

Michelago Public School

Annual Report



2017



MICHELAGO PUBLIC SCHOOL

2540

Introduction

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

Claire Plummer

Principal

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Message from the Principal

2017 has been a productive year for our school community, particularly as we draw closer to 2018 leading to major celebrations for the school and its achievements. The school community has been focussed on planning for the school's Sesquicentenary; 150 years. As a community we look forward to sharing our success with the local and surrounding communities and reuniting with past students and families. Success comes when we are all working together!

Our highly experienced staff are committed to giving their best and providing quality educational outcomes for all students in a warm and welcoming family school environment. Staff have actively been engaged in professional learning to strengthen their understanding of quality teaching practices with a focus on the explicit teaching of writing and the use of consistent teacher judgement practices.

Michelago Public School is an inclusive school environment which supports positive wellbeing and welfare practices. Our students strive to embody our school's values of Respect, Responsibility and Safety and reflect a strong sense of belonging. Our students are caring of each other and enjoy participating in a wide range of activities and learning programs.

Our school benefits from the endeavours of our P&C who have actively promoted the school within the community and fundraise to support learning programs for the children, including subsidising school camp and excursions. Focus groups have supported the school's goals and contributed to school improvement and evaluation processes.

We truly value our beautiful small school, its student, staff, parents and community. We are privileged to be surrounded by an amazing backdrop of the Tinderry Mountains on one side with the Murrumbidgee River and Namadgi National Park on the other. We have much to be thankful for.

Message from the school community

Our P&C is strongly committed to supporting our school and community. The P&C had another busy year and delivered many great outcomes for the children of Michelago Public School. We worked hard on building relationships and networking within the surrounding community in preparation for our upcoming 150th birthday celebrations; a most significant event.

Our numerous fundraising initiatives such as BBQ's and cake stalls have provided us with a substantial base to develop a plan for future endeavours. We look forward to developing a consultative, long term action plan that enables our wonderful, small country school to grow and excel into the future. We encourage and welcome all families to share, collaborate and be involved in any way they can and we look forward to hearing your suggestions and ideas in the new

year. The P&C would also like to thank our wonderful teaching staff for their commitment to our children and school. We know our children's wellbeing, learning and growth is central to their core business.

Thank You,

Emily Green

P&C President

Message from the students

The school leaders wish to acknowledge and highlight the following points about Michelago Public School:

- Over the year we have learnt many things about our school, particularly about its past. We have enjoyed learning activities , such as documentary film making and interviewing, to support the Sesquicentennial celebrations in 2018,
- Teachers and all the staff have been very supportive and helpful during the year. A student survey quote says, "They treat everyone as an equal and look out for everyone and show sympathy and hope in every student."
- Each house team was responsible for a fundraising event each term and that was fun,
- Attending 'White Ribbon Day' in Queanbeyan , as well as the GRIP Leadership Day held in the ACT ,were two very worthwhile and informative events. The students are far more aware of the dangers of domestic violence,
- The Senior camp held at Jindabyne Sport and Recreational Camp was sensational and everyone had so much fun. The activities were challenging and the night games and markets were great,
- We really want to thank our parents and community for supporting us as students, the school programs and excursions and
- We will miss our school, our friends and the teachers so much next year!

2017 School Leaders

Bailey Cooper

Chloe Perrin

Hamish Williamson

School background

School vision statement

At Michelago Public School we are committed to happy, safe, successful experiences for all.

Our students will be creative and confident in their learning through safe, collaborative, supportive learning environments.

Our school vision statement encapsulates:

Think, Reflect, Create, Grow!

Our school's core values require our students to do their best by being:

SAFE RESPECTFUL RESPONSIBLE

Michelago Public School's Motto champions:

School and Family Working Together!

School context

Michelago Public School is a small, country school committed to providing quality educational opportunities and experiences for all students.

Students are educated in a positive, caring and safe environment. There are 2 multi-stage classrooms.

We actively promote a culture of learning where individual needs are met and each student understands and is responsible for their learning.

The school is valued as a community based school with high expectations in terms of education and behaviour. The school values the involvement and participation of the community in supporting the students and school programs.

Our commitment to customer service is based on a collaborative community approach, a culture of mutual respect with open and honest communication and is underpinned by our school's core values.

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.

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

Deliver high quality teaching and learning across our school.

Purpose

To ensure successful learning for students based on quality, high standard professional practice and delivery.

