

# Maraylya Public School

## Annual Report



2017



2472

## Introduction

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

Stewart Gaffey

Principal

### School contact details

Maraylya Public School

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4573 6243

## School background

### School vision statement

At Maraylya Public School we provide a caring and supportive environment in which each student has access to engaging and inclusive educational programs that will allow them to develop the necessary skills to meet the demands of the 21st century.

### School context

Maraylya Public School has been providing quality education since 1868. Our school has an enrolment of 111 students and is situated in the Hawkesbury district, in Sydney's rural north-west. We have the benefit of an experienced teaching staff who maintain high academic and behavioural expectations of students, whilst fully understanding and adhering to the collegial support structures that small schools rely upon. Our staff are fully committed to continually improving their capacity through ongoing professional learning to heighten student outcomes. We embrace innovative practices and initiatives that improve student engagement and learning outcomes through the employment of relevant research findings, resources and technology. Our school enjoys strong partnerships with our actively involved community, who work in partnership with staff to ensure the best learning opportunities and resourcing and are available for our 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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the School Excellence Framework domain of **Learning** we are, on average, moving from Delivering into Sustaining and Growing. Having analysed our evidence, our immediate focus is primarily on the elements of **Assessment and Reporting, Curriculum and Learning** and

**Student Performance Measures** due to their placement within the Delivering range. The school has implemented a tracking system in line with its K-6 assessment schedule and it intends to strengthen the analysis of internal and external student performance data and broaden its spread of staff who actively interpret this data. The school aims to target any shortfalls in anticipated growth through the recent reimplementation of our whole school assessment schedule, data collection and tracking processes over weeks, terms and years. This data will be used to identify students at academic risk, target LaST resources and ensure consistent teacher judgements across stages. This spread of responsibility and regular input, the school believes, will better inform proactive planning. Our current record of student growth shows expected growth in external assessment performance measures for the majority of students. This highlights our determination to improve student results so that they may all achieve higher than expected growth on external and internal school performance measures. The school aims to communicate this information to the community through the further employment of student inclusion in reporting processes and related goal setting as part of Visible Learning. The proven high level of engagement and the wide variety of opportunities both in and beyond the classroom substantiate our continued focus on building a positive **Learning Culture**.

The school is proud of the close way in which the community is involved and the respectful relationships that have been established throughout the whole school community to ensure optimum conditions for students learning. The school's employment and analysis of surveys which includes our recent Tell Them From Me involvement substantiates our commitment to further strengthening whole school and community partnerships and deliver on school learning priorities to align with our school's strategic directions. Such a positive culture is unattainable without our school's continued focus on **Wellbeing**.

Our success lies in the personal approach we are able to adopt within a small school structure. The expectation within our school is that student welfare is the shared responsibility of all staff. Our school's alignment with PBL principles and related explicit lessons and expectations around wellbeing have ensured a maintained level of success. The school intends to further strengthen these principles through the greater consistency of judgement and reward within an ever continuing review of processes and procedures. The school's long term commitment towards Visible Learning principles will continue to afford our students greater confidence to take a learning risk and to learn from it, with both greater

independence, creativity and flexibility. While the school has analysed initial student data from the TTFM survey, we eagerly await the release of the soon to be released reports from students, parents and teachers around their levels of wellbeing. This will be vital information used within the 2018–20 planning cycle.

## Teaching

The results of this process indicated that in the School Excellence Framework domain of **Teaching** we are moving from Delivering into Sustaining and Growing. Our focus is primarily on the currently delivering elements of **Effective Classroom Practice, Data Skills and Use, Learning and Development and Professional Standards**. Our school's effective classroom practice can be evidenced in the our work in staff adapting to and adopting Visible Learning processes and the associated use of Literature Circles. The school has articulated its intention to develop staff data skills to further analyse, interpret and use student performance data to help bring transformative improvement. Teachers are starting to use performance data more regularly to more effectively drive their teaching and learning in evidence based programs. We have demonstrated our commitment to engaging in professional learning that builds teacher skills in the use of Visible Learning practices and satisfies the goals outlined in PDPs in response to school planning priorities. While many of these processes have been linked to professional standards, a specific and timetabled process is intended so as to further build teacher acknowledgement of professional standards in programming and teacher self and peer reflections within lesson observations. Our judgement around **Collaborative Practice** is Sustaining and Growing. This is evidenced by teachers actively working together to improve teaching practices, most significantly through the school's QTSS program and instructional shared leadership processes. This has allowed the staff to collaborate in the teaching around Literature Circles, writing, reading and TEN. The success of this lies in the impact on programming and learning experiences for students. Our consistency of understanding and program delivery has been improved through shared teaching experiences and related professional dialogue. Our focus for future development is ensuring that explicit, evidence based teaching and learning strategies are implemented K – 6 with a comprehensive assessment and data collection process to measure and validate student progress. This will include regular opportunities to collaborate in planning, delivery and assessment opportunities.

