

Huntingdon Public School

Annual Report



2017



2190

Introduction

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

Peta Harris

Principal

School contact details

Huntingdon Public School

2876 Oxley Highway

Wauchope, 2446

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

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

6585 6144

Message from the Principal

2017 was an incredibly productive year that saw many changes happening in our school. At the end of Term 1, long serving and much loved Principal, Mr Gunnar Fuhrmann retired. It was with great excitement that I accepted the role of Acting Principal for Term 2 and at the end of Term 2, I was offered the substantive position of Principal at Huntingdon Public School.

Huntingdon Public School provides a happy, safe and caring learning environment where students are supported to achieve to their maximum potential. We are extremely proud of the ongoing academic successes of our students and we have a highly dedicated team of staff and community that work together in partnership to provide rich, authentic and engaging learning opportunities for all students.

All students, from Kindergarten to Year 6, have continued to successfully set and achieve individual learning outcomes in all curriculum areas. This year, we started on our journey towards students taking a greater responsibility for their learning and behaviour and reflecting on how they can work towards achieving their learning goals in striving for ongoing improvement in student learning outcomes. This increase in student autonomy and self direction in learning has resulted in higher levels of student engagement and an acceleration in the achievement of student outcomes in all Key Learning Areas. We remain focused on *having fun as we learn* throughout a wide range of learning opportunities.

I would like to thank the very committed and passionate team of staff here at Huntingdon Public School. They continue to go above and beyond to support the needs of all students and ensure that they have every opportunity to learn and succeed. They are driven to continually improve their teaching practice to provide the highest quality teaching for our students and their dedication and commitment to our school is a testament to their outstanding professionalism.

I would also like to thank our very small and hard working group of parents on the Parents and Citizens Association. The high quality educational opportunities that we are able to offer our students are a direct result of the school and community working together. We are so appreciative of the support our P&C provides and we truly value the strong partnership in learning we continue to share.

The Huntingdon Public School 2017 Annual Report is the result of ongoing assessment and evaluation completed throughout 2017. This report has been developed in consultation with staff, students, families and community representatives ensuring that the information provided is an accurate account of the school's achievements throughout the year.

Peta Harris

Principal

School background

School vision statement

Our vision statement is:— *In partnership with our school community, we strive to provide the best education possible for our students in a happy, safe and caring environment.*

School context

Huntingdon Public School has been proudly serving and meeting the needs of our school community since 1868. With spacious playing areas and attractive grounds we pride ourselves on having a small, rural, community centred school that fosters a sense of belonging and provides quality teaching programs in all of the Key Learning Areas.

In 2017, Huntingdon Public School has an enrolment of 57 students, comprising of 19 girls and 38 boys. There are 7 students who identify as being of Aboriginal and Torres Strait Islander descent.

Our highly experienced and dedicated teaching and non-teaching staff has worked co-operatively as a team for many years. The school enjoys having a high profile in the local community and is seen as being a friendly and caring place where everyone is valued and made to feel welcome.

A unique feature of our school is the ever increasing level of parental and community involvement we receive in all aspects of school. Parents and community members have the opportunity to engage in a wide range of school related activities in all of the Key Learning Areas.

Our school promotes a culture of belonging and working together as well as providing opportunities for every student to recognise their individual talents and strengths to achieve their personal best. We support all students in becoming confident and successful learners at their individual levels and celebrate their progress and achievement of individual learning goals together.

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.

In the domain of Learning, our school has had a significant focus on reviewing and refining the Wellbeing and Learning and Support structures within the school. Through the ongoing development of a whole school approach to wellbeing that has clearly defined behavioural expectations, the learning environment at Huntingdon Public School is positive and supportive. We have reviewed our Learning Support structures to ensure that individual learning is supported by the effective use of school, system and community expertise and resources through contextual decision making and planning. In 2018, Huntingdon Public School will continue to develop a strategic and planned approach to whole school wellbeing processes that support the wellbeing of all students so that they can connect, succeed, thrive and learn. We will continue to work in collaboration with students, staff and parents to implement consistent school-wide practices to ensure high quality teaching, curriculum planning and delivery, and assessment are responsive to meeting the needs of all students, supporting them to achieve their personal best.

In the domain of teaching, the staff at Huntingdon Public School are committed to identifying, understanding and implementing the most effective teaching methods. Our teaching staff participated in a wide range of professional learning sessions to analyse student work samples, use the literacy and numeracy continuums to assess student learning and inform future teaching and use the PLAN software to track student progress. We are continuing to improve our teacher practice in differentiating the curriculum to ensure that all students learning needs and styles are catered for. In 2018, high quality, evidence based teaching will be one of our strategic directions. Our staff will engage in collaborative professional learning sessions through the implementation of mentoring and coaching on a weekly basis. We will review our current programming and assessing procedures, ensuring that assessment for learning, assessment as learning and assessment of learning is used as a vehicle to reflect on the effectiveness of teaching.