Overall summary of progress

Our staff have used the School Excellence Framework, aligned to the School Plan to inform our progress and impact of teaching and learning strategies across the year. A primary focus was on building the capacity of staff in the area of writing, specifically the explicit teaching of imaginative text. This led to actively engaging students in learning experiences to develop their skills as writers and understand the criteria used to assess writing. With the support of a Literacy consultant, staff were provided with professional development in Consistent Teacher Judgment Practices to identify area of student need and monitor progress in writing.

The Learning Support Team processes allowed staff to collect and analyse Literacy and Numeracy data and provide a readily accessible format to track student data over a number of years. This enabled staff to identify students requiring focussed support as well as informing teacher programs.

Numeracy assessment tasks were carried out for all students. Data was plotted on PLAN reflecting growth for all students on the continuum as well as providing information for staff to tailor programs around the explicit teaching of identified areas of need such as place value. Extra time and resources were allocated to maths enrichment.

Staff have engaged in a number of professional development opportunities to increase their capacity and confidence as teachers. This has included Multi Lit training, L3, How2Learn, Robotics and Film Making. Staff have also engaged in the Performance Development Framework developing a culture of trust in classroom observation, reflection and improvement.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School data—external and school based shows effective growth across all cohorts	\$1345.00	<p>All students reflect growth on PLAN and on the writing continuum, which was a focus area. Students are able to identify and reflect on their own achievements in writing. 80% of students were achieving at expected outcomes.</p> <p>Data reflects there is no specific area of weakness in Numeracy.</p> <p>90% of students across the school were able to answer literal based comprehension questions. 60% of students require support with reflective and interpretative comprehension.</p> <p>L3 data reflects 75% of students working at expected learning outcomes in Literacy.</p> <p>Aboriginal funding was used successfully to improve learning outcomes for Aboriginal students in Literacy and Numeracy.</p>
Teaching capacity and competence demonstrated and capacity reflected against the 'Classroom Practice Continuum' and NSW Teaching Standards		<p>Staff further developed their capacity to use and interpret data with a focus on writing criteria and numeracy assessment.</p> <p>All staff were able to reflect and gain feedback through classroom observation to inform current practice.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teaching capacity and competence demonstrated and capacity reflected against the 'Classroom Practice Continuum' and NSW Teaching Standards		<p>Teaching and programming practice reflects differentiation and personalisation strategies to support learners.</p> <p>All staff developed and reviewed Professional Learning Plans with a more focussed approach on improvement in teaching and learning practice.</p> <p>Staff engaged in professional learning to further their competencies.</p>

Next Steps

Provide professional development for and implement the new National Literacy and Numeracy Learning Progressions to incorporate evidenced based data to identify student levels of skill and knowledge.

Implement PLAN2 to record and monitor student progress.

Continue to employ a SLSO to assist the learning programs of students with needs.

Incorporate Instructional Leadership to improve teachers teaching so they have a clear set of teaching objectives and high expectations of students.

Participate in professional development activities aligned to the new School Plan, Teacher Performance Plans and dialogue around teaching pedagogy and constructive feedback using Professional Standards and the Classroom Continuum as reflective tools

Provide a focus on assessment practices, embedding learning intentions, success criteria and effective feedback between teachers and students.



Strategic Direction 2

Engage students in learning.

Purpose

To produce students who are successful, confident, creative and active and informed global citizens.

Overall summary of progress

Staff are committed to supporting a whole school approach to student welfare and wellbeing. Student wellbeing strategies are delivered through the Positive Behaviour for Learning Program which has ensured a consistent approach to the teaching and learning of appropriate behaviours. PBL and 'Tell Them From Me' data reflects positive teacher/student relations have been established. Data also reflects that students are accepted by their peers and encouraged to make positive choices. A Resilience Program for senior students was introduced during the last term to assist the Transition to High School as well as support student wellbeing.

Kindergarten Orientation supported families and their connection to the school by providing a comprehensive 4 day program to immerse new students in classroom routines and school expectations.

The Learning Support Team worked proactively to communicate and develop Individual Learning Plans and Personalised Learning Plans with students and parents. Learning Support focussed on early identification and intervention to provide stronger support for individual students. Identified students were provided with counselling support and assessment to ensure learning needs were met.

Students in the Senior class were encouraged to set more realistic learning goals as the year progressed. Student reflection and discussion around goal setting and the evaluation of these goals was open and honest.

