

# Glen William Public School

## Annual Report



2017



2020

## Introduction

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

Kristy Bultitude

Acting Principal

### School contact details

Glen William Public School

Glen William & Dungog Rds

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### Message from the Principal

Glen William Public School is a small rural school in a beautiful area between Dungog and Clarence Town. The school was established in 1849 and has served the community since. The highly skilled staff are dedicated to delivering quality evidence based programs in a supportive environment. The school offers an array of opportunities to all members of its community. 2017 saw the introduction of Star Struck and the school's participation in NSW Small Schools Touch Football knockout competition.

The staff and community take pride in the high level of care given to each student. Students are valued and supported through individual learning plans to ensure they reach their full potential. Glen William has a active Parent body who give their heart and soul to providing resources and assistance to the student body. The school values the support given by the parents and wider community.

Our students belong to a community which is friendly, supporting and caring and they should be congratulated for the progress and achievements they have made across the school year. A large number of relationships have been forged across the year and we as a school community endeavour to continue to grow these so that all students and families are supported as they move through their primary education.

It is my pleasure to present this annual school report, acknowledging the exemplary achievements of Glen William Public School's students, staff and parents in 2017.

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

Kristy Bultitude–Acting Principal

### Message from the students

Glen William Public School has provide me with the opportunity to complete primary school in an engaging and supportive environment. It didn't take me long to feel at home and become a part of this wonderful school. I am saddened by the fact that I must leave this beautiful school, my wonderful friends and the fantastic teachers and staff at Glen William PS. There have been many things that I have enjoyed. This year I was able to participate in Star Struck. This is the first time for our school. Going to Canberra was another highlight. I would like to thank the students for being great, the teachers and all of the staff that make Glen William Public School great.

**Gracie Hainsworth– School Captain**

## School background

### School vision statement

At Glen William Public School we work together to provide a supportive, stimulating and empowering educational environment that fosters the potential of every student through the provision of innovative, inclusive and differentiated education in a small school environment.

We believe that all students can achieve academic and personal success through the provision of a well-balanced, quality education presented by dedicated staff with strong community support.

We strive to ensure students are respectful and engaged in successful learning exhibiting qualities to ensure they are literate, numerate, creative, resilient and socially confident members of the community.

Staff are committed to providing quality education through enthusiasm, setting high expectations and innovative programs in a supportive environment that promotes collaboration and reflection.

Our community is a welcoming, inclusive, positive and involved body which works together to support the individual potential of each child.

Our vision is to empower students to be respectful, responsible, honest and innovative citizens that strive for life-long learning and personal excellence.

### School context

Glen William Public School is a small school located in a beautiful rural area between Clarence Town and Dungog. The school has served the community since 1849.

It provides a small school atmosphere in a quality learning environment which is committed to developing students intellectually, physically, socially, culturally and emotionally. Our school endeavours to instil confidence and provide experiences necessary for the children to move into the wider community. Through commitment and professionalism, our school aims to provide an education which is challenging and enjoyable thus laying the foundations for lifelong learning.

Staff are dedicated to delivering a quality teaching environment that offers an incredible array of opportunities to all students. The staff and community take pride in the high level of care given to each and every student. Students are valued as individuals, and are supported in achieving their best results.

Glen William Public School has a very active parent body that is a real strength of the school. The school highly values the assistance given by parents in many ways, and this supports our school to achieve its educational goals.

“Learn to Live, Live to Learn”

# 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.

Glen William staff have worked tirelessly across the last twelve months ensuring that what is achieved within the school is reflected across the School Excellence Framework. From rigorous self-assessment procedures our school has continued a journey of where we are sustaining and growing within the areas of curriculum and learning, developing a learning culture where high expectations are valued, improvement within our assessments and reporting regime, effective classroom practice that is collaborative and encompasses the professional standards. The school continues to grow within the leadership domain as data and systems and process are fine tuned. Overall wellbeing is being effectively delivered but is an area that we as a school staff will ensure demonstrates growth so we can move through to excellence.