## Leading

The results of this process indicated that in the School Excellence Framework domain of Leading, we are at the Delivering stage.

Our small school structure affords all staff the opportunity and expectation that **leadership** is shared. Staff are responsible for a variety of major areas of learning and events throughout the year. This offers staff varied experiences that develop leadership qualities. Student leadership is greatly valued across the school and we intend to maintain our level of attention paid to these opportunities on offer. The school rewards leadership in students and there exists a culture of responsibility embedded in many aspects of programs at our school. As a school we are addressing our responsibility around **school planning, implementation and reporting** firstly through our continued commitment to actively soliciting feedback on our performance so that we can evaluate our processes and plan appropriately. The school intends to develop processes that offer more regular opportunities for staff to analyse our progress, develop and implement responsive programs and communicate findings to the community. The use of TTFM data, both current and that to come, SWOT data and other surveyed information will be important in developing an authentic plan for the coming 2018–20 cycle and beyond. For future growth there needs to be more explicit time to engage with our whole school community for the identification of school strategic directions. Our staffing entitlement is used creatively to best meet the needs of our students through considered **resourcing** to address need in a small school structure. Our limited buildings are used flexibly and students are engaged in their learning further by varying learning environments both in and out of the school as need dictates. Sound administrative **management practices** are in place to support the effective running of the school, and especially the core business of teaching and learning. Individual staff and whole school performance is conducted through the PDP process. It is intended that we will adopt a more focussed approach towards performance closely aligned to the teaching professional standards to more effectively acknowledge the accreditation process.

Our self–assessment and the external validation 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

Excellence, diversity and independence in learning.

### Purpose

To actively engage all students in meaningful and challenging learning experiences to further develop a culture of personal excellence and diverse student achievement, where 21st Century learning is recognised, valued and effectively applied.

### Overall summary of progress

Having included Visible Learning principles as a valuable next step towards this overall direction for students, the school has only just begun to see improvements in the approach of students towards their learning, with several attitudinal changes being observed and measured. The school has focussed on teacher delivery, lesson purpose, feedback and goal setting. These aspects, and others, will no doubt continue to dominate future planning towards 2020.

Having further adopted Literature Circles across the school as a means of deepening students' text understandings, the school has observed greater independence for students in terms of their thought processes and ability to attempt tasks, complete them and share findings with a small group.

It is anticipated that this further use of this program will deepen understandings in English and, in turn, other areas of learning.

### Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years)   | Funds Expended (Resources) | Progress achieved this year  |
|--|----------------------------|--|
| <ul style="list-style-type: none"><li>All students to reach expected growth targets in NAPLAN (3 and 5)</li><li>80% of Kindergarten students achieve text level 8, 80% of Year 1 students achieve text level 18, 80% of Year 2 achieve text level 26+</li><li>100% of Yr3 and Yr5 Aboriginal students at/above minimum Reading and Numeracy NAPLAN standard.</li></ul> | \$2945                     | <p>Over 80% of K–2 students have reached expected growth targets on school-based assessments.</p> <p>Year 5 growth targets have been met by over 66% of students in Reading and Numeracy, 56% in writing.</p> <p>0% of Year 5 students are below national minimum standard. The same can be said of Year 3 except for a 5% result below this standard in Reading and Numeracy.</p> |
| <ul style="list-style-type: none"><li>To increase the proportion of all students in the top two bands in the National Assessment Program – Literacy and Numeracy (NAPLAN) by 8 per cent by 2019.</li></ul>   |                            | <p>Year 3 students – 48% in the top two bands for Reading, Punctuation, Writing and Numeracy.</p> <p>Year 5 students – 50% in the top two bands for reading, 44% for Spelling, 38% for Numeracy, all beyond state average.</p>   |

### Next Steps

- Continued commitment towards embedding the practices of Visible Learning into the delivery of high quality teaching and learning
- Implementation of best practice in the development and delivery of feedback to students, staff and community to ensure authentic self assessment and response to achieve identified learning goals

## Strategic Direction 2

### Leaders of quality learning

#### Purpose

To promote, build and sustain the professional learning of all staff members to equip them with the skills and understandings to heighten program effectiveness and effect change.