The use of a common language to encourage a growth mindset within classrooms is emerging as a result of HOW2Learn and is benefitting student confidence and risk taking.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
PBL data reflects positive student behaviours.		<p>PBL data reflects no suspensions or major behaviour difficulties during the year. 'Tell Them From Me' student surveys reflect 92% of students believe they have positive relationships with their peers at school.</p> <p>Students are consistently reminded of the school's behaviour expectations and values.</p>
Attendance data supports student engagement.	\$ 6160.00 LMBR implementation.	<p>LMBR was implemented during the year. This led to online attendance marking. Students and parents were informed of the changes and implications of the new system.</p> <p>Attendance data reflects strong attendance at school by the majority of students.</p>
'Tell Them From Me' survey data and school data indicates success and improvement measures for the school.		<p>'Tell Them From Me' data reflected:</p> <p>100% of students believe that schooling is useful in their everyday life.</p> <p>85% of students believe they have a positive sense of belonging and are accepted by their peers.</p> <p>62% of students had scores placed in the desirable quadrant with high skills and high challenge. The government norm for this category is 53%</p>

Next Steps

Continue extra resource allocation to Learning Support time.

Staff will complete phase 2 training for 'HOW2Learn' professional development during 2018 and continue to improve classroom pedagogy with a focus on growth mindsets, learning intentions, constructive feedback and goal setting.

Samples of the writing continuum at various levels will be displayed for student awareness and improvement.

Revise and review PBL Scope and Sequence for learning behaviours.

Implement and support MGoals for the Aboriginal students and parents.

Strategic Direction 3

Promote a culture of learning partnerships.

Purpose

To enhance positive, caring relationships to identify needs and drive continuous improvement while supporting an inclusive, vibrant school culture responsive to change.

Overall summary of progress

As part of our commitment to strengthen school and community partnerships, our focus groups discussed and placed emphasis on the following:

Homework Policy,

Revised the School Vision Statement,

Input into the School Plan 2018 –2020 and

School Evaluation & Improvement.

Collaborative efforts led to a revision of the implementation section of the Homework Policy, offering a number of options for homework in order to meet the needs of our families. This led to the development of a Homework Matrix Card for each class offering a range of learning activities to connect families.

The draft new School Plan 2018 –2020 was presented to the Focus Group for input and discussion. The plan was approved and staff will continue work in developing milestones leading to school improvement. As part of this process, a brief survey was developed to gather feedback from families in relation to school evaluation. The survey also invited families to contribute to the development of a new Vision Statement for the school. The new Vision Statement embodies the following action verbs: 'Think, Reflect, Create, Grow!'

Communication channels between home and school were improved as a result of introducing a blue communication folder for each child. The folder is sent home each day with notes, permission slips, newsletters etc and allows parents to return folders with notes or messages to staff.

A Sesquicentenary Committee was established early in the year to organise and plan for 150 th celebrations in March 2018. This has led to successful publicising of the event to acknowledge the achievements of the school and encourage past students and families to return to Michelago. This wonderful event aims to work in partnership with community groups and promote the village as well as the school.

The School Excellence Framework was reviewed by staff and will guide future directions and planning over the coming year. Information will contribute to the new School Plan, strategic directions and milestones.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Collaborative planning and consultation reflects increased parent/community engagement and support.	\$3000.00 supporting the Sesquicentennial.	<p>There is demonstrated commitment within the school to strengthen and deliver on learning priorities and sustainable growth. Opportunities have been provided for students and the community to provide constructive feedback on school practices and procedures . This was evident with all parties contributing to input on the revision of the Homework Policy and initiatives for the Sesquicentenary.</p> <p>Initiatives for the 150th have led to highly successful media promotion of the school and community over the summer holiday break.</p> <p>Communication channels were improved with the</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Collaborative planning and consultation reflects increased parent/community engagement and support.		addition of a daily Home/School Communication Folder for each child.
Collaborative planning and professional learning practices supported by active engagement in communities of practice.	\$ 5093.00 Professional development.	<p>The new School Plan 2018–2020 was developed in consultation with all parties from the school community.</p> <p>The school's vision statement was changed and updated to:</p> <p>"Think, Reflect, Create, Grow!"</p> <p>The staff have been involved in a number of professional learning activities with the Monaro Education Group as well as the Ningimurra Network.</p> <p>Teachers plan and program collaboratively and give and gain feedback on practice through observation and feedback.</p>

Next Steps

Continue work and planning for and celebrate the school's Sesquicentenary.

Continue to build a collective and collaborative approach to school planning, improvement, evaluation and learning programs.