In the area of leading, our focus has been on school planning, implementation and reporting. We have invested a large amount of time in actively engaging the community in the review of the existing school plan and the development of our vision and strategic directions for the 2018–2020 school plan. This year, staff have actively workshopped through the milestones in fortnightly staff meetings to ensure that we are on track to achieving our annual improvement measures. In 2018, the school plan will continue to be at the core of continuous school improvement. Our staff and school community, including parents and students will be committed to and able to articulate our vision and the purpose of each strategic direction in the school plan. We will continue to develop a shared, school wide responsibility through leadership, teaching, learning and community evaluations to review learning improvements, providing high quality teaching and learning for all of our students.

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

Meeting the needs of students and community in a happy, safe and caring environment.

Purpose

At Huntingdon Public School teachers have a commitment to nurture, guide, inspire and challenge students to work to the best of their ability in a happy, safe and caring environment.

Huntingdon students will be confident and aware of their strengths as well as areas they can improve in. By working co-operatively in multi-graded classrooms our students build positive relationships and actively contribute to the school, the community and the society in which they live.

Overall summary of progress

This year we have worked hard to continue to nurture, guide, inspire and challenge students to work to the best of their ability in a happy, safe and caring environment. We have reflected on the current practices within the school and refined many of our systems and structures to ensure that all students have been supported in achieving their set literacy and numeracy goals. All students K–6 have now been placed on the literacy and numeracy continuums and staff are engaging in reflective practice to ensure that every student is supported to achieve to their maximum potential. We have improved our Learning Support Team structures to ensure that there is consistent support for student engagement in learning that is aligned with the Wellbeing Framework and we are in the early stages of successfully implementing Positive Behaviour for Learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All Indigenous students match or exceed the learning outcomes of their respective cohort as evidenced in external and school based data.	\$8600 RAM Aboriginal Equity Funding to employ support teacher and extra teacher release	In 2017, we improved our Learning Support Team Structures. Along with improving the learning support team structures, we utilised the Learning and Support Teacher to oversee the development, monitoring and reviewing of Aboriginal PLPs to ensure that these documents are working documents that support the learning needs of our Aboriginal students at their individual level. As a result, 100% of our Aboriginal students achieved their individual learning goals, as identified in their PLPs. 5 of our 7 Aboriginal students matched or exceeded the learning outcomes of their respective cohort. 2 students who are not yet matching the achievement levels of their peers made substantial progress in their learning, significantly reducing the learning gap between themselves and their peers.
All students achieve their set goals in literacy and numeracy and accurate placement of students on the Literacy and Numeracy continuum.	\$1800 Professional Learning Funds for Collegial Planning Days \$32457 RAM Socio Economic Funds to employ SLSO \$3633 Low Level Adjustment Funds to subsidise Learning and Support Teacher time	All students K–6 have now been placed on the Literacy and Numeracy continuum using PLAN software. Staff are beginning to develop an understanding of and confidence in using the Literacy and Numeracy continuums to inform teaching and differentiate the curriculum to support a diverse range of learning needs. All students have demonstrated achievement against set goals in literacy and numeracy.

Next Steps

Strategic Direction 1 in 2018, Learning Culture, continues to build on the progress that we have made this year in meeting the needs of students and community in a happy, safe and caring environment. Our next three year planning cycle will focus on two major processes. Firstly, we will develop a school wide wellbeing framework encompassing the embedding of Positive Behaviour for Learning and comprehensive Learning and Support systems. Secondly, we will focus on supporting students, teachers and parents to share in the responsibility for student learning through the use of learning intentions and success criteria, individual learning goals, learning journals, effective feedback and extra curricular opportunities. Our students will become responsible, engaged learners supported by school wide systems and strong positive parent partnerships in learning, supporting the wellbeing of all students so that they can connect, succeed, thrive and learn.



Strategic Direction 2

Quality Teaching and Learning – In Pursuit Of Excellence

Purpose

At Huntingdon Public School we strive to provide teachers with relevant professional learning opportunities as well as ensuring they have access to the necessary resources required to maximise learning for all students.

Teachers are committed to identifying, understanding and implementing the most effective teaching methods, with a high priority given to evidence based teaching strategies.

In our pursuit of excellence we will use the *School Excellence Framework* to provide us with a clear description of the key elements of high quality practice across the three domains of learning, teaching and leading.