#### Overall summary of progress

While staff have been using the PLP process as a method of focusing on their own profession goals and those of the school plan, we have worked with some success to maintain an expectation of the PLP process guiding professional direction and goal setting. Scheduling of further times in the term to discuss progress and observations with staff, drawing on their reflections to guide their own next steps is critical. Heightened acknowledgement of the Australian Teaching Standards within this process is intended in order to give future goal direction and lead into the accreditation process for 2018 and beyond.

The school is most satisfied with the overall progress made through staff engagement in Visible Learning practices. Staff are working as a team towards ensuring that their practices reflect key ideas within the Visible Learning approach. Staff's commitment towards professional growth in this area is yielding more meaningful conversations between colleagues and with students and their parents.

#### Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years)   | Funds Expended (Resources) | Progress achieved this year  |
|--|----------------------------|--|
| <ul style="list-style-type: none"><li>• 100% of teaching and learning programs and lessons show evidence of implementation of the Australian curriculum and observance of 21st Century Learning principles.</li></ul>              | TPL funding \$8159         | There has been a definite positive shift in teaching practice, incorporating some aspects of visible learning in terms of articulating purpose and setting goals. Programming directly reflects Australian Curriculum through each NSW Syllabus. |
| <ul style="list-style-type: none"><li>• All teachers are aligned to the goals within the school plan, focus on collaborative planning and programming, utilising the school's available professional learning resources.</li></ul> | TPL funding \$8159         | Teachers have been aligned to the planning through the acknowledgement of term milestones.<br><br>There is further work to do in communicating the school plan to staff on a more regular basis for ease of alignment of staff goals.            |

#### Next Steps

- Further strengthen the systemic way of collecting and analysing internal and external data across the school to inform regular evaluation of student progress and milestones
- Establish systems and processes that enable teachers to transition to the accreditation process through evidence based practices that reflect the professional standards for teachers
- Continued commitment towards embedding the practices of Visible Learning into the delivery of high quality teaching and learning
- Implementation of best practice in the development and delivery of feedback to students, staff and community to ensure authentic self assessment and response to achieve identified learning goals
- Implementation of consistent teacher judgement and data collection relating to student wellbeing

## Strategic Direction 3

Positive and inclusive school community

### Purpose

To continue to build an approachable and welcoming school that is inclusive of all community members. To acknowledge the important role of our school in a small, semi-rural community whilst identifying local priorities, meeting community expectations and equipping families to support their children in their learning and wellbeing.

### Overall summary of progress

The school community was further surveyed using the Tell Them From Me process which was found to be useful and empowering. A further SWOT analysis was conducted at year's end to further ascertain community attitude around the school's performance. The school has begun to respond to this feedback in the initial stages of 2018 through the formulation of the 2018 – 2020 plan.

The school spent community engagement funds in 2017 towards further digital communication with the community. This took the form of the electronic signage and further digital communication via app and web based means. There is therefore improvement in this area with some work still to do in sending notes and other communication to families digitally.

### Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years)  | Funds Expended (Resources)                   | Progress achieved this year  |
|---|--|--|
| <ul style="list-style-type: none"><li>Sustained high levels of positive student, staff, and parent satisfaction levels with the school's learning culture, communication and environment.</li></ul> | \$8500 – community engagement funds + school | Establish and maintain communication channels through digital means to engage and include community in decisions and events.   |
| <ul style="list-style-type: none"><li>A measurable increase in the sustained attendance at P&amp;C meetings throughout the year.</li></ul>  | \$0  | A heightened attendance pattern at P&C was recorded regularly. Parental involvement in major fundraising events was evident, resulting in an included community and increased funds raised. Through these raised funds, the community felt empowered to help make important decisions in the school's best interest. |
| <ul style="list-style-type: none"><li>Inclusion of parent representation from various backgrounds in the organisation and implementation of school programs.</li></ul>                              | \$0  | The school community was keen to assist us in implementing key programs in the school including MultiLit and the Cool Kids Wellbeing Program. Family members of various ages and backgrounds donated their time and skills to assisting students both in and out of P&C.   |

### Next Steps

The school is proud of the close way in which the community is involved and the respectful relationships that have been established throughout the whole school community to ensure optimum conditions for students learning. The school's employment and analysis of surveys which includes our recent Tell Them From Me involvement substantiates our commitment to further strengthening whole school and community partnerships and deliver on school learning priorities to align with our school's strategic directions.