Re-establish a community playgroup at the school to connect and support young families.

Strengthen connections with local AECG.

Continue to engage and connect collaboratively with learning networks such as the Monaro Education group and the Ningimurra Network

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$1604.00	Extra time and tutoring support in Literacy and Numeracy was provided for students. Improvements were made by all students particularly in the area of writing and sound/blends recognition.
Low level adjustment for disability	\$1886.00	<p>This allocation allowed for the employment of the Learning Support Teacher for extra time each week. Extra time was also given to the School Learning Support Officer.</p> <p>These allocations provided learning support to targeted students, relevant professional learning and time to collect and analyse data to monitor student progress and tailor learning programs, particularly in Literacy and Numeracy.</p>
Quality Teaching, Successful Students (QTSS)	\$2641.00	<p>This allocation provided staff with time to assess students across the school on numeracy tasks and enter the data onto PLAN .</p> <p>Time was also allocated for consistent teacher judgment collaboration and report writing.</p>
Socio-economic background	\$4183.00	<p>Funds were allocated to extra teacher time to support enrichment programs in maths, robotics and documentary film making. Senior students demonstrated their robotic skills at assemblies and the documentary film on the school was presented at the Sesquicentennial celebrations.</p> <p>The allocation of these funds targeted students requiring assistance with participating in school programs such as excursions, swimming and camp. Assistance was provided on an equitable basis to provide opportunities for all students.</p> <p>This assistance is especially valued by our families.</p>
Planning the School Plan 2018 – 2020	\$ 1000.00	<p>Funds were used to provide a day for the Principal to attend professional learning specifically in relation to the development of a new school plan.</p> <p>An extra 2 days were allocated to provide staff with time to address school evaluation and improvement leading to the formulation of the new School Plan.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	13	17	20	20
Girls	10	9	15	18

Michelago Public School has 2 multi-stage classrooms. The Junior class includes Kindergarten to Year 2. The Senior class includes Year 3 to year 6 students.

Michelago Public School enrolments are reflecting a steady increase and will continue to do so with the growth of the village and surrounding areas.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.7	93.7	91.6	93.5
1	96.6	100	96.7	93.5
2	97.3	96.2	91.7	92.3
3	96.3	97.8	97.2	94.8
4	97	97.8	97.8	94.5
5	95.1	93.4	98.4	96.8
6	94	97.1	94.3	93.4
All Years	96.2	96.2	94.9	93.8
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

Through our school's newsletter, P&C meetings and parent/ teacher meetings, we ensure parents understand the legal requirements of school attendance and that attendance is essential in order to maximise student learning.

Regular communication with parents on an informal basis also ensures late arrivals and attendance matters are covered.

All staff are now marking rolls and tracking attendance through EBS Central.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	1.28
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.1
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	0.88
Other Positions	0

*Full Time Equivalent

The Australian Education regulation, 2014 requires schools to report on the Aboriginal composition of their workforce.

At the present time, there are no permanently employed staff who identify as Aboriginal. The school has been fortunate to employ a casual who identifies as Aboriginal. Mrs Palmer has contributed to school programs and enhanced the learning of all our 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

Staff at Michelago Public School continue to demonstrate that learning is a lifelong endeavour. The school is committed to providing quality learning and development opportunities for staff for the benefit of student learning and wellbeing.

Staff development focussed on Consistent Teacher Judgement in the area of writing with staff gaining a greater understanding of assessment criteria and the links to explicit teaching practice.

'HOW2Learn' has continued to drive school professional learning and will continue during 2018. Modules in Phase 1 were completed.

Teachers developed Professional Development Plans in collaboration with the supervisor. These plans highlight goals linked to the strategic directions in the School Plan. This year professional development around Professional Development Plans was extended to include ancillary staff such as the School Administration Officer and the Student Learning Support Officers.

Staff meetings allowed time for the review of Scope and Sequences across Science, History and Geography to ensure thorough implementation of curriculum from Kindergarten to Year 6.

The Principal and School Administration Officer participated in the introduction of 'Learning Management Business Reform' to improve the administration and management processes of the school.

All staff are actively involved in maintaining mandatory professional development in areas such as Child Protection, Anaphylaxis & CPR and e-emergency.

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.