Our primary focus is on providing students with essential skills in literacy and numeracy and develop skills to be creative and productive users of technology, especially ICT as a foundation for success in not only literacy and numeracy but in all of the Key Learning Areas.

Overall summary of progress

All staff at Huntingdon Public School are committed to identifying, understanding and implementing the most effective teaching methods, with a high priority given to evidence based teaching methods. Using the School Excellence Framework to guide our development, teachers were engaged in a wide range of professional learning experiences to support them in reflecting on the effectiveness of their teaching practice using student performance data to ensure the improvement of student learning outcomes. Professional learning was targeted to align with the school priorities and individual teachers' professional development plans. Our primary focus was on providing students with the essential skills in Literacy and Numeracy and supporting them to develop creative thinking skills as a foundation for success in all Key Learning Areas.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff meet or exceed accreditation at proficient as outlined in the APTS.	QTSS Funding \$3961	The Performance and Development Framework underpins a culture of lifelong learning and continual improvement of teaching practice at Huntingdon Public School. Staff were engaged in coaching sessions around their individual professional development plans and a professional development schedule was implemented as a result of identified school priorities. All staff participated in collegial classroom observations and effective feedback sessions to reflect on effectiveness of teaching practice and professional development goals were also reviewed and adjusted as required. As a result all staff meet or exceed accreditation at proficient as outlined in the APTS.
Focus on Literacy and Numeracy There is an 8% increase of students achieving in the top two literacy and numeracy NAPLAN bands when comparing 2015 Year 3 results to 2017 Year 5 results	\$1682 Literacy and Numeracy Funds \$1000 Professional Learning Funds – Consistency of teacher judgement professional learning	Our NAPLAN data this year does not indicate that we have achieved this improvement measure, however, it does show growth in our Year 5 trend data in Reading, Writing and Data, Measurement and Space. Our percentage of Year 5 students achieving greater than or equal to expected growth in overall Numeracy has shown an increase.

Next Steps

Strategic Direction 2 in 2018, High Quality Evidence Based Teaching Practice, will ensure that student learning is underpinned by high quality teaching. Our focus will be on supporting all students to achieve their personal best, individually and collaboratively, through teachers evaluating the effectiveness of their teaching practices using analysis of student engagement, learning growth and outcomes to plan for the ongoing learning of each student in their care. We will focus on two specific processes. In the process of Effective Classroom Practice, we will develop explicit systems for feedback within the school and across schools. Implementation of clear and strategic professional learning practices that are aligned with the school plan will ensure that high quality, explicit teaching is evident in every classroom and student learning outcomes are continually evaluated. Our second process, Data Skills and Use to Inform Teaching, will incorporate a whole school approach towards evidence based teaching methods, including the use of learning progressions to review learning with students, programming of accommodations and adjustments and differentiated teaching programs that meet the needs of all learners.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$10207	This year, our Aboriginal background loading was used to employ both teacher and SLSO time to support Aboriginal students in achieving their learning goals as outlined in their PLPs. The PLP process developed into a comprehensive support system where student goals were reflected upon, support provided where needed and effective feedback given so that students could achieve their personal bests. 100% of our Aboriginal students achieved their individual learning goals. 5 of our 7 Aboriginal students matched or exceeded the learning outcomes of their respective cohort. 2 students who are not quite matching their peers' achievement made quite substantial progress in their learning, significantly reducing the learning gap between themselves and their peers.
Low level adjustment for disability	\$20315 – 0.2 Learning and Support Teacher Staffing Allocation \$3633 – Subsidise Learning and Support Teacher Allocation	Our focus this year was on reviewing our Learning Support structures within the school to ensure that a whole school approach to learning support was meeting the needs of all learners and that our processes were dynamic and flexible to meet changing needs. The increase of time for our Learning and Support teacher was facilitated through this funding to implement new learning support structures within our school and liaise with Student Learning Support Officers. Our reviewed learning and support structures resulted in an increase of 15 students accessing individualised, targeted learning support. 100% of these students demonstrated individual growth in Literacy outcomes.
Quality Teaching, Successful Students (QTSS)	\$3961	Through the Performance and Development Framework, staff identified that they would like to tap into the strengths of staff through the provision of extra release to allow staff to team teach and conduct classroom observations to improve teaching practice. All staff were supported to implement a greater use of technology in their classroom to support student learning. All classrooms are engaged in the use of coding to think critically, solve problems, develop creativity and to extend student learning. Previous to 2017, one staff member was responsible for teaching coding within the school. Through this collaborative practice, all teachers now have the capacity to facilitate this learning within all classrooms.
Socio-economic background	\$32457	Students identified by the Learning and Support team through the reviewed structures and referral processes were able to access Student Learning and Support Officer time to improve their skills in Literacy and Numeracy and also improve their level of independence in their learning. Individualised instruction for students was based on classroom teacher assessments and a team approach involving the student, the classroom teacher, the