The expectation within our school is that student welfare is the shared responsibility of all staff. Our school's alignment with PBL principles and related explicit lessons and expectations around wellbeing have ensured a maintained level of success. The school intends to further strengthen these principles through the greater consistency of judgement and reward within an ever continuing review of processes and procedures.

| Key Initiatives                                     | Resources (annual) | Impact achieved this year  |
|---|--------------------|--|
| <b>Aboriginal background loading</b>                | \$2945             | These funds were expended primarily in the area of learning support human resources, whereby, Learning pathways were established and maintained with parental, staff and student input under the guidance of the Learning and Support Teacher. |
| <b>Low level adjustment for disability</b>          | \$18173            | Increase Learning and Support Teacher hours across the school to provide support for students and teachers to meet student need accordingly.   |
| <b>Quality Teaching, Successful Students (QTSS)</b> | \$8431             | Instructional leadership across the school, allowing for focussed professional learning and in class collegial support to improve teaching practice and student outcomes.  |
| <b>Socio-economic background</b>                    | \$5765             | Increase Learning and Support Teacher hours across the school to provide support for students and teachers to meet student need accordingly.   |



## Student information

### Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2014       | 2015 | 2016 | 2017 |
| Boys     | 58         | 55   | 53   | 49   |
| Girls    | 53         | 52   | 58   | 65   |

### Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2014 | 2015 | 2016 | 2017 |
| K         | 96   | 95.9 | 95.2 | 97.3 |
| 1         | 95.3 | 94.1 | 94.1 | 93.7 |
| 2         | 95   | 93.5 | 91.9 | 96.1 |
| 3         | 94.8 | 94.7 | 93.2 | 94   |
| 4         | 95.8 | 91.9 | 90.3 | 93.1 |
| 5         | 93.6 | 89.1 | 94.2 | 93.3 |
| 6         | 92.5 | 93.4 | 95.7 | 95.9 |
| All Years | 94.8 | 93.8 | 93.2 | 94.7 |
| 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

Families are communicated regular messages focussing on the following:

- regular attendance is expected and encouraged
- non-attendance must be preceded or followed by explanation via note or verbal means
- the negative impact on student learning associated with regular partial absences
- outstanding attendance is rewarded at annual presentation night
- statistics of nonattendance and how this equates to days of learning missed
- the correlation between attendance and success and progress

### Class sizes

| Class    | Total |
|----------|-------|
| K        | 14    |
| YEAR 1   | 20    |
| YEAR 2/3 | 27    |
| YEAR 3_4 | 23    |
| YEAR 5_6 | 30    |

### Structure of classes

Our 5 classes consisted of

- Kindergarten
- 1
- 2/3
- 3/4
- 5/6

## Workforce information

### Workforce composition

| Position                              | FTE* |
|---------------------------------------|------|
| Principal                             | 1    |
| Deputy Principal(s)                   | 0    |
| Assistant Principal(s)                | 1    |
| Head Teacher(s)                       | 0    |
| Classroom Teacher(s)                  | 3.49 |
| Teacher of Reading Recovery           | 0.32 |
| Learning & Support Teacher(s)         | 0.1  |
| Teacher Librarian                     | 0.2  |
| Teacher of ESL                        | 0    |
| School Counsellor                     | 0    |
| School Administration & Support Staff | 1.71 |
| Other Positions                       | 0    |

\*Full Time Equivalent

There are currently no Aboriginal staff members at our school.

### 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 for the year was closely tied to strategic directions, performance and development planning and student need.

Opportunities included but were not limited to:

- Visible Learning symposium and foundation day
- CPR
- TEN Targeted Early Numeracy
- Reading Recovery ongoing
- Child protection training
- Evaluation Essentials for School Leaders
- MyPL Basic Training
- Small Schools Scout Training
- SAP for SASS
- e-Emergency Care
- Learning and Support Training
- Network Meetings
- PPA Meetings

## Financial information (for schools fully deployed to SAP/SALM)

### Financial summary

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>                | 42,543                  |
| <b>Revenue</b>                        | 1,036,736               |
| Appropriation                         | 966,552                 |
| Sale of Goods and Services            | 1,129                   |
| Grants and Contributions              | 68,188                  |
| Gain and Loss                         | 0                       |
| Other Revenue                         | 0                       |
| Investment Income                     | 868                     |
| <b>Expenses</b>                       | -1,025,261              |
| Recurrent Expenses                    | -1,025,261              |
| Employee Related                      | -896,645                |
| Operating Expenses                    | -128,616                |
| Capital Expenses                      | 0                       |
| Employee Related                      | 0                       |
| Operating Expenses                    | 0                       |
| <b>SURPLUS / DEFICIT FOR THE YEAR</b> | 11,475                  |
| <b>Balance Carried Forward</b>        | 54,019                  |

<Use this text box to enter a general statement describing:

- your school's financial management processes and governance structures to meet financial policy requirements
- any unusual spending patterns or substantial underspending/overspending (e.g. accommodating leave, illness, savings for planned capital expenditure)
- intended use of funds available>

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### 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>     | 890,263                 |
| Base Per Capita       | 16,964                  |
| Base Location         | 3,189                   |
| Other Base            | 870,110                 |
| <b>Equity Total</b>   | 26,883                  |
| Equity Aboriginal     | 2,945                   |
| Equity Socio economic | 5,765                   |
| Equity Language       | 0                       |
| Equity Disability     | 18,173                  |
| <b>Targeted Total</b> | 0                       |
| <b>Other Total</b>    | 41,650                  |
| <b>Grand Total</b>    | 958,796                 |

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.

