A big thank you also to our School Chaplain, Nathan Hanley who mentors our students each Wednesday. We have loved having you at our school and look forward to working further with you in 2018.

Mrs Donnelly, thank you for supporting our school once again this year. We appreciate your efforts both in the K-2 classroom and your extra assistance with our many learning programs. We are extremely grateful for everything you have contributed and look forward to having you back at our school in 2018.

Mrs Hall, thank you for taking on the role in the office during Semester 2. You have achieved so much since arriving at our school. Your organisation is second to none and I'm looking forward to working with you further during 2018.

Thank you also to Mrs Harrington and Mrs Everingham for your tireless work in our school. We are lucky to have such skilled aides working with our children and we look forward to working with you once again in 2018.

To Mrs Nixon and Mr Kelly, thank you for your time and dedication to our school. The students have been lucky to have such skilled teachers instructing them this year and we hope you can join us again next year.

To our Instructional Leader, Ms Toni Johnson, thank you for your weekly assistance with our Early Action for Success progress. The students love having you visit our school and I look forward to your continued support during 2018.

Thank you also to Mr Alan Bradford for his efforts in maintaining our school grounds during 2017. You do an amazing job and we once again look forward to having you at our school next year.

Finally, thank you to our wonderful students for all that you have done help make Coolongolook Public School such a great place to be. I love coming to school each day to see you all learn and grow. Thank you for all the hard work you do and the effort you always give.

Mr Jason Tindall

School Principal

## School background

### School vision statement

Coolongolook Public School takes pride in providing quality education for our students.

Staff, students and the community work together to ensure our students have the best access to educational resources, learning opportunities and life experiences.

We work together to ensure our students are inspired learners, creative thinkers and able to function in the 21st century.

### School context

At Coolongolook Public School we believe that our small school offers students individualised highly resourced learning with the highest expectations of individual and collective success. The genuine relationship between staff, students and our families ensures our school maintains a high standard of success in a positive, caring, polite and safe learning environment.

Our students are encouraged to be disciplined learners. Staff members participate in relevant professional development and implement quality education programs that give every student the opportunity to reach their potential. Individualised education programs and activities are designed to develop in our students a confidence to face life's challenges and to enhance their love of learning.

Through Early Action for Success, the school is provided with an Instructional Leader, an additional teacher allocation to deliver tailored interventions in literacy and numeracy as well as a training allocation for teachers to strengthen personalised learning for K–2 students.

## 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.

Principals across the Southern Teaching Principals Collegial Leadership Network (CLN) collaboratively planned, developed and implemented various joint projects incorporated in our School Plans 2015–2017. We have discussed the School Excellence Framework and its implication for informing, monitoring and validating our journey of excellence. Time was allocated to examine the School Plan to determine those elements of the School Excellence Framework the School Plan most strongly addressed.

#### School Excellence framework – Learning

In the domain of Learning, our school projects based on achieving our Strategic Directions, have all moved us closer toward the outcomes of a strong Learning Culture and many projects address the elements of Curriculum and Learning and Assessment and Reporting. This has primarily been achieved through our focus and commitment towards creating Individualised Learning Plans for all students.

Our CLN joint projects have been primarily focused on Learning Culture and Curriculum and Learning elements. The focus of our programs across this domain was the development of technology skills in staff and students and implementation of the New South Wales Science and Technology syllabus. The professional learning planned in the e-Learning program was completed by all staff across the CLN. New Apps were presented to staff and students. The impact of this program is that staff have been up skilled in the use of new technology and students have accessed the technology in their day-to-day learning programs with some students showcasing their work across the network of schools.

In the element of Curriculum and Learning all staff engaged in professional learning, familiarising them with the syllabus and support materials available. A History and Geography committee comprised of at least one staff member from each

school, was established and this committee developed scope and sequences, units of work and added it to our CLN Google Docs folder. All schools are now able to implement the syllabus with staff having access to units of learning and resources to support such.

#### School Excellence Framework – Teaching

Our CLN joint projects have been primarily focused on Effective Classroom Practice and Collaborative Practice elements. Our E–Learning, History and Geography syllabus projects have focused on developing effective lessons, using both teacher and students feedback and evaluating our teaching programs. The impact of these programs includes increased evidence of inquiry based learning in classrooms and enhanced teacher engagement with the process of planning and implementing History and Geography K–6.

In the element of Collaborative Practice a Professional Learning Coordinator was engaged to coordinate a consistent approach to delivering professional learning in the areas of curriculum and e–Learning across the CLN. It is now evident that there is a consistent and cohesive approach to the implementation of the History and Geography syllabus and E–Learning across the CLN.