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

### Quality teaching and Learning

#### Purpose

To provide a high standard of education through quality teaching and learning programs that differentiate, engage, challenge and inspire all students and staff to excel and learn to their full potential focussed on personalised, evidence based, purposeful and engaging learning ensuring staff and students take ownership of their own learning and future aspirations to equip them with the skills and understandings for their future.

#### Overall summary of progress

In 2017, the school staff used data effectively to inform the teaching and learning cycle. This has enabled success across the school by providing high quality teaching and learning programs that were tailored to student needs. This has been achieved through the implementation of mental computation program and reading fluency assessments across the whole school.

Students understanding of the language of mathematics has improved greatly. Students have been highly engaged in interactive programs that support the teaching and learning of Literacy and Numeracy.

Continuation of our commitment to embedding strong community links with our neighbouring schools has provided enriching activities in the areas of technology. These programs establish and build on the relationships between schools and community to provide for successful transition to high school.

Glen William has effectively implemented a student tracking proforma to allow for transparent and informative information to inform teaching and learning for staff to enhance their professional understanding of the students and their learning needs.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
PLAN, continuum data and semester reports, supported by NAPLAN data demonstrate student growth meeting grade expectation.	\$3000	Data analysis has continued to support the teaching and learning cycle. Students have performed well with the majority of Year 3 students placed above Band 4 for Reading, Band 3 for Writing, Grammar and Punctuation and Numeracy.  Results for Year 5 indicated 100% of students above Band 5 for Reading and Numeracy, Band 4 for Spelling, Grammar and Punctuation and Writing.  Semester reporting will continue to reflect student growth and areas for development.
End of 2015 Baseline data established. End of 2017 70% of students meeting expected growth.	\$2000	100% of Year 5 students met expected growth in Reading and Spelling. 75% met expected growth in Numeracy and Grammar and Punctuation.

#### Next Steps

1. Students to develop self assessment skills to inform their learning;
2. Staff to ensure learning continuums utilised more effectively; and
3. Evidence based practices will be used to engage learners.



## Strategic Direction 2

### Sustainable Leadership

#### Purpose

To create and maintain continuity with the strategic directions of the school by embedding quality systems and organisational practices through a collaborative approach to decision making ensuring ongoing continuity of strategic directions throughout leadership changes.

#### Overall summary of progress

To support sustainable leadership, Glen William implemented school Parliament where the senior students were able to develop leadership skills and plan for new and exciting school programs and events to ensure student engagement was high. A number of key initiatives were developed. The school garden program and school pets are prime examples of how student voices can be heard.

A policy and documents have been designed to support the structure and roles of student leadership. so it is sustainable.

The implementation of PBL has succeeded 12 months and the results of the school set were 100%. This has had a positive effect on students across all learning domains. The development of the scope and sequence has provided for all staff to understand and follow the program. Staff roles have been considered when designing Tier 2 of the program. Students have developed a good understanding of the school expectations and this will be enhanced as we continue to move through the program.

Glen William has continued to involve all students with visible leadership by participating in community driven events.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Creation/updating of scope and sequences, policies, procedures and curriculum plans.	\$4250	Updated scope and sequences were finalised and teaching and learning programs have been developed and implemented effectively using a more stringent timeline for teaching content.  The A-Z Policy tool has informed the implementation of updating policies and ensuring collaborative practices are in place for policy reviews.
2017 English focus to improve student results by a years growth.	\$4000	NAPLAN results have informed that 89% of our students who sat the performance based testing improved their expected growth in all aspects of Literacy.

#### Next Steps

1. Continuation of School Parliament so all students are supportive and understand PBL values;
2. Promotion and implementation of wellbeing programs to support learning;
3. Use of informed data to support wellbeing programs; and
4. Enhancement of innovative practices to extend, challenge and inspire all.

## Strategic Direction 3

### Quality Relationships

#### Purpose

To enhance strong, positive and effective relationships with parents and the wider community to facilitate innovation and quality educational programs and practices.

#### Overall summary of progress

Student, Staff and Community wellbeing has continued to be a pivotal initiative that Glen William prides itself on. The PBL program has continued to support students through the promotion of values and expectations. The language has increased and community members have openly given feedback surrounding the program.