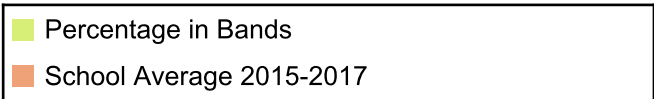
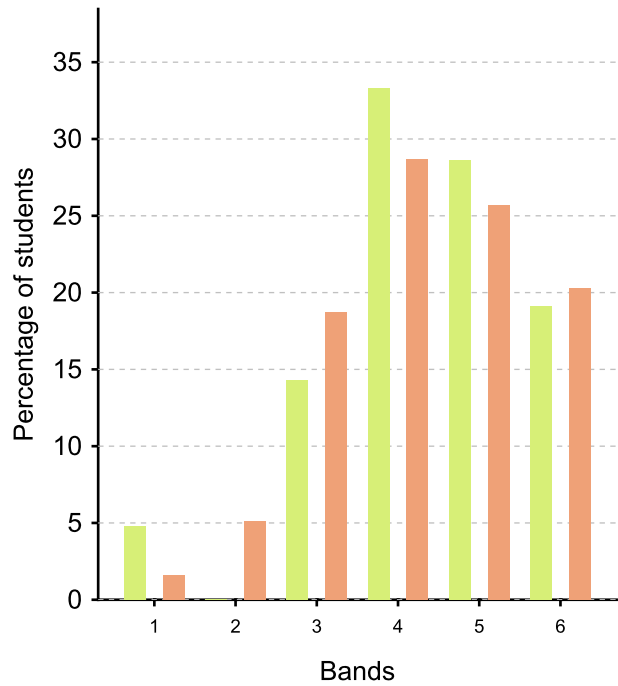
# School performance

## NAPLAN

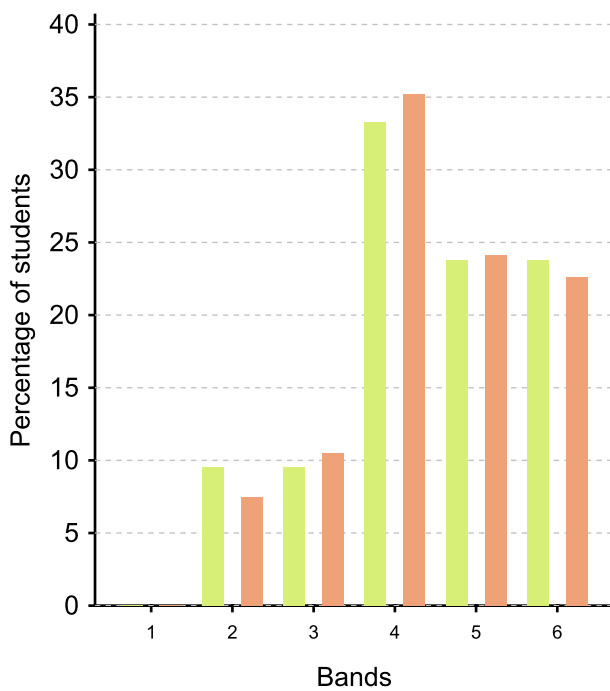
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

- Year 3 Reading – 47% in top two bands (50% state comparison)
- Year 3 Writing – 47% in top two bands ( 53% state comparison)
- Year 3 Spelling – 42% in top two bands (52% state comparison)
- Year 5 Reading – 50% in top two bands (40% state comparison)
- Year 5 Writing – 12% in top two bands (18% state comparison)
- Year 5 Spelling – 43% in top two bands (32% state comparison)