#### School Excellence Framework – Leading

In the domain of Leading we have determined strengths in School Planning, Implementation and Reporting and School Resources. The development, implementation and review of the School Plan has ensured teacher (as a small school 'executive ' team) are achieving milestones and developing new milestones to consistently reflect upon our practice and implement improved classroom practice.

Our CLN joint projects have afforded opportunities for leadership experience to all interested staff. The position of Professional Learning Coordinator was advertised as an expression of interest across all schools. As part of our History and Geography curriculum focus staff were given the opportunity to form a curriculum committee, develop resources and deliver professional learning to colleagues. The impact of these programs includes the use of new technology platforms and tools, the willingness of staff to lead the next phase of our programs and a commitment from the principals to continue the programs into the future.

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

For more information about the School Excellence Framework:

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



## Strategic Direction 1

### Inspired Learners

#### Purpose

To deliver consistent high quality curriculum which leads to creative, innovative and resourceful learners.

#### Overall summary of progress

##### e-Learning and ICT

In our self-assessment process we looked at a range of evidence to support our judgments in the effectiveness of the e-Learning program in building staff capacity and upskilling students in the use of quality programs/apps in the classroom. Observations, surveys, Performance Development Plans (PDPs), the SAMR Matrix and student work samples were analysed to support assessment. Our evidence clearly shows that the E-Learning program has strongly embedded the use of Information and communications technology (ICT) within teaching and learning programs.

##### Individualised Learning Plans (ILPs)

Students ILPs were completed, reflecting upon assessment information and teacher recommendations. Teachers and parents met with students early in Term 1 and Term 3 to discuss, implement and update a numeracy, literacy and social goal. Time and funds were allocated for teachers to meet individually with students at the end of each term to discuss and update learning goals. Strategies were discussed with students and parents to help learning goal achievement.

##### Programs

Staff engaged in a range of professional learning to ensure they were equipped with the skills and knowledge to implement specific programs in their classrooms.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Each student has an Independent Learning Plan (ILP/PLASST) with termly individual goals	\$4000	Teachers met with parents and students to identify termly individual goals that were regularly updated.  Teachers were given 1 day/term to update ILPs, adjustments for programming and assessment folders.
ICT is an integral part of daily teaching and learning	\$500	Use of Seesaw and Google Classroom  Student E-Learning program  Staff meeting focussing on E-Learning directions  PLC visit to work with staff and students
Students show improvement in achieving stage appropriate cluster targets on the literacy and numeracy continuum.	See ILP section	Staff reflection on individual learning goals and termly progress.  Assessment folders outlining student growth on literacy and numeracy continuums

#### Next Steps

Individualised Learning Plans for all students to continue

Reflection and feedback on improvements to History/Geography and Science units created. Students engage in concepts being taught ensuring improved skills and understanding.

PLC continue to oversee student learning directions.

Students continue to use skills learnt in all academic areas.

## Strategic Direction 2

### Excellence in Teaching

#### Purpose

To support staff in an environment which encourages collaboration to ensure all aspects of the teacher professional standards are understood and implemented.

#### Overall summary of progress

##### NSW Syllabus for the Australian Curriculum

A range of evidence was analysed in relation to the impact of Curriculum Implementation initiative on staff and teaching and learning programs including units of work, staff surveys and staff Performance and Development plans (PDPs). Teacher participation in professional learning sessions, development of units to support the new syllabus implementation, classroom observations and in-school support by the Professional Learning Coordinator (PLC) have resulted in the implementation of the Science, History and Geography syllabus for the Australian Curriculum and improved pedagogy with teachers actively engaging in their own professional learning.

##### Professional Learning Coordinator

The purpose of the Professional Learning Coordinator (PLC) role was to establish cohesive learning programs and opportunities across the Southern Teaching Principal's Collegial Leaders Network (CLN) and to support, plan, implement and monitor the professional development of staff. An outcome of this was to relieve the teaching Principals of their workload in these areas.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Curriculum Coordinator: Professional Learning Coordinator (PLC) engaged to support planning, implementation and monitoring of programs. Curriculum Coordinator employed by CLN schools.	PLC for 2017 = \$1900	PLC reassigned  PLC provided regular updates regarding progress towards milestones  PLC regularly updated principals on weekly focus areas by email  Teachers reported improved confidence in understanding and teaching of Australian Curriculum.
NSW Syllabuses for the Australian Curriculum: Develop and implement scope and sequences, units of work and assessment rubrics through small schools professional learning network.  Professional learning on assessing and reporting student progress, plotting and tracking accurately on the literacy and numeracy continuums.	\$500	Scope and sequences and units of work on Google Drive assessed and incorporated into programs  Teachers reported improved confidence in understanding and teaching of Australian Curriculum.  Staff using units and providing feedback
Performance and Development Framework (PDF): Teachers develop, implement, review and reflect on professional learning by maintaining a Professional Learning Journal (PLJ)	\$500	All staff developed goals and completed elements of the PDP  Professional goals and evidence gathered were clearly linked to Teacher Professional Standards and PDF