Socio-economic background	\$32457	<p>learning and support teacher and the SLSO. Ongoing formative assessment allowed the adjustment of programs to meet the changing needs of students. Data has shown an improvement in the literacy and numeracy outcomes of all students on the Learning and Support Caseload.</p> <p>Students from low socio-economic families received additional financial support to ensure equity in educational opportunity. This resulted in higher levels of engagement and attendance in school activities.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	33	32	31	35
Girls	16	22	24	20

Student attendance profile

School				
Year	2014	2015	2016	2017
K	90.5	93.8	91.7	96.1
1	92.1	91.2	95.6	95
2	92.9	92.2	94	97.1
3	94.7	90.9	94.9	93.8
4	91.3	97.3	94.7	94.8
5	95.3	91.2	94.1	90.6
6	87.8	91.1	90.9	96.7
All Years	92.3	92.9	93.9	94.9
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

Management of non-attendance

In 2017, our attendance rates remained higher than the state average. This is as a result of our comprehensive whole school approach to promoting and supporting positive attendance through:

- Encouraging and promoting regular attendance at school and informing parents of attendance expectations through the school newsletter
- The maintenance of accurate class rolls with absences, partial absences and notification of the reasons of absences
- Monitoring school attendance and analysing student and whole school data
- Providing clear information to students and parents regarding attendance requirements and

the consequences of unsatisfactory attendance

- The implementation of an attendance checklist/information sheet noting follow up on attendance concerns
- Thorough Learning Support Team minutes recorded when working with students with attendance concerns
- The development of attendance support plans that are reviewed every 5 weeks, adjusted as required and clear communication with all involved

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	2.33
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.2
Teacher Librarian	0.17
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.41
Other Positions	0

*Full Time Equivalent

At Huntingdon Public School, we do not have any Aboriginal members of staff.

In 2017, our school staff comprised of 1 Teaching Principal, 2 classroom teachers and 1 support teacher to fulfil the role of Teacher Librarian, Release from Face to Face Teaching, Learning and Support Teacher and Special Programs teacher. We have 1 full time School Administration Manager, 1 School Administration Officer 1 day per week and a General Assistant 1 day per week.

In 2017, RAM Equity funding was used to employ an SLSO for 4 hours a day to support the learning of all students.

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

All teaching staff at Huntingdon Public School have developed and engaged with a Performance and Development Plan, identifying professional learning targets and building their teaching capabilities in line with the Australian Professional Standards for Teachers. Performance and Development Plans assist staff to work towards and achieve personal learning goals, record evidence of professional learning and provide a structure for the reflection of their performance.

Along with the mandatory training required of teachers, our staff participated in a range of professional learning opportunities that aligned with the school plan including:

- Fortnightly professional learning sessions during staff meetings focusing on syllabus implementation, the Literacy and Numeracy continuums and using them to inform teaching, quality teaching, career development, wellbeing and equity and the effective use of technology
- Implementation of the History and Geography Syllabus and the development of a K–6 Scope and Sequence
- Collaborative Planning days focusing on consistency of teacher judgement in writing and planning for future teaching
- Road Safety Education and the development of a K–6 Scope and Sequence
- CSER Digital Technologies facilitated by Meredith Ebbs
- Overview of the Wellbeing Framework and the development of our school Wellbeing Policy
- Self Assessment of the School Excellence Framework
- Online Hearing Loss Course to support the positive transition of a new enrolment in 2018

All teachers at Huntingdon Public School were active participants in ongoing professional learning and recognise the importance of improving their own professional practice to have the greatest impact on student learning outcomes.

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	88,806
Global funds	86,614
Tied funds	61,212
School & community sources	11,226
Interest	1,019
Trust receipts	2,652
Canteen	0
Total Receipts	162,722
Payments	
Teaching & learning	
Key Learning Areas	5,415
Excursions	5,539
Extracurricular dissections	3,897
Library	1,104
Training & Development	865
Tied Funds Payments	55,359
Short Term Relief	4,671
Administration & Office	26,391
Canteen Payments	0
Utilities	6,635
Maintenance	10,748
Trust Payments	2,726
Capital Programs	0
Total Payments	123,349
Balance carried forward	128,178

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	140,134
Appropriation	129,066
Sale of Goods and Services	327
Grants and Contributions	10,649
Gain and Loss	0
Other Revenue	0
Investment Income	91
Expenses	-60,358
Recurrent Expenses	-60,358
Employee Related	-38,709
Operating Expenses	-21,649
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	79,776
Balance Carried Forward	79,776

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.