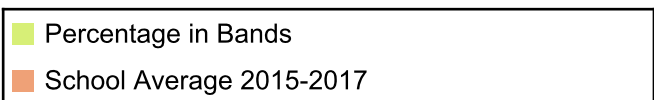
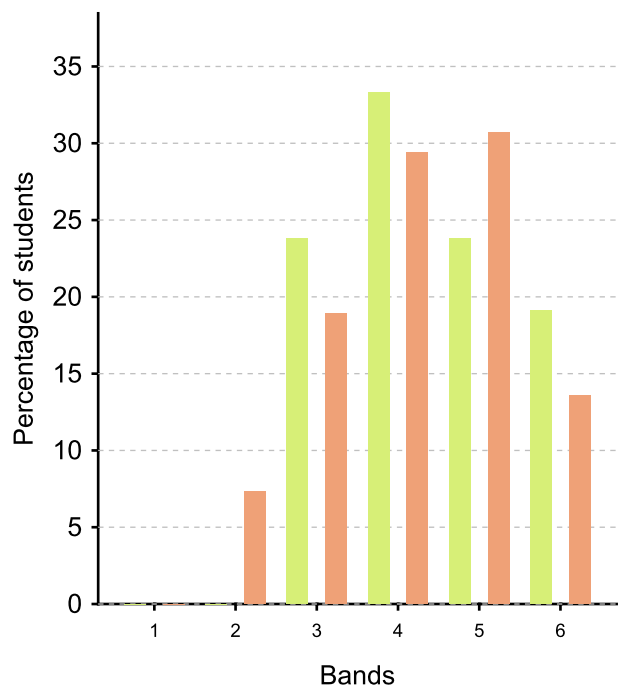
**Percentage in bands:**  
Year 3 Reading



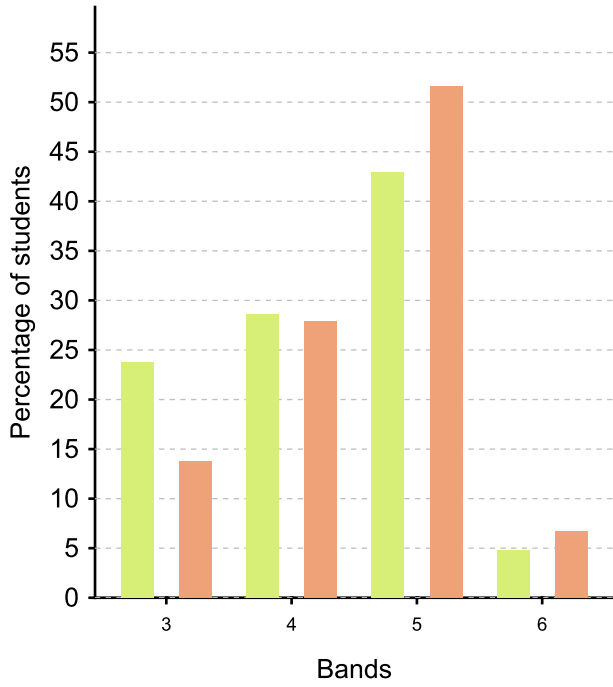
**Percentage in bands:**  
Year 3 Grammar & Punctuation



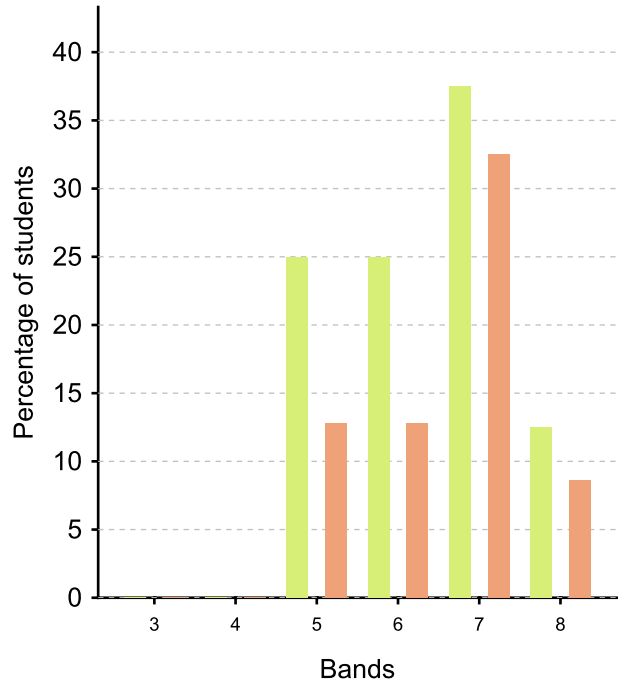
**Percentage in bands:**  
Year 3 Spelling