## Next Steps

Continued support of the Professional Learning Coordinator

Staff continue to access Google Drive to teach, modify, give feedback and contribute to new units of work.

PLC to apply for further Digital Learning Grants.

PLC continue to upskill and support staff to implement E-Learning into the classroom.

PLC continue to support Teaching Principals by organising Professional Learning in our schools

### Strategic Direction 3

#### Engaged Community

#### Purpose

To engage with parents, carers the wider community and collegial groups to strengthen partnerships to support student learning.

#### Overall summary of progress

Principals have focused on building relationships and capacity across the network of schools as a basis for future growth.

Staff have developed skills and confidence in engaging with parents, carers and the wider school community.

Parents are being invited to a range of learning days within the schools.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff complete professional learning and demonstrate improved interactions with all stakeholders, measured through staff surveys	\$500	Staff report a improved confidence when dealing with parents and community.
Parent satisfaction surveys show an increase in parent understanding of learning, learning challenges and curriculum content.		Parent satisfaction surveys show an increase in parent understanding of learning, learning challenges and curriculum content.
Continued increase in number of families that subscribe to the skoolbag app	Skoolbag purchased and paid annually.	Increased parent and carer involvement in school and home learning

#### Next Steps

Seesaw app in regular use with parents encouraged to use the app to monitor learning opportunities for their child/ren.

Continued commitment to and work with the Collegial Leadership Network (CLN)

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Teacher = \$5245  SLSO = \$5367	Improved connections with the local AECG  In class support for Aboriginal students by employing additional teacher days and SLSO support  Indigenous perspectives included in programs across all KLAs.
<b>Low level adjustment for disability</b>	Teacher \$3200  SLSO \$3980	Additional days for teachers to implement ILPs and Learning Support  Additional SLSO support for both classes
<b>Quality Teaching, Successful Students (QTSS)</b>	Teacher \$1700	1/day per term to plan, implement, observe and give feedback on lesson
<b>Socio-economic background</b>	\$39900	Support for student welfare  Updated resources  Additional teacher support for students  Additional SLSO support for students
<b>EaFS</b>	\$37000	Instructional Leader support for teaching staff  K-2 teacher PL in L3 pedagogy

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	12	15	15	17
Girls	23	15	16	18

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.5	96.7	92.8	90.5
1	92	97.8	92.1	91.8
2	92.4	94.9	94.1	86.7
3	95.7	87.2	91.8	95.7
4	98.9	96.7	91.4	74.2
5	97	92.3	95	89.9
6	89.5	92.6	88.4	93.8
All Years	94.6	95	92.4	89.9
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

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	1.38
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	0.9
Other Positions	0

\*Full Time Equivalent

### 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	0

### Professional learning and teacher accreditation

Staff engaged in a wide variety of professional development throughout 2015 which included:

- Myall Learning Community (MLC) meetings
- First Aid
- Principal Network Days
- Collegial Leadership Network (CLN) meetings
- Training and Development Forums
- Science video conferences
- Primary Principal Association (PPA) Professional Learning sessions
- e-Learning for teachers
- Aboriginal Education Consultative Group (AECG) meetings
- PPA conference
- Principal Support Liaison (PSL) visits
- Professional Learning Coordinator (PLC) sessions
- Child Protection Training
- Code of Conduct

- CPR/ Anaphylaxis
- Managing Government Information in Schools
- Dealing with the Media
- Aboriginal Education Policy update
- Microsoft Excel for SASS
- Science committee support

We did not have any teachers seeking accreditation in 2017.