Staff are continually engaged in the community and are supported by parents.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the number of parents and community members actively participating in school and community programs.	Nil	New families were given opportunities to assist at school functions, take on responsibilities within the P&C and attend school led initiatives. Grand parents day was attended by 98% of families.
2016—establish baseline as per feedback from Tell Them From Me survey.	Nil	Feedback from the Tell them from me Survey establishes improvement measures for understanding student leadership and improved communication. This has resulted in the development of a Community and Engagement team where parental representatives will assist the school in developing clear and effective channels of communication for all and the opportunity for parents to observe student parliament to gain a deeper understanding of its process and procedures.

#### Next Steps

1. Developing a Community Engagement team;
2. Introduction of a Community Playgroup;
3. Increased student participation within community events; and
4. increased collaboration with community to support ATSI and multicultural programs.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$4664.60	<p>Strengthen partnerships with Aboriginal elder. School pergola has been transformed by Indigenous painting.</p> <p>Implementation of MGoals and connecting with the wider community through whole school multi model stories that incorporate celebrations.</p> <p>Participation in Close the Gap Day. Students were able to explore Indigenous culture through Virtual reality learning, cooking and craft.</p>
<b>Low level adjustment for disability</b>	\$1069.22	<p>Funding was used to support the implementation of Quick maths. This program was developed to improve mathematical computation by all students below national standards.</p>
<b>Socio-economic background</b>	\$12670	<p>Funding was used to support the uploading of school data to drive student learning, analysis of data and teacher observations for evidence based programs to support teaching and learning.</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	14	11	11	9
Girls	14	10	12	15

The 2017 year commenced with 26 students. A ratio of 14 girls to 12 boys. The school maintains a large percentage of families from rural property.

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.9	90.5	96.2	97.8
1	95.2	96.4	86.9	95
2	97.8	95.8	95.7	86
3	93.4	97.7	92.8	96.4
4	96.2		92.5	93.9
5	94.7	87.1	71	92.2
6	91.9	100	91.8	81.7
All Years	95.2	93.9	92.1	93.4
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9		93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

### Management of non-attendance

In 2017, Glen William Public School had an average attendance of 93%.

Regular attendance is essential to maximise student potential. Rolls are marked daily. Students are recorded as present or absent. Non attendance at school is followed up by the class teacher on the second day of absence.

Written or verbal communication is required on the first day of return explaining the absence.

When non attendance at school becomes evident the following actions include;

- attendance letter sent home for unexplained absences;
- meeting with the Learning and Support team; and or
- involvement of the Home School Liaison Officer.

Attendance requirements are regularly communicated through school newsletters.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	1.27
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

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. In 2017, Glen William Public School permanently employed one indigenous staff member.

### Workforce retention

In 2017, student numbers increased to hold two classes. Mrs Hanrahan taught the Infants class while Mrs Bultitude fulfilled the Relieving Principal role and taught the Primary class. Mrs Oates worked part time in the Primary classroom for Terms 1, 2 & 3 while Mr Cunningham replaced Mrs Oates in Term 4.

### 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

Professional Learning is valued and recognised as a major contributing factor for improving the learning outcomes of students. All staff committed in their endeavour to undertake ongoing professional learning that develop skills, knowledge and understandings in support of improving student learning outcomes. The school planned and conducted five staff development days over 2017 in addition to weekly professional learning meetings.

In 2017, staff participated in a range of professional development aligned with the school plan, including Wide Minds Creative Thinking, Enhancing Leadership in Aboriginal Education, Healthy Country Healthy Culture, Naplan Analysis, LMBR, Flourish, Anti Racism training, Adobe Connect sessions for Interactive pedagogy and the school planning process for community engagement and development of strategic directions.

All staff completed mandatory training in dealing with Anaphylactic students, CPR, Code of Conduct, Child Protection and Ethical and Corruption and Fraud Training. WH&S discussions are a regular discussion point at weekly meetings.

The professional learning experiences of all staff are linked to school priorities articulated in the school management plan. Identified individual and group learning needs and goals for professional growth are aligned to departmental priorities and strategic directions.

All staff are accredited with the Professional body and meet all requirements for maintaining accreditation.

Each year the school is allocated funding for the professional development of all staff.