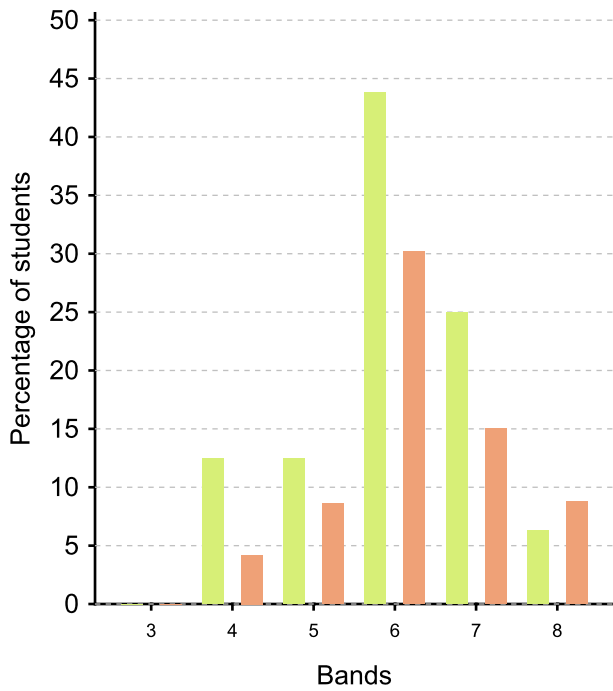
**Percentage in bands:**  
Year 3 Writing



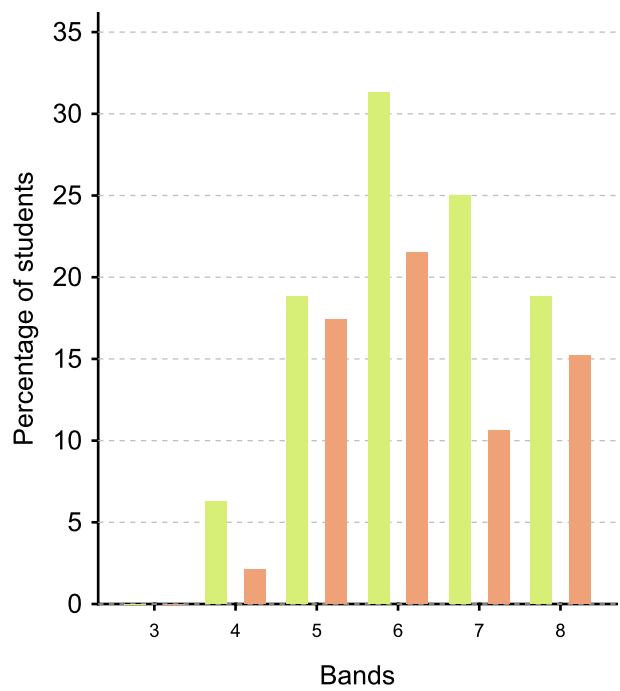
**Percentage in bands:**  
Year 5 Reading



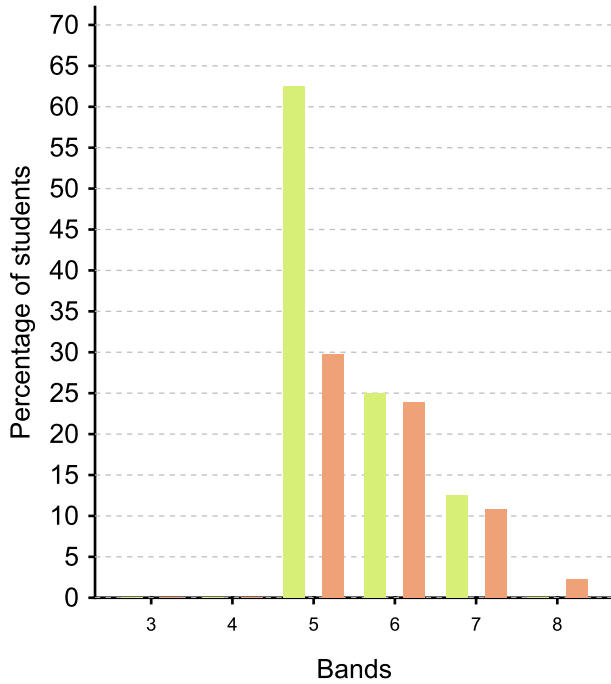
**Percentage in bands:**  
Year 5 Grammar & Punctuation