## 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.

<b>Receipts</b>	<b>\$</b>
<b>Balance brought forward</b>	<b>92,700</b>
Global funds	69,127
Tied funds	103,530
School & community sources	5,168
Interest	1,094
Trust receipts	1,803
Canteen	0
<b>Total Receipts</b>	<b>180,722</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	3,113
Excursions	3,457
Extracurricular dissections	1,980
Library	414
Training & Development	484
Tied Funds Payments	72,482
Short Term Relief	1,245
Administration & Office	29,838
Canteen Payments	0
Utilities	5,360
Maintenance	2,816
Trust Payments	2,729
Capital Programs	0
<b>Total Payments</b>	<b>123,919</b>
<b>Balance carried forward</b>	<b>149,504</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 <b>Actual</b> (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	157,085
Appropriation	152,384
Sale of Goods and Services	229
Grants and Contributions	4,394
Gain and Loss	0
Other Revenue	0
Investment Income	77
<b>Expenses</b>	-46,252
Recurrent Expenses	-46,252
Employee Related	-28,679
Operating Expenses	-17,573
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	110,833
<b>Balance Carried Forward</b>	110,833

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 <b>Actual</b> (\$)
<b>Base Total</b>	419,463
Base Per Capita	4,738
Base Location	2,779
Other Base	411,946
<b>Equity Total</b>	90,978
Equity Aboriginal	9,296
Equity Socio economic	55,923
Equity Language	2,466
Equity Disability	23,293
<b>Targeted Total</b>	24,740
<b>Other Total</b>	55,654
<b>Grand Total</b>	590,835

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 small cohorts, student achievement in Year 3 and Year 5 literacy cannot be included.

Due to small cohorts, student achievement in Year 3 and Year 5 numeracy cannot be included.

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



This year students and parents we asked to complete the Tell Them From Me surveys.

Their responses are presented below.

### **Student survey**

1. Student participation in school sports.
2. Student participation in extracurricular activities.
3. Students with a positive sense of belonging.
4. Students with positive relationships.
5. Students that value schooling outcomes.
6. Students with positive homework behaviours.
7. Students with positive behavior at school.
8. Students who are interested and motivated.
9. Effort.
10. Skills—challenge (the extent to which students feel challenged and whether they feel confident of their skills).

### **Parent/Caregiver survey**

1. Parents feel welcome.
2. Parents are informed.
3. Parents support learning at home.
4. School supports learning.
5. School supports positive behaviour.
6. Safe School
7. Inclusive School

Please contact the principal if you require additional information or more detailed results.

## **Policy requirements**

### **Aboriginal education**

In 2017 our students studied Aboriginal perspectives throughout All Key Learning Areas. Aboriginal perspectives were embedded throughout our teaching and learning programs.

Staff engaged in a professional development session in relation to the Aboriginal Education Policy and support documents available to ensure students receive rich and relevant information about Indigenous Australia.

### **Multicultural and anti-racism education**

Staff and students have embraced programs to enhance informed understanding of other cultures. Excursions and programs encourage students to have a greater awareness and respect of cultural, historical, linguistic and religious differences between cultures.

### **Other school programs**

During 2017 we have continued to support and nurture the following areas:

- **EaFS**

Early Action for Success is the department's commitment to improving students' literacy and numeracy performance in the early years of schooling (K–3). 2017 saw the ongoing implementation of the

initiative at Coolongolook Public School moving into Phase 2. The three year commitment (2017–2020) involved the employment of an Instruction Leader who is shared between four neighbouring schools. The role of the Instructional Leader (Toni Johnson) involved working closely with staff to identify the needs of students and moreover to deliver quality differentiated teaching practice in Literacy and Numeracy for all students. The deep analysis of student data and ongoing tracking of student progress against the Literacy and Numeracy continua, facilitated the identification of students in need of targeted intervention and extension. Coolongolook Public School committed to 'Early Action for Success' by prioritising professional learning for K–2 staff in the L3 pedagogy, designed to cater for all students at their point of need in all areas of Literacy.

- **Student leadership**

Our student leaders ran 15–20 minute fitness lessons 2 days a week for all students. This developed their leadership skills as they had to organise, explain and 'coach' the other students in physical activities of their choice. They were able to use their initiative and deliver physical activities that supported, encouraged and developed all students as sportspeople. They also encouraged sportsmanship and ensured all activities catered for ability levels for K–6 students.

Student leaders also took on a variety of roles throughout the year including running several assemblies, thanking guests for visits and being the masters of ceremony for our presentation night.

- **Family and community programs**

Parents/caregivers and community members have been invited to and have supported our school in many ways. We invite parents to participate in information nights and other in-school events to connect school learning to the home and so parents and caregivers are able to support their child's learning at home, engaging in conversations and answering questions.

Parents are also welcome to attend many of our excursions, which not only reduces travel costs for all our students, but also promotes conversations between students and parents/caregivers as well as providing an opportunity for parents to value the educational connections such excursions have.