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

### Financial information

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

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

Receipts	\$
<b>Balance brought forward</b>	<b>112,111</b>
Global funds	41,091
Tied funds	49,884
School & community sources	10,511
Interest	1,105
Trust receipts	1,092
Canteen	0
<b>Total Receipts</b>	<b>103,683</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	12,708
Excursions	909
Extracurricular dissections	6,039
Library	267
Training & Development	5,914
Tied Funds Payments	51,312
Short Term Relief	3,597
Administration & Office	11,268
Canteen Payments	0
Utilities	2,572
Maintenance	6,705
Trust Payments	1,092
Capital Programs	0
<b>Total Payments</b>	<b>102,383</b>
<b>Balance carried forward</b>	<b>113,410</b>

The information provided in the financial summary includes reporting to 30 November 2017. This does not include expenditure areas such as permanent salaries, building and major maintenance.

	2017 <b>Actual</b> (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	181,958
Appropriation	171,693
Sale of Goods and Services	0
Grants and Contributions	10,018
Gain and Loss	0
Other Revenue	0
Investment Income	246
<b>Expenses</b>	-51,665
Recurrent Expenses	-51,665
Employee Related	-20,622
Operating Expenses	-31,044
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	130,292
<b>Balance Carried Forward</b>	130,292

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.

There is a no balance recorded in the SAP financial table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount is included in the Appropriation amount in the SAP table.

This summary covers funds and operating costs and does not involve expenditure areas such as permanent salaries, building and maintenance. A full copy of the school's 2017 financial statement is tabled at the general meetings of the parent and/ or community groups. Further details concerning the statement can be obtained by contacting the school.

## 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>	413,200
Base Per Capita	3,515
Base Location	1,646
Other Base	408,039
<b>Equity Total</b>	38,719
Equity Aboriginal	4,665
Equity Socio economic	12,670
Equity Language	0
Equity Disability	21,384
<b>Targeted Total</b>	65,310
<b>Other Total</b>	1,537
<b>Grand Total</b>	518,765

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.

The reporting information must be consistent with DoE privacy and personal information policies. As such, ten or more students must complete the Naplan testing for individual school percentage in band, three year school average, and average growth information to be publicly reported on. At Glen William Public School, there was four students in Year 3 and three students in Year 5 that sat the Naplan test in 2017. Therefore, results cannot be advised in this report. all parents have been advised of their child's achievements.

In 2017, four students sat the Naplan Year 3 Literacy tests and three students sat the Year 5 Literacy tests. To maintain the privacy of individual students, their results cannot be advertised in this report. As Glen William Public School had less than ten students in the year, their results cannot be shown.

In 2017, four students sat the Naplan Year 3 Numeracy and three students sat the Year 5 Numeracy tests. To maintain the privacy of individual students, their results cannot be advertised in this report. As Glen William Public School had less than ten students in the year, their results cannot be shown.

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

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include;

- Whole School surveys of staff, students and parents;
- Document analysis; and
- Data analysis– school data and Naplan.

Improvements in satisfaction from the students were noted in the following areas;

- Small school and community spirit;
- Engagement in learning;
- Positive classroom environments;
- Connected learning;
- Expectations for ongoing success;
- Sense of belonging; and
- Teacher–student and peer relationships.

There was strong support from all three groups reflecting on community values and support of small schools. The following areas showed the highest correlation of scores between parents, students and staff:

- The school caters for differentiation in learning;
- Activities available to the students are exceptional;
- Promotion of the school is important to students, staff and parents; and
- Communication is extremely important for all members of the community.

Sample comments from students:

- We have kind, caring teachers;
- The playground is great;
- We are able to have a school pet;
- I have great friends that help me out;
- I love learning because they make it fun and interesting;
- We have access to a variety of technology; and
- The sport program is excellent.

Sample comments from parents:

- I value the small community environment and the individualised learning environments. The school has a large range of opportunities for all of its students;

- The school environment promotes positive behaviour that teach social interactions for all to be respectful, courteous and valued citizens;
- All of the teachers at Glen William Public School are dedicated, passionate and supportive of the students and parents.