**Percentage in bands:**  
Year 5 Spelling



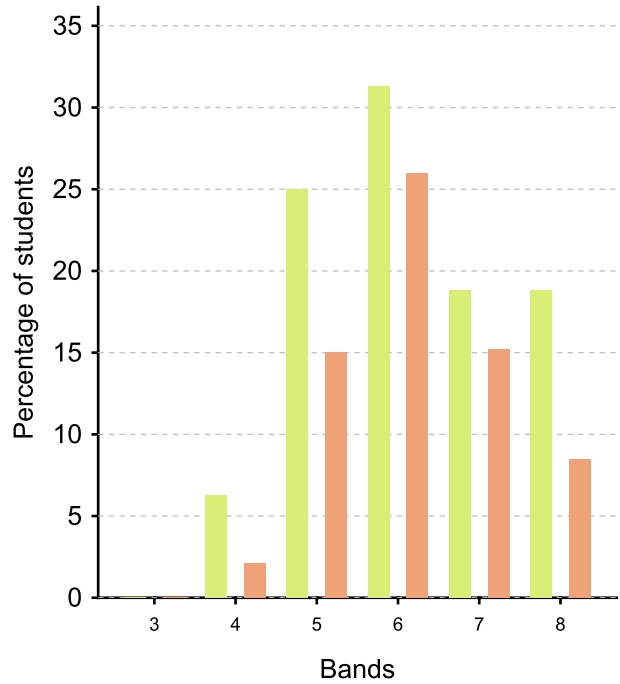
**Percentage in bands:**  
Year 5 Writing



Year 3 Numeracy – 47% in top two bands ( 43% state comparison)

Year 5 Numeracy – 37% in top two bands ( 31% state comparison)

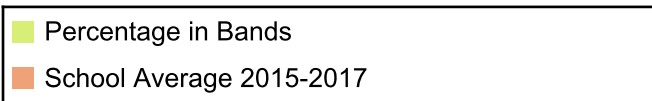
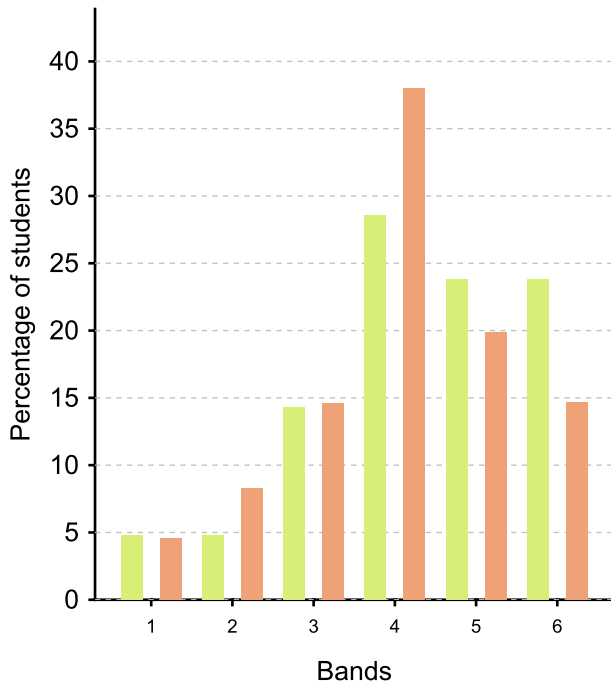
**Percentage in bands:**  
Year 5 Numeracy



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.

The school continues to work hard with students falling below the top two bands for literacy and numeracy. Aboriginal students' progress has been achieved within writing. Further support is to be channelled to support students in numeracy and reading in order to more closely reach the premier's targets.

**Percentage in bands:**  
Year 3 Numeracy



## Parent/caregiver, student, teacher satisfaction

The school has collected a range of responses from the community, including students, parents and staff via the Tell Them From Me survey.

Parental responses exceeded all areas of perception except for their sense of ability to support their children at home with school tasks. This is an area of focus for the school within the next planning cycle, substantially guiding the second strategic direction – 'Leaders of Learning Across the Community'.

We anticipate greater parent/ carer understanding of the way in which students' skills are developed and applied across all area of their education, particularly in the area of mathematics and English which have a heavy focus on Visible Learning and Growth Mindset.



## Policy requirements

### Aboriginal education

We have continued to maintain a steady number of Aboriginal students at Maraylya Public School. This has afforded us the opportunity to access particular learning opportunities and programs for these students and the broader student body.

Particular student progress is monitored and supported through personalised learning pathways, developed with parents, teachers and students. Further learning support is provided wherever necessary.

Apart from the inclusion of Aboriginal perspectives across class programming in each Stage, the school again applied for inclusion in the Heartbeat Program, through Western Sydney University.

The school also took part in several NAIDOC activities, one of which involved the making of 'story stones' for student use and interest in the school playground. We thank Scheyville National Park for the donation of these resources.



### Multicultural and anti-racism education

The school took part in the annual Harmony Day, whereby students and the community reflect on strategies to further embed a culture of tolerance at the school.

Class-based learning in Stage 3 English took the lead from the History syllabus, covering the topics of migration and belonging. These rich activities followed on from an earlier visit to Scheyville Migration Camp, accurately informing the knowledge base developed through these programs.

All cultures at Maraylya Public School are valued and the school seeks for its students to embrace and learn from differing perspectives to help form their own.