The school has a finance committee which consists of the Principal and the School Administrative Manager. The committee meets once a fortnight to ensure that spending aligns with the school plan and to monitor the strategic use of school resources. The Annual Financial Statement is tabled at the P&C Annual General Meeting.

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	581,715
Base Per Capita	8,405
Base Location	1,836
Other Base	571,474
Equity Total	66,611
Equity Aboriginal	10,207
Equity Socio economic	32,457
Equity Language	0
Equity Disability	23,948
Targeted Total	0
Other Total	3,975
Grand Total	652,301

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 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

In 2017, the school sought the opinions of parents, students and teachers about the school. A most positive level of satisfaction was received from all cohorts surveyed and their responses are presented below:

- 100% of parents believe that the school shows that it values the students, its staff, the parents and the community
- 100% of parents believe that the school designs learning activities that are designed to address present and future learning needs and that teachers are continually upgrading their skills to meet student learning needs
- 100% of parents believe that the school is friendly and inclusive with the students' wellbeing as the school's main concern
- 98% of students believe that their classroom is a positive and interesting place to learn and that there are expectations in place to support students to achieve their personal best
- 100% of students state that they get to work on their own and in groups with 85% of students believing that their teacher assists them to see

what they need to do to improve

- 100% of teachers believe that they cater for all student learning needs and have access to learning support personnel within the school
- 100% of teachers provide a balance of independent and group activities
- 100% of teachers believe that they are well supported to improve practice through relevant professional development
- 100% of teachers believe that the school community has high expectations of the students and they willingly share ideas and work collaboratively to improve teaching practice

The level of satisfaction and pride in the school's achievements in 2017 was extremely positive from the whole school community. The overall high level of satisfaction is captured in these comments:

We love Huntingdon Public School and my boys look forward to school each day. It's a wonderful, community focused school that we are very happy to be a part of. – Parent Comment

This is the best school ever. When there is a problem at school, we know that it will always be fixed. – Student Comment



Policy requirements

Aboriginal education

In 2017, 12% of our students identified as being of Aboriginal descent with the majority of students being in Stage 1 and Stage 2. The school has maintained the high level of engagement of our Aboriginal parents with the education of their students with 100% actively participating in the development and review of Personalised Learning Plans. This year, our school used the RAM Equity Funds to increase the teaching load of the Learning and Support Teacher to review, monitor and adjust the Personalised Learning Plans of all of our Aboriginal students to ensure that all of our students were supported to achieve to their full potential. The Learning and Support Teacher made regular contact with all Aboriginal parents to ensure that parental involvement was integral to the development of improvement goals for their students.

The effective implementation of the Aboriginal Education and Training Policy and the Aboriginal

Education Training Strategy is evident in teaching and learning activities. Aboriginal perspectives have been included by all classes across the Key Learning Areas with a strong focus during Term 2 leading up to NAIDOC Day. The range of resources and support materials to support effective teaching about Aboriginal History was reviewed and new resources were sourced and ordered. Throughout the year, our students have had the opportunity to work with highly respected local Aboriginal Artist, Angela Marr–Grogan, who shared her skills, talent and knowledge with our students and guided them in painting a beautiful mural which is now proudly displayed in our school hall.



Multicultural and anti-racism education

In 2017, all teachers promoted an awareness and appreciation of the diverse multicultural nature of Australian Society through quality teaching and learning programs across all stages. Teachers ensured that they used the quality teaching elements of background knowledge, inclusivity and connectedness to provide meaningful and sensitive learning experiences for their students to embed a deeper understanding of the different cultural beliefs and traditions that enrich our society. Our students' learning experiences have been enriched through the involvement of some of our families teaching us about their cultural background, bringing a greater sense of diversity to our school culture.

During Term 1, Harmony Day was staged to celebrate the multicultural nature of our country and to make students aware of the significance of living together in harmony and belonging. All students were engaged in a number of activities that involved quality teaching and learning experiences about different cultures. The active involvement of students, parents and staff ensured that this day was a great success and an effective strategy in encouraging a greater awareness of and empathy towards our multicultural world.

A new teacher fulfilled the position of Anti–Racism Contact teacher during 2017. Any matters relating to racist behaviour are recorded and treated in line with departmental policy and the Wellbeing Policy. All teaching and learning related to promoting intercultural understanding is integrated into the anti–bullying and Positive Behaviour for Learning Strategies of the school.