Sample comments from staff:

- The community are extremely supportive of the programs and initiatives that we plan for within the school curriculum. Each and every student are able to access the curriculum at their level with high levels of support.
- Extra–curricular activities are provided and the school participated in Star Struck for the first time in 2017. It is the dedication of our staff that make these opportunities accessible to our students.

## Policy requirements

### Aboriginal education

Glen William Public School places a strong emphasis on ensuring an Aboriginal perspective is applied to all studies of Australian History to develop an informed understanding of Australia's Indigenous people, their cultures and customs. In Term 1 students participated in Close the Gap day where students were able to explore the use of bush medicine, experience the delicacy of food and the tools used by Indigenous Australians. An elder within the community presented her accounts of her experiences throughout her childhood. Through this connection our elder volunteered time to paint a school pergola that demonstrates the connection of our students to this lands Indigenous cultures and customs.

Naidoc day was celebrated and students were treated to a virtual reality incursion where they explored 360 degree reality dance, games and story telling.

Glen William Public School has encompassed the interactive software of MGaols to assist in developing Personalised Learning Plans for all Indigenous students.

100% of our Aboriginal students have Personalised Learning Plans and receive additional support.

Aboriginal perspectives are incorporated into Units of Inquiry.

100% of Staff participate in professional learning that encompasses the understanding of Aboriginal culture and history.

### Multicultural and anti-racism education

Glen William Public School addresses multi–cultural education through;

- Incursions that support cultural awareness;
- PBL program that reference a variety of real world examples in reference to Respect, Cooperation and Excellence;

- Integrated themes through curriculum planning that encompass a variety of themes and perspectives across the K–6 curriculum; and
- Professional development and training of our two school Anti Racism Officers.
- Expanding our understanding through celebrating our difference through Harmony Day.

## Other school programs

### Harmony Day

In 2017, Glen William students participated in an incursion to celebrate Harmony Day to develop an understanding of other cultures. Students participate in a Chinese Dragon workshop where they were able to learn about the traditions and customs and participate in a Chinese Dragon dance.

### ANZAC Day

Students from Glen William attended the community service held in Clarence Town. Students participated in lessons reflecting on the ANZAC spirit.

### Dungog Community of Schools

The community of schools surrounding Dungog have continued to work collaboratively to provide opportunities for all schools to participate in learning programs. This group has worked together to source funding and plan for integrated learning opportunities that are engaging for all students. In 2017, the program was a virtual enrichment program that utilised robotics and the coding of the robots to perform tasks. This program has provided a platform for improving the skills and knowledge of technology pertaining to robots and coding.

### PSSA Touch

2017 saw Glen William student compete in the Small schools touch knockout for the very first time. The students performed extremely well for their very first exposure to the sport.

### Star Struck

Students audition for participation in a dance group for our school. The dance group were successful and performed at the Star Struck event in Newcastle. The whole school visited the performance to celebrate the schools achievements.

### Grand Parents Day

Glen William families were invited to celebrate Grand parents day. The students enjoyed a day of games, reading and technology. The end of day saw all invited to watch the visiting performance of Music Aviva. families enjoyed lunch and afternoon tea with the school community. Grand parents were presented with a movie of their special day at Glen William PS.

### Raw Art

Creative arts is available to all students and each year we participate in two workshops provided by visiting art teachers. The works completed on these two days are exceptional. Students have thoroughly enjoyed the art making process and have walked away with some memorable experiences and artworks.

### Transition Programs

Stage 3 students have participated in virtual enrichment programs established through the community of schools. These programs include coding, science and engineering, peer support days, water catchment excursions and mathematical days.

### Public Speaking

In 2017 we had a number of student representatives attend the public speaking days. Participation at the small school competition was again successful with our Stage 3 representative becoming the overall winner for the second year in a row. All students who represented were highly commended.

### Music Aviva

Glen William hosted Martins Creek PS to celebrate the musical performance of the Lorikeet. Students were able to participate within the performance by playing musical instruments and or conducting groups.

### Excursions

K–6 students participate in a whole school excursion to Star Struck. Students in the Infants room visited Tocal house as part of their History unit and the senior students visited Canberra and Perisher. Students had a fabulous time and explored the delights of the Australian Capital Territory.