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	163,044
Appropriation	147,116
Sale of Goods and Services	0
Grants and Contributions	15,546
Gain and Loss	0
Other Revenue	0
Investment Income	382
Expenses	-79,868
Recurrent Expenses	-79,868
Employee Related	-47,638
Operating Expenses	-32,230
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	83,176
Balance Carried Forward	83,176

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	420,364
Base Per Capita	5,349
Base Location	1,687
Other Base	413,328
Equity Total	17,830
Equity Aboriginal	1,604
Equity Socio economic	4,183
Equity Language	0
Equity Disability	12,043
Targeted Total	30,790
Other Total	2,648
Grand Total	471,632

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

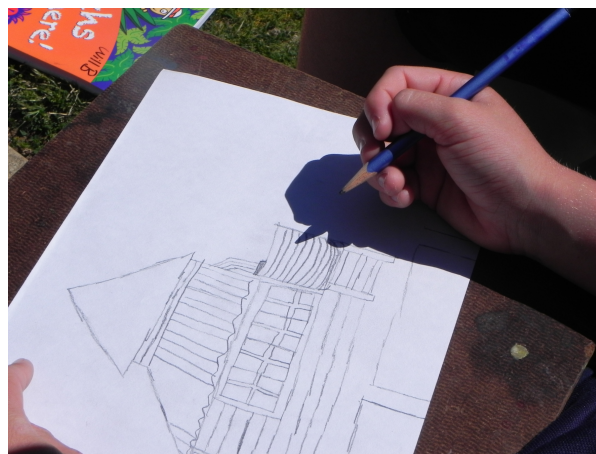
NAPLAN

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

Due to small numbers participating in NAPLAN 2017, data will not be published.

For further information on NAPLAN data please refer to the following :

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

Michelago Public School actively seeks open and respectful feedback from the school community. We strive to incorporate a whole school collective and collaborative approach to school planning and evaluation. The opinions of students , staff and parents have been sought through discussion, P&C meetings, Focus Group meetings and surveys.

Tell Them From Me student surveys reflect:

- Over 90% of students believe they have positive relationships at school where they have friends they can trust,
- Over 90% of students believe schooling is useful in everyday life and will help with the future,
- 92% of students try hard to succeed,
- 85% of students have positive sense of belonging,
- The majority of students reflect positive relationships with staff and agree there are learning expectations for success.

In school student surveys reflect:

- The majority of students believe bullying is a minor matter at the school,
- Most students are kind and caring and
- The school has a friendly environment.

Staff discussion and collaboration reflects:

- All staff are committed to improving student learning outcomes,
- Student welfare and wellbeing is a priority,
- Student data is being used more effectively to inform teaching practice,
- There is a strong sense of school community collaboration and respect and
- The school uses feedback from all parties to engender school improvement.

Parent feedback was gathered from P&C meetings, Focus group consultation and informal conferences with parents. feedback reflects:

- The school has competent and experienced staff,
- Student welfare and wellbeing is a strong point,
- Overall, discipline is fair and consistent with parental follow up,
- The school encourages an active and healthy lifestyle,
- The school is authentic in its collaborative

practice and

- Parents value the After School Programs as a means to support working families.

One staff member is trained as the Anti-racism Contact Officer to assist in eliminating racism and racist behaviour at the school.



Policy requirements

Aboriginal education

Michelago Public School continues to develop Aboriginal programs to support our cohort of Aboriginal Students and enhance their learning outcomes. Resources were allocated to provide extra time for the SLSO to aide the implementation of a Literacy program for these students.

The Learning Support Team working with staff, students and parents established Personalised Learning Pathways (PLP's) for each student. These PLP's continue to support students in their development of a strong commitment to learning and improving performance.

Our school focusses on integrating Aboriginal education across the curriculum. Teachers provide all students with experiences to develop a deep understanding and knowledge of Aboriginal culture and history. This was demonstrated clearly with specific lessons being presented by Mrs Sharna Palmer, an Aboriginal community member and teacher.

Staff reviewed the Aboriginal Education and Training policy: Turning Policy into Action during staff meetings to further highlight the need for effective implementation of policy to support our students.

Multicultural and anti-racism education

Michelago public School continues to promote multi-cultural education through a range of learning experiences and is integrated into the curriculum. A particular highlight this year was the K – 6 unit of learning which focussed on the Snowy Hydro Scheme and the flourish of multi-culturealism from this amazing scheme and its impact on our society.

Through our teaching programs and school systems and values, we strive to promote a shared vision of Australia based on cultural understanding and community harmony. We believe all student should be provided with equitable opportunities to learn, share experiences and succeed at school.